

**HUNTINGTON
UNIVERSITY**
GRADUATE AND ADULT STUDIES
ACADEMIC CATALOG
2014 – 2015



REGISTER OF OFFICERS, FACULTY AND STAFF
2013 - 2014

GENERAL ANNOUNCEMENT OF COURSES
2014 - 2015

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HUNTINGTON UNIVERSITY
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GRADUATE AND ADULT STUDIES CALENDAR

2014-2015

Fall 2014

Classes Begin for Youth Ministry Leadership	Tue July 1
Classes Begin for Professional Programs	Tue July 8
Classes Begin for Counseling, Christian Ministry & Occupational Therapy	Mon Aug 25
Classes Begin for Education	Tue Aug 26
Labor Day (Offices Closed - No Classes)	Mon Sept 1
Homecoming	Fri-Sat Oct 3-4
Board of Trustees Fall Meeting	Thur-Fri Oct 16-17
Thanksgiving Recess	Thur-Fri Nov 27-28
Final Day of Classes for Youth Ministry Leadership	Sun Nov 23
Final Day of Classes for Education	Tue Dec 2
Final Day of Classes for Counseling	Fri Dec 5
Final Day of Classes for Occupational Therapy	Thur Dec 11
Final Day of Classes for Christian Ministry	Mon Dec 15
Final Day of Classes for Professional Programs	Mon Dec 22

Spring 2015

Classes Begin for Youth Ministry Leadership & Occupational Therapy	Mon Jan 5
Classes Begin for Counseling	Mon Jan 12
Classes Begin for Professional Programs	Tue Jan 13
Classes Begin for Christian Ministry	Mon Jan 26
Classes Begin for Education	Tue Jan 27
Good Friday Break	Fri Apr 3
Easter Monday (no classes)	Mon Apr 6
Board of Trustees Spring Meeting	Thur-Fri Apr 23-24
Final Day of Classes for Counseling	Fri May 1
Final Day of Classes for Education	Tue May 5
Final Day of Classes for Christian Ministry	Fri May 8
Final Day of Classes for Occupational Therapy	Thur May 14
Graduation	Sat May 16
Final Day of Classes for Youth Ministry Leadership	Sun June 7
Final Day of Classes for Professional Programs	Mon June 22

Summer 2015

Classes Begin for Counseling	Mon May 11
Classes Begin for Education & Occupational Therapy	Tue May 19
Memorial Day Break	Mon May 25
Classes Begin for Christian Ministry	Mon June 1
Fourth of July Break	Mon July 6
Final Day of Classes for Christian Ministry	Fri July 17
Final Day of Classes for Counseling	Fri Aug 7
Final Day of Classes for Education	Tue Aug 18
Final Day of Classes for Occupational Therapy	Mon Aug 24

INTRODUCTION

Beginnings

Huntington University was chartered under the laws of the State of Indiana as Central College in 1897 by the Board of Education of the Church of the United Brethren in Christ for the “higher education of the young people of said church and others.” The institution was named Central College because of its central location to churches in the denomination. Throughout its history, the University has fulfilled its founding mission by providing education firmly rooted in the liberal arts and preparing those entering service professions such as teaching, pastoral ministries and medicine, as well as business, law and other professions.

Huntington University is the direct successor of Hartsville College, chartered in 1850 under the name of Hartsville Academy. Hartsville closed in June 1897 and many students transferred to the new college in Huntington. In 1898, the Hartsville campus was destroyed by fire. The Hartsville College bell was recovered and taken to Huntington as a symbol of the close ties between the two schools. Today, the bell is displayed outside the RichLyn Library.

The opening of Huntington University has been called a work of divine providence. In 1896, the General Board of Education of the Church of the United Brethren in Christ made plans to open a new institution of higher learning. Before these plans were publicized, an unsolicited proposal was received from the Huntington Land Association. Three entrepreneurs (among them a United Brethren minister) proposed a strategic partnership: the Land Association would donate a three-story brick building, additional campus ground and operational cash. In return, the Church would equip and operate a school and sell lots in the surrounding neighborhood. Called a direct answer to prayer, the opportunity was “precipitated upon us like a clap of thunder,” said Bishop Milton Wright (whose sons, Orville and Wilbur, would be the first to fly).

Through this cooperation of Church and community, the University cornerstone was laid in August 1896. A year later, the local newspaper estimated that 1,200 people turned out for the dedication of the University. “Very impressive were the services at Central College,” reported the Huntington Herald, using the institution’s original name. “The new Central College was dedicated Tuesday afternoon, and the doors of the institution thrown open to all for their education as taught from the Word of God.”

Bishop Wright offered the prayer of dedication on September 21, 1897:

“It has been Thy good pleasure, O Lord, to give Thy people this property, this building, and these grounds to be used for the purpose of Christian education. Now, with hearts of gratitude to Thee, we desire to consecrate this edifice and these grounds to Thee. And now, O Lord, we dedicate this building from tower to foundation-stone with all its furniture of any and every kind, and all that may hereafter be put into it in harmony with piety and propriety, and dedicate these grounds with all improvements which may be made now or hereafter... We dedicate all these to Thee, O Lord, to the cause of Christian education, in the name of the triune God, Amen.”

Central College was renamed Huntington College in May 1917 in response to community interests. The institution became Huntington University on June 1, 2005. It retains its strong association with both the local community and the Church of the United Brethren in Christ as it continues to serve “the young people of said church and others.”

Location

Huntington University is located in the northern part of Huntington, Indiana, a community of nearly 17,500. The city is situated on the banks of the Wabash River. Its healthful climate, beautiful scenery, splendid commercial location, fine churches and quality school system make Huntington an excellent college town.

The University buildings are located on a large and beautiful campus in the northeast section of the city. The drives, walks, groves and ravines make the campus unusually attractive throughout the year. The site consists of over 160 acres, largely wooded, and includes a central pedestrian mall and a memorial fountain. The fountain is circled by academic buildings such as the RichLyn Library; Becker Hall, the original College Hall opened in 1897 that now houses the digital media arts program and administrative offices; and the large science building completed in 2002. A small campus lake provides focal interest for the student union, dining commons, Merrillat Centre for the Arts and president’s home. Living areas are divided between modern residence halls positioned around campus and the apartment village tucked into the woods at the edge of campus. Athletic facilities and fields fill out the side of campus facing the adjacent residential neighborhood.

Thornhill Nature Preserve, owned by the University, is within a few minutes of campus. The private 77-acre reserve includes a variety of diverse habitats, including evergreen and deciduous forest, a woodland pond, meadows and wetlands. The diverse ecosystem supports a wide variety of wildflowers, trees, mammals and birds.

Huntington County has its own airport for private aircraft, while Fort Wayne International Airport provides commercial air service only 25 miles away.

Huntington University also has satellite locations in Columbia City and Fort Wayne, Indiana. The Columbia City location serves Professional Programs students, and the Fort Wayne location on the campus of Parkview Hospital Randallia houses graduate programs.

Accreditations

The Higher Learning Commission and a member of the North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400, Chicago, IL 60602
Phone 800-621-7440
(1961, 2014)

National Council for Accreditation of Teacher Education
2010 Massachusetts Ave NW, Suite 200, Washington, DC, 20026-1023
Phone 202-466-7496
(1994, 2005)

Indiana Department of Education, Division of Professional Standards
101 West Ohio Street, Suite 300, Indianapolis, IN 46204-1953
(1917)

The Council on Social Work Education
1725 Duke Street, Suite 500, Alexandria, VA 22314
Phone 703-683-8080
(February 2009 retroactive to February 2006, 2014)

Commission on Collegiate Nursing Education
1 Dupont Circle NW, Washington, DC 20036
Phone 202-887-6791
(2011)

Indiana State Board of Nursing
402 West Washington Street, Room W072, Indianapolis, IN 46204
Phone 317-234-2043
(2007)

Granted Candidacy Status and Proceeding with the Accreditation Process

Accreditation Council for Occupational Therapy Education
 The American Occupational Therapy Association, Inc.
4720 Montgomery Ln, Ste 200, Bethesda, MD 20814-3449
Phone 301-652-6611 Department extensions Accreditation - x2914
TDD: 1-800-377-8555
Fax: 301-652-7711

Memberships

- American Association for Christian Counseling
- American Association for Employment in Education
- American Association for Marriage and Family Therapy
- American Association of Christian Counselors
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Professors
- American Choral Directors Association
- American Counseling Association
- American Society of Composers, Authors and Publishers
- Association for Christians in Student Development
- Association of Christian Schools International
- Association of Christians in the Mathematical Sciences
- Association of Governing Boards of Universities and Colleges
- Association of Physical Plant Administrators of Universities and Colleges
- Association of Professional Researchers for Advancement
- Association on Higher Education and Disability
- Broadcast Music, Inc.
- Central Association of College and University Business Officers
- Christian Association for Psychological Studies
- Christian College Teacher Education Coordinating Council
- Christian Leadership Alliance
- Christian Scholar's Review
- College Entrance Examination Board
- Council for Advancement and Support of Education
- Council for Adult and Experiential Learning
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Council on Social Work Education
- Crossroads League
- Independent Colleges of Indiana
- Indiana Association of Colleges for Teacher Education
- Indiana Association of Collegiate Registrars and Admissions Officers
- Indiana Association of School Broadcasters
- Indiana Association for College Admission Counseling
- Indiana Broadcasters Association
- Indiana Choral Directors

- Indiana Conference of Higher Education
- Indiana Music Education Association
- Indiana Student Financial Aid Association
- International Centre for Training and Research
- Jerusalem University College
- Loan Repayment Assistance Program (LRAP) Association
- Midwest Archives Conference
- Midwest Association of Higher Education Facilities Officers
- Mu Kappa International
- NAFSA: Association of International Educators
- National Association for Music Education
- National Association of Basketball Coaches
- National Association of CX Users
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- National Association of College Auxiliary Services
- National Association of Colleges and Employers
- National Association of Collegiate Directors of Athletics
- National Association of Foreign Student Advisors
- National Association of Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Association of Social Workers
- National Association of Student Financial Aid Administrators
- National Association of Teachers of Singing
- National Board for Certified Counselors
- National Christian College Athletic Association
- National College Athlete Honor Society
- National Communication Association
- National Council for Accreditation of Teachers Education
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- National Fire Protection Association
- National Network of Youth Ministry
- National Religious Broadcasters
- National Soccer Coaches Association of America
- North American Coalition for Christian Admissions Professionals
- Private Academic Library Network of Indiana
- SAGE Scholars
- The Higher Learning Commission
- The Tuition Exchange, Inc.

Mission Statement

The University is a Christ-centered liberal arts institution of higher education with a strong historic and ongoing relationship with the Church of the United Brethren in Christ. With the conviction that all truth is God's truth, the University exists to carry out the mission of Christ in higher education.

Through a curriculum of demonstrated academic excellence, students are educated in the liberal arts and their chosen disciplines, always seeking to examine the relationship between the disciplines and God's revelation in Jesus Christ.

The University's mission will be accomplished as we . . .

1. *develop in students a commitment to scholarship that is persistent in its pursuit of truth and sensitive to the concerns of the Christian church, the scholarly and educational community and the world at large;*
2. *educate students broadly for a life of moral and spiritual integrity, personal and social responsibility and a continued quest for wisdom;*
3. *equip students for a variety of vocations so that they may glorify the Creator, who charged humanity with the care of his Creation;*
4. *help students develop their abilities for a life of God-honoring service to others and for personal fulfillment.*

Philosophy Of Education

As a Christian university, Huntington is committed to developing the whole person, assisting students to understand all areas of human knowledge from the perspective of a Christian worldview and preparing them to impact their world for Christ. While the programs of the University are designed especially for students who desire to study in such an environment, the University welcomes students of all faiths who understand the objectives of the University and are willing to abide by its regulations.

The University is committed to a strong liberal arts emphasis, with general requirements in the arts, history, literature, philosophy and natural and social sciences for all students, regardless of the vocation or profession for which they are preparing.

In developing the whole person, the University emphasizes intellectual, physical, social and religious objectives.

- The University encourages the development of thorough scholarship; habits of honest, clear, constructive, critical thought; a command of oral and written English; an understanding of the meaning, methods and interrelationships of the principle fields

of learning; an appreciation of beauty as expressed in nature and the arts; and concentration in one or two fields of learning in preparation for life's work.

- The University encourages the student to value physical well-being as a basis for wholesome living and good health and to develop a personality that makes possible mutually satisfying and cooperative relations with others.
- The University encourages students to develop their faith, to interpret fields of learning from a Christian perspective, to commit themselves to Christ as Savior and Lord and to develop traits of Christian character and service. The University community nurtures a Christian environment conducive to spiritual growth and specifically requires Bible courses in the core curriculum and attendance in the chapel program.

The University recognizes that, as a Christian institution, it must make itself not a refuge from the contemporary world but an arena for encounter with the world and creative response to it. The University must emphasize the necessity for students to make a critical and personal response to the issues encountered in the various fields of study and challenge students to think through the relationship between their Christian faith, their academic pursuits, their career goals and their personal lives. These challenges should include unsolved problems and open questions, as well as issues for which satisfactory solutions have already been worked out. The University must accept disagreement and controversy as a normal and healthy part of its life as a university, rather than viewing them as a threat to be avoided by silence on controversial topics.

The University recognizes that it is unsuccessful if students learn information but are not challenged to rethink their values; students become familiar with a major field of study but are not ready to do independent and critical thinking in those fields; students learn about current problems, issues and controversies but feel no need to make personal responses to them; students maintain Christian beliefs and practices but insulate their Christian faith from other aspects of their experience and do not think through, broaden and deepen their faith in response to the challenges presented both by their academic and career pursuits and by their awareness of current problems and issues.

Statement Of Faith

Huntington University was founded by the Church of the United Brethren in Christ upon a vital evangelical Christian faith. The Board of Trustees, the administration and the faculty are united in the conviction that this faith should characterize the entire program of the institution.

While the program is designed especially for students who seek such an environment in which to continue their education, the University welcomes students of all faiths who understand the objectives of the institution and are willing to abide by its regulations.

The faculty of Huntington University subscribe to the following statement of faith:

We believe the Bible to be the inspired, the only infallible, authoritative Word of God.

We believe that there is one God, eternally existent in three persons, Father, Son and Holy Spirit.

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father and in His personal return in power and glory.

We believe that for the salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential.

We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.

We believe in the spiritual unity of believers in our Lord Jesus Christ.

GENERAL INFORMATION

History of Graduate and Professional Programs at Huntington

Since its inception as Central College in 1897, Huntington University has had programs for the professional development of adult learners. A Theological Seminary was founded in 1940 to grant Bachelor of Divinity degrees.

The Graduate School of Christian Ministries served ministry students from 1972 to 2010. The Master of Education degree was launched in 2004, adding breadth to Huntington's graduate offerings. In 2005, the Master of Arts in Youth Ministry Leadership was launched with off-site locations as well as online learning components. The Master of Arts in Counseling program was developed in 2007, leading to state licensure in counseling. In 2008, the University began to offer online degrees in the Professional Programs. The graduate Christian Ministry programs, which include a Master of Arts in Global Initiatives, a Master of Arts in Global Youth Ministry and a Master of Arts in Pastoral Leadership, started in 2014. The Doctorate in Occupational Therapy also began in 2014 and is located on the Parkview Hospital Randallia campus in Fort Wayne, Indiana.

Program Descriptions

Professional Programs

Professional Programs are designed for working adults whose motivation for pursuing an undergraduate degree program is strong and whose experiences can contribute to cooperative learning styles. Students may pursue an associate's or bachelor's degree. Courses are typically offered in an accelerated format in the evenings on site on the Huntington University campus or at the Huntington University Adult Education Sites in Columbia City or Fort Wayne, Indiana. Courses are also offered online and are facilitated through a virtual classroom and do not have a residency requirement.

Bachelor of science degree programs are offered in **accounting, business administration, criminal justice, human resource management, marketing, not-for-profit leadership and psychology**. A **bachelor of science in nursing** degree is offered in **RN-BSN completion**. A **bachelor of social work** degree is offered in **social work**. An **associate of arts** degree is offered in **Christian ministry** and an **associate of science** degree is offered in **organizational management**. Professional Programs also offer a **certification in Teaching English to Speakers of Other Languages (TESOL)**.

Professional Programs also offer core curriculum courses for adults. Core and elective courses are offered throughout the year, meeting one night per week. Core classes are open to students in the Professional Programs and to members of the community. See the Professional Programs section of the catalog for details.

Master of Arts in Counseling

The **master of arts in counseling** program is designed to prepare students for counseling careers in a variety of settings. Leading to state licensure, the program combines scholarly foundations with an exciting optional minor and valuable electives.

A campus-owned free clinic for the community provides practical clinical experiences for all counseling students. Courses are offered in traditional semester format and in the summer. See the graduate counseling section of the catalog for details.

Master of Education

The **master of education** program is designed for licensed or licensable teachers who wish to pursue a master of education degree or wish to take coursework to stay current in the field of teacher education. **Master of education** degrees are offered in **elementary curriculum and instruction, elementary reading curriculum and instruction, early adolescent education, adolescent and young adult education, and TESOL education.**

Secondary education programs are customized to the student's teaching content area. Courses are offered in the evening during the fall and spring semesters and in a concentrated workshop format during the summer term. Some courses are offered online as well. See the graduate education section of the catalog for details.

Graduate Christian Ministry Programs

The Christian Ministry graduate programs train students to effectively impact their world for Christ. The programs challenge students with sound biblical and theological principles to effectively lead ministries to fulfill the mission of the Church and include **master of arts** degrees in one of the following three areas: **global initiatives, global youth ministry and pastoral leadership.**

The **master of arts in global initiatives** is designed for Christian leaders and those preparing for a mission service vocation. This program provides foundational principles and skills needed for effective cross-cultural ministry leadership in the Church. Classes in this program focus on research, leadership, spiritual formation, multi-cultural partnerships and mobilization.

The **master of arts in global youth ministry** is designed for Christian leaders in the youth ministry field. This program provides foundational principles and skills needed for effective cross-cultural youth ministry leadership, both internationally and with specialized populations within the United States. Classes in this program focus on research, adolescent culture and development, principles of youth ministry, intergenerational ministry and multi-cultural partnerships.

The **master of arts in pastoral leadership** is designed for Christian ministers and those preparing for a pastoral ministry vocation. This program provides foundational principles and skills needed for effective leadership in the Church and provides training in pastoral counseling, hermeneutics, homiletics, mission, worship and Christian education.

Master of Arts in Youth Ministry Leadership

The **master of arts in youth ministry leadership** is designed for men and women currently involved in the youth ministry field. Classes are delivered through a flexible mix of online learning and face-to-face fellowship. When gathered in locations around the country, meaningful class times give students and faculty opportunities to explore, discuss and discern together. The remaining coursework and research activity are facilitated through online interaction. Classes are offered during four 10-week sessions in fall, winter, spring and summer.

Doctorate in Occupational Therapy

The **doctorate in occupational therapy** is designed to provide students with the highest level of preparation for the field of occupational therapy. Offered in a state of the art facility on the campus of Parkview Randallia Hospital, the program combines coursework, research and experiential learning in a unique way. Highly skilled and educated therapists will advance the cause of Christ in the world. The program accepts 32 students into full-time study per year.

Community Life

Huntington University strives to create and promote an atmosphere that will encourage students to develop the highest attainable degree of maturity within the framework of an evangelical Christian faith. The primary obligation of all students is to live as responsible members of a Christian community, seeking to live up to their own ideals as they themselves grow personally, morally and spiritually.

Student Services

The Office of Student Life offers various services to students with personal, career and academic needs. Individual

counseling by a professional counselor is available and confidential. Psychological testing can be provided as needed through a local mental health facility.

The Office of Career Development offers a multitude of services ranging from career counseling, online career information and assessments and graduate school information.

Career services are available to alumni. Credentials packets developed by the student prior to graduation are sent to requested graduate schools and prospective employers.

Enterprise Resource Center

The Huntington University Enterprise Resource Center is the hub for identifying, implementing and evaluating internships, practica and job shadows for undergraduate students.

The ERC acts as a liaison between the University and businesses, not-for-profit organizations, social service agencies, churches and government. The staff works with these organizations to develop meaningful “real-world” experiences for Huntington University students with a wide range of majors and interests. The ERC staff helps students arrange for internships, practica and job shadows; works with students and faculty to determine and achieve desired outcomes; and documents and assesses experiential learning. The ERC staff also provides assistance with writing resumes and cover letters and preparing for interviews.

Learning Center

The Learning Center, located in Loew-Brenn 102 on the Huntington campus, provides academic support to students in individual or small group settings. Learning Center staff coordinate peer tutoring, by appointment, with trained peer tutors in a wide variety of courses. In addition, the Learning Center director provides individualized assistance to students in evaluating and improving study habits and skills such as time management and test taking. The Learning Center also administers CLEP and DSST exams.

The Writing Center is open to students who wish to improve their writing skills. English tutors provide personal assistance, so students may learn to express ideas more effectively. This support ranges from brainstorming and organizing a project to editing compositions and improving grammar, punctuation and spelling. Drop-in hours for the Writing Center are posted for each semester.

Library Resources

RichLyn Library provides an excellent learning resource for the University. Overlooking Lake Sno-Tip, the library provides

a pleasant study environment with a large atrium and informal lounge areas, individual study carrels and small study rooms. The library displays a portion of the Wilson fine art collection, providing a rich learning resource to patrons.

Its collection includes over 200,000 items, access to over 30,000 and numerous Internet databases. Distance students will find that many Web resources may be accessed from the library's home page. The online public catalog is Web-based, which allows for convenient access. A selection of over 60,000 ebooks is also available. A fast and efficient interlibrary loan system provides access to materials around the state and from selected libraries across the nation.

Additionally, the library is wireless, and all study carrels are supplied with electric outlets. Special collections include government documents, curriculum materials and kits, printed and record music and audiovisual media collection. On the lower level, you will find the United Brethren Historical Center, which houses the archives of Huntington University and the Church of the United Brethren in Christ.

ADMISSIONS POLICIES AND PROCEDURES

Application for admission is your first step toward becoming a part of the Huntington University's Graduate and Professional Programs. You may visit the University Web site for information and an application form at www.huntington.edu. The Graduate Office of Admissions may be reached at 260-359-4111 or e-mail graduate@huntington.edu. The Professional Programs Office of Admissions may be reached at 260-359-4162 or 800-600-4888 or e-mail gopro@huntington.edu.

For admission requirements specific to your intended program, see that program's section of the academic catalog.

Huntington University admits individuals of any race to all the rights, privileges, programs and activities accorded or made available to every student and does not discriminate on the basis of race, class, sex or age in the administration of its educational policies, admission policies, scholarship and loan policies and athletic and other administrative programs.

Transfer Students

Only courses with a grade of C or above are transferable, and only those courses which are appropriate to programs offered at Huntington will be transferred. Some programs may require a higher minimum grade for transfer work. The registrar will determine which courses meet Huntington requirements in specific majors and general education based on appropriate relevant materials provided by the student. Work completed more than ten years prior to a student's date of graduation is subject to review by the registrar and the directors of the appropriate program to determine whether those credits will count toward graduation.

When a student who has completed coursework at another college transfers to Huntington, only credits are transferred--no transfer grades are recorded nor counted in the cumulative grade point average.

When a student who is regularly enrolled at Huntington enrolls as a transient student at another institution and takes coursework that has been approved by the Huntington registrar, the grade as well as course credit is listed on the student's Huntington transcript and calculated in the cumulative grade index. Grades are not transferred for coursework taken before a student enrolls at Huntington or when the student is not a continuing student, as when a student transfers out for a semester and returns to Huntington. Credit awarded by another institution on the basis of an examination or proficiency test is

not transferable to Huntington University. Credit for AP, CLEP and DSST examinations taken prior to enrollment is awarded by Huntington University only after the student has enrolled and after the University has evaluated an official score report.

Undergraduate transfer students whose cumulative GPA is less than 2.0 or who are on academic probation at the most recent institution attended as a full-time student may be admitted on probation, provided the student would have been regularly admitted on the basis of the high school or college record. Such students must obtain a C average in their first semester at Huntington to be removed from probation and be permitted to continue their enrollment.

A transfer student released from another post-secondary institution for poor scholarship may be admitted on probation after at least one semester has elapsed between the student's release and the admission to Huntington provided the student would have been regularly admitted on the basis of the high school record. However, based on an evaluation of the admissions committee, such a student may be conditionally admitted on probation if there is promise of success at Huntington but may be limited to less than full-time attendance until the student has completed 12 or more hours with a 2.0 cumulative GPA at Huntington. Subsequent action for release from probation or for dismissal will follow regulations for regularly enrolled students.

Transfer students follow regular admissions procedures. An **official transcript** of his or her post-secondary record is requested by the student to be sent from the registrar of that institution to the Huntington University Office of Admissions. Attendance at all previous institutions must be reported on the application; fraudulent or incomplete information about one's previous academic record will subject the individual's admission decision to review for possible immediate dismissal.

Some graduate programs do not admit transfer students. For transfer policies specific to your intended program, see that program's section of the academic catalog.

Transient Students

Students who are regularly enrolled at another post-secondary institution may earn a limited number of credits at Huntington to apply toward their degree program at the other institution. Transient students do not need to make formal application for admission provided they secure a statement from the registrar of the institution to which they wish to transfer their credits certifying that those credits apply towards their anticipated degree. Such transient students may take courses in summer session or during the semester when it is convenient to their programs. Transient students may not take courses in the Occupational Therapy program.

Readmission

Students who interrupt their enrollment for one or more semesters must apply for readmission. Students in continuous enrollment covering a number of years may graduate under the Catalog requirements which were in force at the time of the initial registration, provided the enrollment period does not extend beyond seven years. Students who interrupt their enrollment will graduate according to the Catalog under which they return.

Work completed more than ten years prior to a student's date of graduation is subject to review by the registrar and the director of the student's intended program to determine whether those credits will count toward graduation.

Some graduate programs have more rigorous standards for program completion time. Please review the catalog section related to your intended program.

DEGREES AND PROGRAMS

Degrees Offered

Students completing a designated four-year undergraduate program are awarded the appropriate bachelor of science, bachelor of science in nursing or bachelor of social work degree. Students completing a designated two-year program are awarded the associate of arts or associate of science degree.

In the graduate program, students may be awarded one of the following degrees: master of arts, master of education or doctorate in occupational therapy.

Professional Programs

Professional Programs offer an accelerated degree program for working adults leading to either an associate of arts degree, an associate of science degree, a bachelor of science degree, a bachelor of science in nursing degree (RN-BSN completion) or a bachelor of social work degree.

Associate of Arts

The associate of arts degree is offered in the following area of study.

- Christian Ministry

Associate of Science

The associate of science degree is offered in the following area of study.

- Organizational Management

Bachelor of Science

Bachelor of science degrees are offered in the following areas of study.

- Accounting
- Business Administration
- Criminal Justice
- Human Resource Management
- Marketing
- Not for Profit Leadership
- Psychology

Bachelor of Science in Nursing

The bachelor of science in nursing degree is offered in the following area of study.

- RN-BSN Completion

Bachelor of Social Work

The bachelor of social work degree is offered in the following area of study.

Social Work

Graduate Programs

The graduate school offers programs leading to the master of arts degree and the master of education degree.

Master of Arts

Counseling
Global Initiatives
Global Youth Ministry
Pastoral Leadership
Youth Ministry Leadership

Master of Education

Elementary Curriculum and Instruction
Elementary Reading Curriculum and Instruction
Early Adolescent Education
(*Generalist, Language Arts, Math, Science, Social Studies*)
Adolescent and Young Adult Education (*Biology, Chemistry, English, Generalist, Math, Social Studies*)
TESOL Education

Doctorate in Occupational Therapy

Occupational Therapy

Graduation Requirements

It is the responsibility of the student to see that the proper courses for the intended degree and major are taken in the proper sequence. Special care should be taken with courses not offered each term. The faculty advisor should be consulted for assistance in planning, *but ultimately the student accepts responsibility for registration in the desired and needed courses.*

Students must be present at Commencement exercises for the conferring of the degree unless exempted by special action of the Faculty. Students who have unavoidable conflicts or for whom attendance at the ceremonies will present an extreme hardship may petition to be exempt from the ceremony and to have their degrees awarded *in absentia*. Petitions must be submitted to the registrar no later than March 1 (emergency requests excepted.) Students may be asked to provide supporting documentation.

Students intending to complete degree requirements during the summer may be permitted to participate in Commencement exercises in May as summer (July) graduates provided they have no more than **nine hours** of coursework remaining

at the time of Commencement. Students who wish to be July graduates must file an acceptable plan for completing the outstanding credits with the registrar by May 1 prior to Commencement. Courses offered by Huntington University and already begun at the time of Commencement and scheduled to be completed before July 31 will not be included in the nine-hour maximum. Students may be listed as July graduates one time. Students whose names are published in the Commencement bulletin as July graduates who fail to complete requirements as planned will not be listed in the bulletin again until all degree requirements are completed.

For graduation requirements specific to your intended program, see that program's section of the academic catalog.

Applying for Graduation

Students pursuing any degree in the Professional and graduate programs should submit a Plan of Study for Degree Completion the September prior to their planned completion of requirements. Students in Professional Programs submit their plans to the assistant registrar of graduate and professional programs, and students in the graduate programs submit their plans to the director of their specific program. After the registrar has approved a student's plan, the student must report any changes in the submitted plan of study for completion of requirements to the registrar for approval. Failure to do so could jeopardize your ability to graduate.

Students planning to complete a portion of their requirements for graduation through CLEP or DSST exams must complete that work in time to allow an official report of the results of that work to reach the registrar by mid-term of the spring semester prior to graduation.

ACADEMIC POLICIES

Grading System

The University uses a traditional grading system based on the four-point scale. Letter grades may carry plus and minus marks that are computed in the grade point average. The interpretation of letter grades is as follows:

<u>Grade</u>	<u>Description</u>
A	Excellent Achievement
B	Commendable Achievement
C	Satisfactory Achievement
D	Unsatisfactory Achievement
F	Failure
S	Satisfactory
U	Unsatisfactory
W	Withdrawn
I	Incomplete
AU	Record of Audit

Only courses for which grades of **A** to **D** and **S** are earned are granted credit, and only courses for which grades **A** to **F** are earned are awarded grade points and used in the calculation of grade point averages. The following scale is used in assigning grade points. Each credit hour earns the grade points shown.

<u>Grade</u>	<u>Grade Points</u>
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

The grade point average (GPA) is an index of academic achievement in work taken at Huntington and is computed as the average of grade points earned in courses for which grades **A** to **F** were given. Grade point averages are calculated to the nearest thousandth and are never rounded up.

The Incomplete

An Incomplete (**I**) is given when some portion of a course requirement essential to receiving credit for the course has not been completed. The **I** must be removed by midterm of the

following semester. Failure to fulfill this requirement in the time allowed will result in a grade of **F**.

A grade of Incomplete in regular courses is given only under the most compelling circumstances. Lack of adequate time to complete course requirements is ordinarily not sufficient cause to grant an **I** unless there has been a serious illness or other extenuating circumstances which directly affect the completion of requirements.

Requests for an Incomplete are to be initiated by the students, supported by the course instructors and must be approved by the directors of the appropriate programs before the end of the semester.

Any Incomplete carried into a semester and completed in that semester becomes a part of the cumulative record reviewed at the end of that semester. If a grade is reported which replaces an **I** prior to the beginning of the semester, the registrar will compute the grade index and show the work as having been completed.

Repeating a Course

Students in the Professional Programs may repeat courses in which they have received an unsatisfactory grade of **D**, **F** or **U**. With the permission of the Professional Programs director, they may also repeat courses in which they have received a grade of **C** or **above**.

Students in the Graduate Programs (with the exception of the OTD program) must repeat courses in which they have received an unsatisfactory grade of **C-** or **lower**. With the permission of the directors of the appropriate programs, they may also repeat courses in which they have received a grade of **C** or **above**.

The student registers for the course as a Repeat course and is charged tuition as with any other course. Should the student be unable to schedule a required course to be repeated before graduation, it may be necessary to arrange to take the course by tutorial instruction which will incur an additional charge.

Although both grade entries become part of the permanent record, only the Repeat course counts as credit toward graduation and is used in computing the cumulative grade point average.

Students in the Doctorate of Occupational Therapy program are not allowed to repeat courses. Students who either earn a course grade below **C-** or who earn more than nine semester hours with a grade of **C+**, **C**, or **C-** will be dismissed from the program.

Independent Studies, Directed Studies and Tutorials

Independent studies, directed studies and tutorials are individually structured courses for students who are not able to take regularly scheduled courses or who are interested in pursuing an academic interest not covered in a regular course.

An **independent study** allows a student to pursue an academic interest outside the regular curriculum. Its purpose is to supplement the regular approaches of study rather than to substitute for regular curricular offerings. It should be undertaken only by a student who is primarily self-motivated and requires minimal supervision by the faculty member after the project has been structured.

A **directed study** is an individualized offering of a regular course which the student has been unable to schedule but which is required in the student's program. Course assignments will be outlined by the faculty member. Periodic meeting will be held between the student and the instructor to review progress and clarify material. If desired the student may request consultation time equal to one-half the hours the regular course would meet in which case it would then be considered a **tutorial** and the student would be required to pay a tutorial fee per credit hour in addition to regular tuition.

If a student wishes to accelerate his/her degree program or complete additional majors or minors or certifications beyond that required for a degree, the student will pay a tutorial fee if the course cannot be taken when offered.

If a student has failed a regularly offered course or failed to register for the course when it was available, the student is responsible for the course irregularity and will pay a tutorial fee. Other courses may be offered to a student as directed studies when scheduling prevents the student from taking the regular course or from taking an appropriate substitution.

Special paperwork is required for all independent studies, directed studies and tutorials.

Grievance Procedure for Academic Matters

In any university, disagreements will sometimes arise about grading and other academic matters. Huntington University wishes to resolve these matters in a respectful manner consistent with biblical principles.

In nearly all circumstances, the student should first seek to resolve the disagreement directly with the faculty member. If all possible means to resolve it directly with the faculty member have been exhausted, the student may resolve the disagreement using the following process. All complaints will be kept confidential to the extent permitted by law. No adverse action will be taken against the student filing the complaint.

1. Grievance procedure for grades
 - a. Students who wish to appeal the final grade for a course on the grounds that it was assigned arbitrarily or capriciously must first seek conciliation directly with the professor. If a satisfactory agreement cannot be reached through informal discussion, the student may seek to resolve the dispute through the following process.
 - b. A written appeal to the director of graduate and professional programs and the vice president of graduate and professional programs must be made within two weeks of the formal posting of semester grades by the registrar. The vice president of graduate and professional programs may grant exceptions to accept appeals after this length of time in the case of compelling extenuating circumstances.
 - c. The student must provide the following information in support of the appeal. Appeals will not be processed until all materials have been provided to the director of the graduate and professional programs. The burden is on the student to show that the grade is arbitrary and capricious in light of the evidence.
 - i. A written explanation of the basis for challenging the grade
 - ii. Copies of all relevant graded assignments and examinations
 - iii. A copy of the course syllabus as distributed to the class
 - d. The director of graduate and professional programs may ask the professor to provide similar documentation when necessary.
 - e. The director of graduate and professional programs and the vice president of graduate and professional programs will examine the evidence provided to determine whether the grade was arbitrarily or capriciously assigned.
 - i. If the determination is that the grade was not arbitrarily or capricious, the dean will sustain the professional judgment of the faculty member and the grade will stand. The dean will communicate this decision to the faculty member, division chair and the student.
 - ii. In the event that the grade assignment is determined to have been arbitrary or capricious, the dean will recommend that the faculty member change the grade. The new grade will be determined by the faculty member, the dean and the faculty member's division chair or appointed division member.

- f. Any appeal of the decision will be referred to the Graduate and Professional Programs Committee. The Committee's decision is final and not subject to further appeal.
2. Grievances about Other Academic Concerns
 - a. Students who have concerns about other academic matters involving a faculty member should, in most cases, first seek conciliation with the faculty member.
 - b. If student and faculty member cannot reach agreement or if the nature of the appeal is such that the student does not feel free to take the matter directly to the faculty member, the student should approach the director of graduate and professional programs. In order for the University to evaluate and respond to the concern, the student must submit a brief written statement that describes the concern. Supporting materials and documentation, if any, should be included with the written statement.
 - c. The director of graduate and professional programs will coordinate efforts to address and to decide the resolution of the student's concern.
 - d. Either the student or faculty member may appeal this decision by presenting his or her case to the Graduate and Professional Programs Committee. The decision of the Committee is final and not subject to further appeal.

Accommodation Policy

In compliance with Section 504 of the Rehab Act and the ADA Amendments Act of 2008, Huntington University makes reasonable accommodations for students with disabilities. The director of the Learning Center coordinates services for students with disabilities at the University. Any student who has a learning, neurological, orthopedic, sensory, psychological or other condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the Learning Center in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

Nondiscrimination Policy

Huntington University is a not-for-profit exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, Huntington University does not discriminate on the basis of race, color, national origin or sex in its policies, practices or procedures. It maintains a policy of nondiscrimination on the basis of handicap in its educational programs, admissions procedures

and its employment practices, in compliance with ADA Amendments Act of 2008. It is committed to providing the optimum employee safety and health in keeping with sound business practice and the requirements of the 1970 Occupational Safety and Health Act. The student's right of privacy in regard to disclosure of personal data is assured in conformity with existing legislative requirements. Huntington University complies with all relevant federal and state nondiscrimination laws and is an equal opportunity institution. Inquiries should be directed to the Office of the President of Huntington University

Grade Reports and Transcripts

Final semester grades are submitted by the instructor to the Office of the Registrar and are made available to the student and the advisor by that office. Students may access their grades via the Internet at my.huntington.edu. Students who do not have access to the Internet at the time final grades are available may request paper copies of their grades in writing at the Office of the Registrar. **Final grades are released to the student only by the registrar.**

Students in good standing who have met all financial obligations may obtain without charge official copies of their complete transcripts bearing the seal and signature of the registrar from the Office of the Registrar. Students may also print their own unofficial academic records for personal use from the Internet at my.huntington.edu. Federal law requires students submit official requests for each transcript. The Office of the Registrar cannot issue partial transcripts.

Student Records and Privacy

When a student is enrolled at an institution of higher learning, a substantial amount of personal information and educational data is collected, maintained, used and disseminated. Students are encouraged to review the information available to them on the Internet at my.huntington.edu. Huntington University recognizes and desires to protect the rights of privacy of the student over the age of 18, providing access to his or her educational data and the right to challenge the contents of his or her records for inaccurate or misleading information.

In general only those persons directly involved in the educational process have access to the student's records unless the student gives written permission to release the information. Parents of dependent children have access to academic and disciplinary information.

Some information has been designated as directory information by the University. The University may release directory information to outside parties without the student's

prior consent. Directory information includes the following: name, identification number, mailing address, e-mail address, home telephone number, date and place of birth, major fields of study, classification, participation in recognized activities and sports, photograph, dates of attendance, full-time and part-time status, eligibility for licensing or certification and degrees and awards received.

Students may request that directory information not be disclosed by completing a request in the Office of the Registrar. The University maintains a complete policy statement in accord with the Family Educational Rights and Privacy Act of 1974, obtainable from the Office of the Registrar.

Classification of Students in Professional Programs

Full-time Professional Programs students who are pursuing a degree are designated as **regular students** and classified as freshmen, sophomores, juniors and seniors according to the following:

Freshman	Less than 26 semester hours earned
Sophomore	26 but less than 58 hours earned
Junior	58 but less than 92 hours earned
Senior	92 or more hours earned

Full-time Professional Programs students are those enrolled for at least 12 hours in a given semester, and **part-time Professional Program students** are those enrolled for less than 12 hours.

First-time freshmen are students who have not previously been regularly admitted students in a recognized institution of higher learning during a regular term.

Post-graduate students are those who have already completed a recognized baccalaureate degree and are enrolled in Professional Program courses.

Unclassified students are those whose transfer of credits is incomplete or pending.

Special students are those enrolled as **auditors** or **visitors** or taking a credit course but not planning to complete a recognized program of study. A special student application does not require full admission.

Classification of Students in Graduate Programs

Graduate students are those enrolled in one of the Graduate programs who have completed a recognized baccalaureate degree.

Full-time graduate students are those enrolled for at least six hours in a given semester, and **half-time graduate students** are those enrolled for at least three hours.

Special graduate students are those who do not meet regular admission requirements or who do not wish to take graduate courses for credit.

Academic Honesty

The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course and possible dismissal from the University. In addition to academic sanctions that may be imposed, students may also be placed on disciplinary probation as a consequence of cheating.

Plagiarism is the use of the ideas, information or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material.

Dismissal from University

If students are persistent in behavior contrary to the standards of the University or placed on disciplinary probation during two consecutive semesters or more than twice while enrolled, or is sufficiently disruptive and, in the judgment of the University, threatening to the general welfare of the campus community, the University reserves the right to dismiss the students and to require the immediate vacating of University housing and the campus. Such action to dismiss students is taken only by the president or an official designee. The students concede the right of the University to take such actions when necessary by their acceptance of admission.

FINANCIAL INFORMATION AND ASSISTANCE

Professional Programs Tuition

Tuition per Credit Hour	\$358
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Graduate Tuition and Fees

Doctorate in Occupational Therapy Tuition per Credit Hour	\$850
MA Counseling Tuition per Credit Hour	\$480
Christian Ministry Programs Tuition per Credit Hour (MA Global Initiatives, MA Global Youth Ministry, MA Pastoral Leadership and MA Youth Ministry Leadership)	\$387
MEd Tuition per Credit Hour	\$407
Audit Charge per Hour	\$320
Tutorial Charge per Credit Hour (plus tuition)	\$320

Special Student Fees

Professional Programs Application Fee*	\$20
Graduate Programs Application Fee*	\$30
<i>*One-time nonrefundable fee which must accompany application for admission.</i>	
OTD Student Deposit	\$500
OTD Program Fee	\$600
Professional Counselor Fee	\$100
Professional Programs Laboratory Fees per Course	\$25-\$100
Professional Programs Online Course Fee per Course	\$150
Graduation Fee (All Programs)	\$100

See **Huntington University Web site for a current list of fees:**
www.huntington.edu/Financial-Aid/undergraduate/Financial-Details.

Payment of Student Accounts

For students in the Professional Programs, first semester tuition is due at orientation prior to the first class session; payments for subsequent semesters are due on the respective registration dates. Students who fall behind in their financial obligations to the University will not be permitted to attend class until those obligations are taken care of. The Business Office may require defaulting students to be moved to Full Pay Up Front status.

For students in the graduate programs, prior to the beginning of classes, an official billing is sent to each student for the subsequent term. Billed expenses are due one month prior to class for the fall and spring terms and "due upon receipt" of the billing statement for the early summer term. It is expected that the bill will be paid in full before the beginning of the term.

Visa, MasterCard, American Express and Discover charges may be made to complete payment on student's accounts up to the limit of the charge card amount. Students may contact the Business Office to arrange a payment plan.

Unpaid Student Accounts

Students who are delinquent in the settlement of any of their accounts with the University forfeit University privileges, including class attendance. Students whose accounts are not paid in full or otherwise provided for are not issued official transcripts or permitted to register for a new semester. Diplomas are not issued and no official transcripts of credit will be issued until all financial obligations have been cleared.

A service charge of 1.5% or \$30, whichever is greater, is added to any unpaid balance in the student account as of the last working day of each month.

Financial Aid: Graduate and Professional Programs Students

The primary purpose of the financial aid program at Huntington is to provide assistance to students who can benefit from further education but who cannot afford to do so without such assistance. The financial aid awards are mainly based on financial needs as determined by the Free Application for Federal Student Aid (FAFSA). Students receiving financial aid are expected to uphold the ideals of the University as a condition of their awards. Students who are placed on disciplinary probation or academic probation may have their aid reduced or withdrawn by action of the financial aid committee.

Students themselves are expected to contribute from their own assets and earnings, including appropriate borrowing against future earnings. The investment that one makes in one's own education often is made sacrificially. The financial aid program is designed to help share the burden after other resources have been drawn upon.

Need-based financial aid is offered to accepted students only after determination that resources of the household are insufficient to meet the students' educational expenses. The amount of aid offered will not exceed the amount needed to meet the difference between the students' total educational expenses and their household's resources.

To be considered for need-based financial aid, students must be regularly admitted to Huntington and must have completed the Free Application for Federal Student Aid (FAFSA), which can be filed by going online at www.fafsa.ed.gov. The FAFSA should be received at the Federal Processor by March 10. To be eligible for financial aid, students must be enrolled or accepted for enrollment, must be making satisfactory academic progress and must have completed all necessary forms. We understand that unusual circumstances sometimes arise which create scenarios where the FAFSA does not truly represent the household's situation. If students believe they may have one of these circumstances, they may be able to appeal for review of their situations. Please contact the Office of Financial Aid for more information concerning this process.

The Office of Financial Aid will determine eligibility and award aid to students based on the difference between the cost of attending the University and the Estimated Family Contribution (EFC) as calculated from the FAFSA. Financial aid award packages may include scholarships, grants, loans and work-study employment.

In the event that students withdraw from Huntington either voluntarily or by request, University scholarships and grants are recomputed and the students are charged for the unpaid cost.

Financial Assistance and Academic Progress

Satisfactory Academic Progress (SAP) for financial aid applicants/recipients shall be measured both qualitatively and quantitatively. SAP is directly tied to eligibility for federal Title IV funding. Further information on the requirements, statuses and appeal process can be obtained by contacting the Office of Financial Aid.

Governmental Programs

Federal Pell Grants are provided by the federal government to needy students in amounts that are determined by the students' ISIR, the cost of attendance at the University and a payment schedule issued by the U.S. Department of Education. Students apply by filing the FAFSA with the Department of Education who computes the students' eligibility.

Eligible students enrolled less than full-time may receive partial grants. Students should contact the Office of Financial Aid.

Federal Supplemental Educational Opportunity Grants are provided by the federal government to students with exceptional need, subject to federal funding guidelines. The award is based on the family's ability to contribute as determined from the FAFSA and the amount of grant funds made available to the University.

Eligible students enrolled less than full-time may receive partial grants. Students should contact the Office of Financial Aid.

State of Indiana Grants are provided to residents of Indiana through the Frank O'Bannon Grant Program. Awards covered under this program include Indiana Higher Education Grants, Freedom of Choice Grants and 21st Century Scholar Awards. These awards provide funding to eligible students based on need and differential cost of attendance at private institutions.

Eligible students enrolled less than full-time may receive partial grants. Students should contact the Office of Financial Aid.

Veterans' Benefits provided by government agencies may be used at Huntington. The University is approved for educational training of veterans and their families under US Code Title 38, Section 1775. Applications and certifications for veterans programs are handled through the Office of the Registrar.

Vocational Rehabilitation Grants are under the provision of Public Law 565, in which the federal and state governments jointly provide funds for grants to students who have a physical or mental impairment that constitutes a vocational handicap. The State Vocational Rehabilitation Division determines the grants that may be applied to tuition and certain fees. The Office of Financial Aid will complete the requested Financial Aid Communications form.

Student Loan Programs

Students without immediate resources to complete payment for their educational expenses may choose to borrow against future earnings through several loan programs. Borrowing for such an investment may well yield monetary returns, but the greater return on an investment for one's education comes in the enhanced quality of life and sense of self-worth.

Federal Direct Loans are obtained through the federal government in amounts ranging to \$5,500 for freshmen, \$6,500 for sophomores and \$7,500 for juniors and seniors. Subsidized Loans (undergraduate students only) are government subsidized for students whereby no interest accrues to the students while they are attending classes at least half-time, and Unsubsidized Loans (graduate and undergraduate students) are government loans whereby the interest accrues immediately. Repayment of Direct Loans begins six months after students cease to be half-time students.

THE CURRICULUM

Graduate and Professional Programs are comprised of the Professional Programs, the Master of Arts programs, the Master of Education program and the Doctorate in Occupational Therapy program.

Graduate and Professional Programs at Huntington University consists of:

Professional Programs

- Associate of Arts in Christian Ministry
- Associate of Science in Organizational Management
- Bachelor of Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Human Resource Management
- Bachelor of Science in Marketing
- Bachelor of Science in Not-for-Profit Leadership
- Bachelor of Science in Psychology
- Bachelor of Science in Nursing (*RN-BSN Completion*)
- Bachelor of Social Work in Social Work

Graduate Program in Counseling

- Master of Arts in Counseling

Graduate Programs in Education

- Master of Education in Elementary Curriculum and Instruction
- Master of Education in Elementary Reading Curriculum and Instruction
- Master of Education in Early Adolescent Education - Generalist
- Master of Education in Early Adolescent Language Arts Education
- Master of Education in Early Adolescent Math Education
- Master of Education in Early Adolescent Science Education
- Master of Education in Early Adolescent Social Studies Education
- Master of Education in Adolescent and Young Adult Biology Education
- Master of Education in Adolescent and Young Adult Chemistry Education

Master of Education in Adolescent and Young Adult English Education

Master of Education in Adolescent and Young Adult Education - Generalist

Master of Education in Adolescent and Young Adult Math Education

Master of Education in Adolescent and Young Adult Social Studies Education

Master of Education in TESOL Education

Graduate Programs in Christian Ministry

Master of Arts in Global Initiatives

Master of Arts in Global Youth Ministry

Master of Arts in Pastoral Leadership

Master of Arts in Youth Ministry Leadership

Graduate Program in Occupational Therapy

Doctorate in Occupational Therapy

Huntington University's Definition of Credit Hour

A credit hour is an equivalency established by Huntington University that reasonably approximates the amount of work expected in a Carnegie unit.

In the undergraduate program, each semester hour credit represents class attendance for one class period per week for a semester of 14 weeks or its equivalent, plus a final examination week. A lecture period is 50 minutes. Laboratory and studio periods are two or three hours. A laboratory period is considered equivalent to one lecture period. Students of average ability are expected to devote an average of two to three hours of study and class preparation for each lecture class session and one to two hours preparation and follow-up for each laboratory period.

Building on the life and work experiences of adult students, courses in the graduate and adult studies programs may be accelerated. Fewer seat hours in a course are off-set with greater expectations concerning study and preparation between classes. In all cases, the student learning outcomes for an adult course are equivalent to the learning outcomes for a course with similar content and credits in the traditional format. Therefore, a three-credit course in one format has equivalent learning outcomes to similar three-credit courses in other formats.

Interpreting Course Description Information

Courses numbered from 100-199 are freshman level, 200-299 are sophomore level, 300-399 are junior level and 400-499 are senior level. Courses numbered 500 or above are in the graduate program. While this numbering system serves primarily as a guide to the expectations and demands of those courses, freshmen may not take junior or senior level courses unless required in their specific program or unless permission is granted.

Semester credit hours are shown in parentheses below the line of the course title. Any prerequisites are indicated at the end of each description. Students wishing to register for courses who have not taken the stated prerequisites may appeal for permission to enroll to the Director of Graduate and Professional Programs.

Frequency of offerings is indicated at the beginning of each description. Frequency of offerings is noted for purposes of schedule planning. Student enrollments and staffing considerations may make it necessary for the University to alter the planned sequence of course offerings.

Individualized coursework opportunities exist in most departments in the form of internships, practica, field experiences, directed studies and independent studies. Internships and practica place students in off-campus learning environments. Practica are more limited exploratory experiences, and internships are culminating apprenticeships. Field experiences are included as part of specific courses. Directed studies may be tutorial instruction or individualized. Independent studies are largely self-directed. Guidelines and application forms are available from program directors.

The University reserves the right to withdraw a course which is under enrolled.

PROFESSIONAL PROGRAMS

The Professional Programs are accelerated degree programs for working adults whose schedules preclude taking traditional daytime classes, whose motivation for pursuing a degree is strong and whose experiences can contribute to cooperative learning styles. The Professional Programs contain on site, online and hybrid models of delivery.

Students with fewer than two years of college credits and significant professional experience may earn the **associate of arts** degree in **Christian ministry** or the **associate of science** degree in **organizational management**.

Students with two years of college-level credits from a regionally accredited institution and significant professional experience may earn the **bachelor of science** degree in **accounting, business administration, criminal justice, human resource management, marketing, not-for-profit leadership and psychology**. Students may also earn a **bachelor of science in nursing** degree (**RN-BSN completion**) and a **bachelor of social work** degree in **social work**.

A **TESOL (Teachers of English to Speakers of Other Languages) certification** is also offered by the Professional Programs. The **TESOL certification** will equip adult students to work effectively with English language learners in their churches or social service organizations. The **TESOL certification** requires a practicum experience. (See TEX 396 for explanation.)

On site classes meet in an accelerated format one course at a time, one night per week, throughout the year on the Huntington University campus or at the Huntington University Professional Programs sites in Columbia City and Fort Wayne, Indiana.

Online classes are facilitated through a virtual classroom and do not have a residency requirement. Contact the Professional Programs office for program availability and system requirements.

The Professional Programs also offer core curriculum courses for adults. These courses consist of general education requirements and elective credits. Core courses are open to students in the Professional Programs and to members of the community for college credit or for personal enrichment.

Mission

The Huntington University Professional Programs are committed to providing adult learners with an opportunity to earn an associate's or bachelor's degree in a learning environment that emphasizes Christian values and ethical standards through a curriculum designed to reflect both theoretical training and real-world experience.

Goals/Objectives

Upon completion of the Professional Programs, the graduate should be able to:

- Apply learning experiences to professional and other situations.
- Demonstrate habits of honest, clear, constructive, critical thought and a command of standard oral and written English.
- Evidence a life-style of moral and spiritual integrity.
- Compete in the job market for positions in keeping with the student's major course of study.
- Incorporate ongoing learning strategies toward the fulfillment of the student's life goals.

Professional Programs Objectives:

- Educate adult students in an environment that integrates a Christian worldview with management theory and application in the business world
- Provide educational opportunities that equip adults for success in their careers
- Offer courses and schedules designed to address adult learning needs and styles and have application to the workplace
- Employ friendly, competent faculty and staff who will actively assist students in the pursuit of their educational goals
- Foster a culture of the importance of life-long learning

Vision

The vision of the Professional Programs is to provide adult-friendly, relevant, college-level education, leading to degrees and/or certification from a Christian worldview, which will make possible a better quality of living for the residents of northern Indiana.

Core Values

Student Learning: We are passionate about student learning. We are focused upon providing an education that emphasizes student learning. This emphasis affects the pedagogy in the classroom and the selection and development of faculty.

Student Support: We believe that a student's success is the goal which gives our jobs meaning. Our calling to Huntington University is to multiply ourselves through our students' impact upon the world once they graduate. Therefore, we treat each student as an individual called by God to be part of our lives while they are here and part of our heritage to the world.

Integrity: We only promise what we can deliver, and we deliver what we promise to the highest standards possible. We attempt to treat each other and the faculty and students with honesty and integrity. Our goal is to live our lives and do our jobs above reproach and model holiness and righteousness in all our dealings.

Distinctives

Overall Distinctives

- Immediately apply what is learned to a student's current position so that the student may be more effective in his or her work
- Learn from faculty who are known for their academic achievements, real-life experience and skills in classroom teaching, resulting in a high-quality education
- Convert significant life-learning experiences to college credit in order to accelerate learning experience
- Interact with other professionals, providing a resource network
- Acquire a quality education, having confidence that a Christian worldview is part of each course

On site Distinctives

- Attend class one session each week on site, one class at a time, thus minimizing interference with work schedules and family responsibilities
- Attend classes with a small group of students throughout the program, benefitting from mutual support and encouragement
- Meet in a collaborative seminar format, benefitting from varied experiences and ideas of classmates
- Learn in a highly interactive learning environment, thus benefitting from give-and-take learning

Online Distinctives

- Online courses are flexible and convenient. Students work through lessons and lectures at times of their own choosing.
- Online courses make it possible for students to access a Huntington University education from anywhere technology reaches.

Admission Requirements

Associate of Science or Arts Degrees

1. Significant professional experience
2. Cumulative grade point average of 2.0 (on 4.0 scale) or better on any prior academic work
3. Submission of application form and payment of \$20 non-refundable application fee

Students who do not meet all of the above criteria may be admitted to the Professional Programs upon approval by the Admissions Committee.

Bachelor of Science Degree

1. Completion of 50 or more semester hours of credit from a regionally accredited college/post-secondary institution
2. Significant professional experience
3. Cumulative grade point average of 2.0 (on 4.0 scale) or better on all prior academic work
4. Submission of application form and payment of \$20 non-refundable application fee

Students who do not meet all of the above criteria may be admitted to the Professional Programs upon approval by the Admissions Committee.

Transfer Students

Transfer students pursuing a degree in the Professional Programs will be required to **complete at least eighteen hours in their major** at Huntington and **satisfy the residency requirements** for the degree level sought.

Admissions Procedures

Complete the following steps to apply to the program:

1. Complete an application form and return it to the Professional Programs Office
2. Pay the \$20 application fee
3. Fill out and sign transcript request forms for your high school or GED and each college or university you previously attended. Professional Programs will send your requests for transcripts and pay any necessary transcript fees
4. Submit a current resume
5. After your transcript(s) has been received and evaluated by the Admissions Committee, you will work with an Admissions Counselor to finalize enrollment
6. Attend orientation

7. Students not interested in pursuing a degree will be classified as “Professional Programs Special” students and will complete a short application form

Academic Probation/Dismissal Policy

A student who fails to meet minimum scholastic standards is placed on academic probation. The grade point average (GPA) is the average grade points per credit hour computed by dividing the total number of grade points earned by the total number of semester hours attempted at Huntington, not including Incompletes, courses graded S/U, courses replaced with a Repeat course or courses withdrawn with a W.

At the end of any semester in which a student fails to meet the minimum cumulative GPA required for good standing, the student is placed on academic probation. The student will be on academic probation for the following semester that he or she is in attendance at Huntington University.

Minimum Grade Point Average for Range of Semester Hours Attempted:

1.70	less than 26 hours attempted
1.80	26 but less than 42 hours
1.90	42 but less than 58 hours
2.00	58 or more hours

Semester hours attempted for minimum GPA include all hours in courses attempted at Huntington. Students transferring in with less than a 2.0 cumulative GPA on their college transcript will be placed on probation.

Any student whose semester GPA falls below a 1.0 or who has been on academic probation for two consecutive semesters will be required to withdraw from the University or placed on probation even though the cumulative average is satisfactory. A student may apply for readmission on academic probation after two semesters, provided the student’s records give evidence of ability to succeed.

“Professional Programs Special” students may be refused permission to re-enroll for any semester based on past poor scholastic achievement and are not eligible for probation.

Students receiving any type of financial aid are required to meet the standards of satisfactory academic progress. Refer to the section on Financial Assistance and Academic Progress elsewhere in this Catalog for specific information.

Academic probation students will not be allowed to enroll in more than 12 semester credit hours (on site) or nine semester credit hours (online) for the following semester or until their GPA rises above the minimum grade point average for range of semester hours attempted.

Advanced Placement, CLEP and DSST

Students who have taken advanced placement courses and have taken the CEEB advanced placement (AP) examinations during high school are encouraged to have their scores sent to Huntington. The University grants credit for scores of three or higher, except for AP Calculus, which requires a score of four or higher.

The University also grants credit to enrolled students for **subject examinations** (not general exams) in the College Level Examination Program (CLEP) and for selected DSST exams. These exams may be taken at any open test center, including Huntington, with the scores sent to the University. Certain institutionally administered tests are also given in subjects for which no national test is available. CLEP requires a six month (180 calendar days) waiting period to retake an exam; the DSST waiting period is 90 days.

To receive university credit, the student must be enrolled or completing a program of study at Huntington or a graduate from the University. Credit by examination for individuals who are not enrolled is held until they do enroll. No credit is awarded in a course for which credit has already been received. A CLEP exam may be used to repeat an unsuccessfully attempted course; however, the prior record, including the grade, is not altered. Thus, credit is granted if no credit was earned in the course attempted, but a CLEP exam will only be used to waive the requirements for a minimum grade of **C** if credit was earned by obtaining a **D**.

CLEP or DSST credit is not used in calculating the GPA, and it does not satisfy residency requirements for the major or the degree.

Students who wish to take CLEP examinations in either College Composition Modular or Analyzing and Interpreting Literature must pass both the multiple choice and essay sections. The Huntington University English and Modern Languages Department evaluates the essay section and determines whether credit can be awarded.

Students who transfer to Huntington with CLEP or DSST credit from another institution shall have the credit reviewed by the CLEP director. Credit may be granted by the University based on the scores and the University's current practice. Because institutions differ on the minimum score for which they may grant CLEP or DSST credit, students cannot assume that a score accepted by another institution will be sufficient to meet Huntington's minimum score for credit.

Credit for Prior Learning

Huntington University recognizes and awards credit for substantiated learning that is attained outside the sponsorship of accredited postsecondary institutions. Credit is awarded only for knowledge gained, not for experience *per se*.

Assessing credit for prior learning acknowledges that adults have life experiences which result in intellectual and professional development. Some of these experiences may result in learning outcomes parallel to outcomes of college-level coursework.

Credits for documented learning (military, ACE or PONS approved or by examination) may be earned without specific limits except that the major courses and designated Core courses may be restricted.

Students seeking credit for prior learning will typically enroll in EDX 210 Prior Learning Assessment course. Please contact the Professional Programs office if you have questions about credit for prior learning.

Registration and Advising

New students are required to complete a new student orientation. At orientation, information regarding text book policies, attendance, the course management system, emergency procedures, financial aid and contact information is shared. Registration is not complete until all necessary information is submitted to the academic advisor and financial arrangements are finalized.

Each student is assigned an academic advisor who will provide a personalized schedule of courses. Courses in the major are scheduled by cohort. Depending on the major, a student may complete the major in 18 to 26 months. If a student fails or drops a course, the graduation date will be affected.

Although faculty and staff advisors attempt to provide the best available information, the students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Audit and Visitor Students

Students wishing to take courses only on a noncredit basis may be allowed to enroll as special students to take courses as auditors or visitors. Such students are exempted from portions of the admissions process and are not regularly admitted. Full-time students may also audit or visit a course. Students must seek permission from the director of graduate and professional programs as well as the instructor in order to audit or visit a course. **Students may not audit or visit online classes.**

An **auditor** is a student who wishes to take a credit course and participate with the class but does not wish to receive credit. The student pays a reduced tuition plus applicable laboratory or studio fees. Students are invited to participate fully with the class, submitting papers and taking exams at their option. A permanent record entry is made with a designation of audit enrollment provided the student attends a minimum of two-thirds of the class sessions and makes a minimum passing effort. Full-time students may audit one course without tuition.

A **visitor** has permission only to attend a course as space is available. A visitor registration charge per course entitles the student to attend lectures but not laboratory or studio sessions. No permanent record is made nor is coursework to be evaluated by the instructor.

The course ARX 107 Digital Photography is exempt.

Election of S/U Grades

To encourage students to explore challenging courses outside of their majors or Core Curriculum, the University permits an undergraduate student to take limited elective courses on a Satisfactory/Unsatisfactory basis. Such electives taken for S/U count toward graduation requirements but are not computed in the student's GPA. Internships and practica are graded only S/U.

Undergraduate students may elect up to five hours in a given semester to be taken as S/U. Not more than 22 hours may be counted toward graduation. Courses counted toward Core Curriculum requirements or major requirements may not be taken S/U unless such courses are offered only on an S/U basis. Courses taken to fulfill requirements in a minor may be taken on an S/U basis. However, if students subsequently elect a major in a discipline in which a course had been graded Satisfactory, that course (but not more than one) may be counted in the major requirements.

Students on academic probation may not petition to take any course S/U during the probationary semester.

To elect S/U in qualifying courses, students must petition the registrar within the first three days of the term. No change in the grading type is permitted after the announced date.

Students selecting S/U grading are expected to participate in courses as though they were taking the courses normally. Professors are not advised that students are taking S/U in a graded course, and professors submit grades as usual. Grades of C- or higher are recorded as Satisfactory and lower grades as Unsatisfactory, and those become the only existing grades of record.

Designation of Honors

Dean's List

Dean's List honors designation is made at the end of November and April each year for the previous semester. Students must have been classified as regular Professional Programs students and have been enrolled full time with a load of 12 hours or more in graded courses with a semester GPA of at least 3.50.

Graduation Honors

Bachelor students who have completed all requirements with a cumulative GPA of at least 3.7 on the date of graduation will receive an honor cord. Students who participate in graduation ceremonies as July graduates and whose current grade point averages exceed the requirements for graduation honors will receive and be able to wear the honor cord for the graduation ceremony and honors will be listed in the graduation bulletin with the designation "Honors anticipated upon completion of requirements."

National Honor Societies

PINNACLE and SPIRE are national honor societies for non-traditional students. PINNACLE is open to students in the *bachelor degree programs* and SPIRE is open to students in the *associate degree programs*. Membership is based on criteria such as campus and community involvement and grade point average. Students applying for membership are selected following a thorough screening of resumes by a campus selection committee.

Graduation Requirements for Undergraduate Students

Total minimum credits for graduation are 128 hours for a baccalaureate degree with a cumulative grade point average of 2.0 overall. A Core Curriculum in general education is required of all students.

All baccalaureate students must complete a minimum of 36 hours in **upper-division courses** numbered 300 or above.

A **major** of at least 36 hours as described in the major department, 24 or more of which are in the major department, must be presented for graduation. At least ten hours in the major must be upper-division courses. No programs allow grades less than **C-** to count in their majors, and the average of all courses in the majors must be at least **C**. Some programs have more stringent requirements. An appropriate minor may be added to the student's program of study provided it includes at least 22 hours as described in the minor department.

To be granted a bachelor's degree from Huntington, the student must have completed either the last 30 hours or a minimum of 90 hours in residence through Huntington University. One-half of the courses in the major must have been taken through Huntington.

Associate of Science or Associate of Arts Degrees

1. Completion of at least 64 semester hours accepted by Huntington University
2. Achievement of a cumulative grade point average of 2.0 (4.0 system) or above
3. Completion of the major with C- or better in all courses
4. Fulfillment of the Core Curriculum requirements

Bachelor of Science Degree

1. Completion of at least 128 semester hours accepted by Huntington University
2. Achievement of a cumulative grade point average of 2.0 (4.0 system) or above
3. Completion of the major with C- or better in all courses
4. Fulfillment of the Core Curriculum requirements

Bachelor of Science in Nursing Degree

1. Completion of at least 128 semester hours accepted by Huntington University
2. Achievement of a cumulative grade point average of 2.5 (4.0 system) or above
3. Completion of the major with C or better in all courses
4. Fulfillment of the Core Curriculum requirements

Bachelor of Social Work Degree

1. Completion of at least 128 semester hours accepted by Huntington University
2. Achievement of a cumulative grade point average of 2.0 (4.0 system) or above
3. Completion of the major with C- or better in all courses and a minimum GPA of 2.5
4. Fulfillment of the Core Curriculum requirements

Degree Residency Requirements

General University residency guidelines are met by taking the Professional Programs courses as the major in residence. Bachelor and associate degree students who transfer some courses in the major must complete at least 30 hours through Huntington University.

Awarding of Degrees

Students meeting the graduation requirements will receive the associate of science, associate of arts, bachelor of science, bachelor of science in nursing, or bachelor of social work degree.

All students are required to participate in Commencement exercises for the conferral of the degree.

Attendance Policy

On site Courses:

Due to the concentrated scheduling and the emphasis upon participatory learning, students *are expected to be in attendance every week.*

Students who must miss a class should notify the instructor or the Professional Programs office if the instructor is not available. Assignments can be sent to the Moodle course website at online.huntington.edu or e-mailed to the instructor. Make-up work will consist of all assignments that were to have been handed in plus any additional assignment by the instructor to compensate for in-class activities.

For 2-3 week classes, no absences are permitted. For 5-7 week classes, students may miss one class. Students missing one additional class session will be required to withdraw and retake the class or write a letter of appeal to the director before the following class session. The withdraw will be recorded as a **WF** on the transcript.

Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class.

Online Courses:

Students are expected to participate weekly in the online classroom. Failure to participate in the first 14 days of a course will result in automatic withdrawal from the course.

Adding, Dropping and Withdrawing from a Course

To add, drop or withdraw from a course, students must notify the academic advisor in the Professional Programs Office and sign a Change of Registration form.

Adding a Course

Students may add courses to their schedule throughout the semester in consultation with their academic advisor. A course cannot be added less than two weeks before the start date of the course.

Dropping a Course

Students who have not attended any class sessions of an on-site course or who have not participated in any manner on the course web site of an online course may drop the course without impacting their GPA and will receive no record of the course on their transcripts.

Withdrawing from a Course

Students who have attended at least one class session of an on-site course or who have participated in an online course may withdraw from the course. Students who withdraw during the first week of class receive a grade of **W** on their transcripts, but there is no impact on their GPA. Students who withdraw after the start of the second week of class receive a grade of **WF** on their transcripts, and their GPA will be impacted. Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class. Students who fail to participate in the first two class weeks will be dropped from the course and a grade of **W** will be given.

Students who are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Students missing an additional class session will be required to withdraw and retake the class at the earliest convenience unless written verification of a medical situation, required military duty, family emergency or work conflict is turned into the Professional Programs Office by the following class session. The director of the Professional Programs will make a decision if there is a question on verification.

Date of Withdrawal

The date of withdrawal shall be the date on which the student completes and submits the appropriate form to the Professional Programs Office and not the date of last attendance.

Withdrawal from Professional Programs

To withdraw from the Professional Programs, students must notify the academic advisor in the Professional Programs Office. Students who do not officially withdraw from the program are given grades of **F**. **Students receiving financial aid must contact the Financial Aid Office regarding the implications on financial responsibilities.** Not maintaining enrollment status (full time or part time) may impact financial aid status. (See section on Refund Policy for more information.)

Re-Admission to Program

Professional Programs students who withdraw from the Program and later wish to re-enroll should contact a Professional Programs Admissions Counselor. The re-admission decision will be based upon prior experience in the Program and the student's current situation and motivation. Re-admission will not be permitted until all outstanding financial obligations to the University are satisfied. Contact the Professional Programs Office for further information.

Refund Policy

Students who officially withdraw or who reduce their course credit load may be entitled to a refund of tuition according to the following schedule. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to students is prorated. Students who have been dismissed may not appeal for refund of tuition.

Refund Deadlines

Time Line	Tuition Refund
Before class begins	100%
Within the first week of class	40%
After the start of the second week of class	0%

Students receiving financial aid must be in continuous enrollment. You should drop/withdraw from a class only if absolutely necessary. Check with your academic advisor.

Regardless of participation, no technology fees will be refunded after the start of a class.

Failed Class

If a class is failed, the student shall be assessed the tuition again when repeating the class. **Credit hours for a repeated class cannot be counted when determining financial aid eligibility.**

Withdrawal from Program

A student will be assessed tuition charges by the semester. If a student withdraws from the Program after the semester has started, the refundable portion of the total term charges will be calculated at the current semester hourly rate for each class not started.

The Core Curriculum

The Core Curriculum challenges students to integrate knowledge, values and skills into a coherent worldview that equips them for a life of faithfulness to God through service in the world. As an integrated program in the liberal arts, the core courses are the foundation of the Huntington educational experience upon which a student's major builds to develop specific knowledge and skills for professional life.

Associate of Arts and Associate of Science

The Core Curriculum for the Professional Programs' associate of arts and associate of science degrees consists of a minimum total of 31 hours by completing the following requirements:

English/Language (2 courses)

ENX 133 Introduction to Writing	3
SPX 211 Professional Presentations	3

Bible/Philosophy (choose 1 course)

BRX 151 Biblical Covenants	3
BRX 232 Old Testament Survey	3
BRX 233 Life of Christ	3
BRX 252 New Testament Survey	3
BRX 271 Biblical Interpretation	3

Christian Faith (1 course)

MIX 285 Understanding the Christian Faith	3
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Fine Arts (choose 1 course)

ARX 107 Digital Photography (<i>on site only</i>)	3
ARX 115 Introduction to Art	3
ARX 131 Introduction to Watercolor Painting	3

History (choose 1 course)

HSX 111 History of the U.S. I	3
HSX 112 American History Since 1945	3
HSX 123 Women in American History	3

Social Science (choose 1 course)

PYX 111 Introduction to Psychology	3
SOX 223 Social Problems	3

Natural Science (choose 1 course)	
BIX 271 Nutrition for Adults	3
NSX 221 Natural Disasters	3
NSX 236 Origins of Life in the Universe	3

Computer Skills (1 course)	
OM 223 Introduction to Computers	3

Physical Wellness (1 course)	
PEX 110 Physical Wellness in Adulthood.....	1

Life Skills (2 courses)	
SSX 101 Resume Writing and Interview Skills	2
SSX 210 College Study Skills.....	1

Bachelor of Science, Bachelor of Science in Nursing and Bachelor of Social Work

The Core Curriculum for the Professional Programs' bachelor of science degrees, bachelor of science in nursing degree and bachelor of social work degree consists of a minimum total of 49 hours by completing the following requirements:

English/Language (3 courses)	
ENX 133 Introduction to Writing	3
ENX 151 Introduction to Literature	3
or ENX 131 Detective Fiction	3
SPX 211 Professional Presentations	3

Bible/Philosophy (3 courses)	
OM 353 Ethics in Business	3
<i>(required for accounting, business administration, human resource management, marketing, not-for-profit leadership and social work majors)</i>	
NUX 353 Nursing and Ethics.....	3
<i>(required for nursing majors)</i>	
CJX 371 Ethical Dilemmas.....	3
<i>(required for psychology & criminal justice majors)</i>	

Choose 2 courses from:	
BRX 151 Biblical Covenants.....	3
BRX 232 Old Testament Survey	3
BRX 233 Life of Christ.....	3
BRX 252 New Testament Survey.....	3
BRX 271 Biblical Interpretation.....	3

Christian Faith (1 course)

MIX 285 Understanding the Christian Faith..... 3

Fine Arts (choose 1 course)

ARX 107 Digital Photography (*on site only*) 3
ARX 115 Introduction to Art 3
ARX 131 Introduction to Watercolor Painting 3

History (choose 2 courses)

HSX 111 History of the U.S. I 3
HSX 112 American History Since 1945 3
HSX 123 Women in American History 3

Social Science (choose 2 courses)

OM 217 Principles of Microeconomics 3
PYX 111 Introduction to Psychology 3
SOX 111 Principles of Sociology 3
SOX 223 Social Problems..... 3

(OM 217 is required for accounting, business administration, human resource management, marketing and not-for-profit leadership majors; PYX 111 and SOX 111 are required for criminal justice and social work majors; PYX 111 and either SOX 111 or 223 are required for psychology majors)

Natural Science (choose 2 courses)

BIX 111 Biology in the Modern World 4
BIX 271 Nutrition for Adults 3
NSX 221 Natural Disasters 3
NSX 236 Origins of Life in the Universe 3

(BIX 111 is required for psychology and social work majors)

Mathematical Science (1 course)

OM 323 Statistics for Managers..... 3

Computer Skills (1 course)

OM 223 Introduction to Computers 3

Physical Wellness (1 course)

PEX 110 Physical Wellness in Adulthood..... 1

Majors

Associate Degrees

Students seeking the **associate of arts** degree in **Christian ministry** complete in addition to the core curriculum BRX 233, 271; CMX 210, 215, 220, 230, 240, 245, 250; OM 116, 204; for a total of 64 credit hours.

Students seeking the **associate of science** degree in **organizational management** complete in addition to the core curriculum ACX 241; OM 116, 202, 204, 211, 213, 215, 233, 243, 253 and 283; for a total of 64 credit hours.

Bachelor of Science Degree

Students seeking the **bachelor of science** degree in **accounting** complete ACX 200, 241, 242, 341, 342, 361, 371, 372, 441, 471; OM 213, 215, 217, 303, 323, 351, 353 and 421. OM 116 is taken as a prerequisite for ACX 241.

In the business program, students may complete a **bachelor of science** degree in **business**, with **majors** in **business administration, human resource management, marketing** and **not-for-profit leadership**. Students seeking one of these four majors complete the following **common courses**: OM 201, 213, 215, 217, 243, 303, 323, 351, 353, 413, 421, 438 and 450. OM 116 and ACX 241 are taken as prerequisites for OM 413 and 421.

In addition to completing the **common courses**, students seeking the **major in business administration** complete BAX 400; HR 320; MKX 340; and OM 433.

In addition to completing the **common courses**, students seeking the **major in human resource management** complete HR 320, 330, 340 and 350.

In addition to completing the **common courses**, students seeking the **major in marketing** complete MKX 300, 340, 350 and 420.

In addition to completing the **common courses**, students seeking the **major in not-for-profit leadership** complete MKX 340; OL 300, 325 and 335.

Students seeking the **bachelor of science** degree in **psychology** complete CJX 371; OM 323; PYX 111, 211, 230, 265, 321, 351, 381, 411, 461, 485; SOX 321; and 9 elective hours from the following courses or other approved courses: CJX 411, 432, HR 320, OM 303, and SOX 333. Students will also take the following specific core requirements in preparation for the major: BIX 111 and SOX 111 or 223.

Students seeking the **bachelor of science** degree in **criminal justice** complete CJX 111, 112, 324, 345, 346, 361, 371, 386, 411; 432; PYX 461; SOX 111; SWX 236; and nine elective hours from the following courses or other approved courses: CJX 495, HR 350, OM 351, and SOX 321. Students will also take the following specific core requirement in preparation for the major: PYX 111.

Bachelor of Science in Nursing Degree (RN-BSN Completion)

This program will allow students who have already attained the status of Registered Nurse to complete the requirements for a **bachelor of science in nursing** degree.

Students seeking **RN-BSN Completion** as a major in the **bachelor of science in nursing** degree complete NUX 250, 310, 330, 350, 353, 370, 395, 410, 420, 450, 460; OM 323; PRLN 495; and SSX 101.

Bachelor of Social Work Degree

Students seeking the **bachelor of social work** degree in **social work** complete SWX 171, 236, 325, 345, 363, 395, 425, 445, 471, 496; PYX 211, 215, 321, 381, 382, 461; SOX 311, 321, and 333. Students will also take the following specific core requirements in preparation for the major: BIX 111; OM 323, 353; PYX 111; and SOX 111.

Certificate in Teaching English to Speakers of Other Languages

A **TESOL (Teachers of English to Speakers of Other Languages) certification** is also offered by the Professional Programs. Graduates with a bachelor's degree and an institutionally-issued TESOL certificate are qualified to teach English in many other countries, as well as in community and church-based programs in the United States.

Students who choose to receive **certification in TESOL** must complete TEX 233, 234, 235, 322 and 396. Students who complete the requirements of the **certification in TESOL** will be awarded a TESOL certificate issued by Huntington University Institute for TESOL Studies.

Courses in Accounting

ACX 200 Spreadsheet Applications for Accounting

(1 credit)

This course introduces spreadsheets as an accounting tool. Using an accounting perspective, the student will apply fundamental spreadsheet concepts. The spreadsheet will be used as a problem-solving and decision-making tool. This course involves a ten-key pad component.

ACX 241 Principles of Accounting I

(3 credits)

Fundamental problems of accounting are taught using modern accounting procedures, including theory of debits and credits, inventories, depreciation, revenue, expense, adjusting and closing entries, preparation of financial statements and partnerships.

ACX 242 Principles of Accounting II

(3 credits)

This course is a continuation of Principles of Accounting I, including the topics of corporations, stocks and bonds, stockholders' equity, statement of change of financial position, statement analysis and managerial accounting. The concepts of automated data processing will be taught and applied.

Prerequisite: ACX 241 or consent

ACX 341 Intermediate Accounting I

(4 credits)

A review of financial statements is followed by a detailed study of the theory of accounting principles. Included in the course is a study of cash, receivables, inventories, plant assets, current and non-current liabilities and alternative methods of revenue recognition.

Prerequisite: ACX 242

ACX 342 Intermediate Accounting II

(4 credits)

This course is a continuation of Intermediate Accounting I, including equity financing, equity and debt investments, investments in non-current operating assets, taxes, leases, pensions, derivatives, EPS computations and measures of liquidity and profitability.

Prerequisite: ACX 341

ACX 361 Income Taxes

(3 credits)

Students will do a comprehensive study of the federal income tax structure as it applies to individuals, partnerships and corporations, including problems intended to provide a thorough understanding of the laws and regulations as related to taxes.

Prerequisite: ACX 241

ACX 371 Cost Management I

(3 credits)

This course will focus on how cost management enables an organization to identify strategic opportunities and maintain a competitive advantage. Specific topics include the design and use of activity-based costing, managing costs of constrained resources,

managing costs with job order systems and process cost systems and managing quality to create value.

Prerequisite: ACX 242

ACX 372 Cost Management II

(3 credits)

This course is a continuation of Cost Management I, including the study of financial modeling, budgeting and financial planning, standard costing, customer and sales performance evaluation and transfer pricing.

Prerequisite: ACX 371

ACX 441 Advanced Accounting

(3 credits)

Students in this course will study the business combinations, preparation of consolidated statements, intercompany transactions, subsidiary equity transactions, international accounting standards, foreign currency translation and remeasurement, government and not-for-profit accounting and partnerships.

Prerequisite: ACX 341

ACX 471 Auditing

(3 credits)

Financial statements and specialized auditing procedures are analyzed for the various types of assets and liabilities, capital stock, revenues, earnings and expenses. Attention is also given to the auditors' working papers, report and certificate.

Prerequisites: ACX 341

Courses in Art

ARX 107 Digital Photography

(3 credits)

This course is designed to introduce students to digital photography. Students will learn methods of manipulation, retouching and enhancing photos using digital software programs.

ARX 115 Introduction to Art

(3 credits)

This course in art appreciation provides a historical perspective on the development of the visual arts in contemporary and past cultures. Included is a study of the elements and language and a consideration of major styles and media of expression in the arts.

ARX 131 Introduction to Watercolor Painting

(3 credits)

This course will introduce students to the art of watercolor painting. Traditional techniques and some not-so-traditional approaches will be introduced. A variety of methods for generating images on the watercolor paper will also be introduced. The focus will be on establishing a foundation for continued growth in watercolor painting.

Courses in Business

BAX 400 Global Business Management

(3 credits)

This course is an in-depth study of the cultural, economic, political, sociological and technological differences that exist between various global regions and countries of the world which have an influence on the growth and success of the multinational company. The course covers the planning, organizing, staffing and managerial control process of the multinational corporation.

Courses in Biology

BIX 111 Biology in the Modern World

(4 credits)

This course is a general survey of biological principles for nonscience majors. Students will study ecology and environmental stewardship, origins, nutrition, structure and function of the human body, disease, genetics and biotechnology. Christian perspectives on these topics and applications to everyday life are emphasized. Laboratory is included.

BIX 241 Human Anatomy and Physiology I

(4 credits)

The aim of this course is to provide a basic background in the structure and function of the human body. Discussion will focus on the introductory topics of the field, such as basic chemistry, organization of the body and tissues. Discussion will then proceed to the major body systems one by one. Laboratory is included.

BIX 242 Human Anatomy and Physiology II

(4 credits)

The aim of this course is to provide a basic background in the structure and function of the human body. Discussion will focus on the following systems of the body: endocrine, circulatory, immune, respiratory, digestive, excretory and reproductive. Laboratory is included.

Prerequisite: BIX 241

BIX 271 Nutrition for Adults

(3 credits)

This course is a brief introduction to nutrition for adult learners. Students will learn the biological importance of eating and examine the importance of healthy food choices. They will also learn what the different food components are and why they are needed in the diet. Healthy weight management in adulthood will also be considered.

Courses in Bible

BRX 151 Biblical Covenants

(3 credits)

This introductory course uses the various covenants found throughout the Bible as an interpretative paradigm for understanding how God has worked and continues to work with His creation, particularly humankind, leading to redemption. Students will analyze the Abrahamic, Mosaic, Davidic and New covenants for common expressions and track their impact upon the Israelite nation and Christianity today.

BRX 232 Old Testament Survey

(3 credits)

A survey of the background, events, people and theology of the Old Testament with reflection on connections to the New Testament and application to Christian faith and life.

BRX 233 Life of Christ

(3 credits)

This course concentrates on the historical events during the various stages in the life of Jesus as found in the four Gospels with the intent to give the theological significance to Jesus, the Christ.

BRX 252 New Testament Survey

(3 credits)

This course provides a general survey of the New Testament. Special emphasis is placed on the historical background of the New Testament, the beginning of Christianity and the development of the apostolic church.

BRX 271 Biblical Interpretation

(3 credits)

Students will study the science of biblical interpretation, employing inductive Bible study techniques. Emphasis is placed upon the adaptation of methods to various types of literary genre, the analysis of structural arrangement, word studies and principles of practical application. Students will do exegetical notebooks on selected passages.

Prerequisite: BRX 111

Courses in Criminal Justice

CJX 111 Introduction to Criminal Justice

(3 credits)

This course will provide an overview and analysis of the U.S. criminal justice system, including the roles of law enforcement, the court system and the corrections system.

CJX 112 Introduction to Corrections

(3 credits)

Topics in this course will include the history and philosophy of corrections, various types of corrections and their strengths and limitations and current trends in corrections.

CJX 345 Criminology
(3 credits)

This course examines theoretical explanations of crime, the distribution of crime within the U.S. population, legal definitions of crime and victimology.

Prerequisite: SOX 111

CJX 346 Juvenile Justice
(3 credits)

This course will examine the history of juvenile justice in the U.S., current trends in juvenile justice, differences between the adult and juvenile justice systems as well as the rationales for those differences and developmental issues that are particularly relevant in understanding juvenile delinquency.

Prerequisite: CJX 111

CJX 495 Internship
(2-4 credits)

Full-time involvement in a field situation of criminal justice maintaining close cooperation with the supervisory personnel in the selected field. An in-depth paper will be submitted.

Prerequisite: Consent

The following courses are under development:

CJX 324 Criminal Law
(3 credits)

CJX 361 Criminal Procedures
(3 credits)

CJX 371 Ethical Dilemmas
(3 credits)

CJX 386 Forensics/Criminalistics
(3 credits)

CJX 411 Restorative Justice
(3 credits)

CJX 432 Wellness for Leadership
(3 credits)

Courses in Christian Ministry

CMX 210 Foundations of Christian Ministry
(3 credits)

Students will study the foundational realities and tasks of Christian ministry. The course draws on the Bible, church history and theology to help students deepen their answers to questions such as What is a Christian? What is the church? What is ministry? What is the ultimate purpose of all Christian ministry? Students will clarify their senses of ministry calling and begin to formulate a philosophy of Christian ministry.

CMX 215 Christian Education Methods

(3 credits)

Exploration will be made of learning theories and teaching methodologies which facilitate cognitive, affective, and behavioral change unto Christ-likeness. Students will gain skills in developing and teaching inductive Bible studies and basic homilies.

CMX 220 Relationships in Ministry

(3 credits)

This course considers the minister's relationships with Christ, self and others, with a focus on spiritual vitality and biblical faithfulness. Issues and topics will include the personal practice of spiritual disciplines; effective time management, stress management and coping skills; group dynamics and conflict resolution; and informal counseling skills.

CMX 230 Evangelism

(3 credits)

This course is a study in the basic principles, significant contexts and effective methods of personal and mass evangelism. Some emphasis is given to experiential opportunities for learning and training others for evangelism.

CMX 240 Discipling Ministries

(3 credits)

Exploration will be made of what it means to be a disciple of Jesus and how to help individuals grow toward spiritual maturity. Students learn principles and methods for disciple making through individual mentoring relationships and small groups. A comprehensive model for spiritual formation is presented that takes into account how each dimension of the human person is involved in the process of spiritual growth. Students learn about a range of spiritual disciplines and how to help people identify the spiritual disciplines which are best suited to their current spiritual growth needs. Some attention is also given to how to lead churches and other Christian organizations in such a way that those environments foster Christian discipleship.

CMX 245 Worship in the Local Church

(3 credits)

The foundation of this course is a survey of biblical and historical principles in worship that will inform the student in synthesizing a philosophy of worship. Principles of worship planning and leading will be learned in order to apply the philosophy that has been developed.

CMX 250 Ministry Leadership

(3 credits)

This course will introduce the student to some contemporary models of leadership with application to the context of ministry. The student will be asked to examine the models in light of the servant and body models of the New Testament. Applications of the leadership theory and principles will be made to the context of ministry through the use of case studies and problems typical to someone in the ministry.

Courses in Education

EDX 210 Prior Learning Assessment

(3 credits)

This course will use the Kolb model of experiential learning theory as a foundation to assist students in developing a portfolio of prior learning. Students will use their prior experiences and/or training as the foundation for demonstrating mastery of material by completing one of the following: 1) Meeting the assessment standards for either a "Sponsored Professional Training" (SPT) paper or a "Life Application Essay" (LAE) as part of the portfolio. The portfolio will be evaluated by a subject matter expert. 2) Successfully completing a challenge exam written by a subject matter expert. 3) Demonstrating knowledge through an interview conducted by a subject matter expert. 4) Demonstrating ability through live performance to a subject matter expert. *This is a pass/fail course and students must complete at least one of the above to pass the course.*

Prerequisite: ENX 133

Courses in English

ENX 131 Detective Fiction

(3 credits)

This course offers students an opportunity to study the roots and evolution of the detective novel. Students will learn classical rules of detection, the origins of the solitary detective and modern changes to the classic form. Students will read, analyze, discuss and write about the detective stories assigned in class and will learn to appreciate the detective story as a unique genre of literature.

ENX 133 Introduction to Writing

(3 credits)

Students are instructed in basic modes of composition. They will study professional articles; write a variety of personal and professional essays; evaluate other students' writing as well as the work of professional writers; and learn to evaluate, revise and edit their own work. Instruction in grammatical principles as related to writing is included in the course.

ENX 151 Introduction to Literature

(3 credits)

A study of selected writing of the major authors of world literature. This course will include information on form, genre and literary history as reflected in national, regional and minority group literature. Emphasis will be placed on the development of interpretive skills as demonstrated through class discussion and writing.

Courses in Human Resource

HR 320 Training and Staff Development

(3 credits)

Training and staff development from a human resource perspective will be addressed. Employee orientation, career planning and development, cross training, management development and succession planning are covered. This course also addresses learning styles, technical needs assessment, choosing instructors and programs and program evaluation and modification.

HR 330 Compensation Management

(3 credits)

This course will focus upon the planning and implementing of a total compensation system, including practical experience in job analysis, salary survey and the development of a structured pay policy. An environmental study of the effects of compensation on behavior and legal implications of salary grades will also be included.

HR 340 Recruiting and Staffing Policies and Practices

(3 credits)

This course provides an exploration of the key issues in recruitment, selection and staffing of employees at all levels. Human resource planning, job descriptions and specifications, recruitment, the selection process, testing, employment interviews and the evaluation of the selection process are discussed. Compliance with issues such as EEO, affirmative action and the Americans with Disabilities Act (ADA) are addressed. Emphasis is on establishing procedures that ensure high-quality candidates and employees.

HR 350 Employment Law and Labor Relations

(3 credits)

This course provides a legal and practical overview of employee relations and labor relations in both union and nonunion environments. Communication styles, facilitation, grievances and discipline handling, crisis interventions, conflict resolution, labor relations and the role of government in human resource management are addressed. It also emphasizes compliance issues, including OSHA, employee assistance, harassment and substance abuse.

HR 370 Human Resource Management Seminar

(3 credits)

Students will focus on current human resource management topics. Each student will complete an in-depth study of one of the many aspects of human resource management and present a detailed report of the findings. Guest speakers from the human resource community will present a panel discussion of challenges faced in the workplace.

Courses in History

HSX 111 History of the U.S. I

(3 credits)

Students survey the origins, development and meaning of American history and heritage from the earliest European discovery and the birth of the United States to the Civil War and Reconstruction.

HSX 112 American History Since 1945

(3 credits)

This course offers a survey of modern United States history from 1945 to the very recent past. It examines the major events that shape contemporary American social, political and cultural life and explores the interpretive problems that historians face in understanding these events. It also encourages students to examine the problems of American social, political and cultural life from a Christian perspective.

HSX 123 Women in American History

(3 credits)

In this course, students explore the ways in which women have shaped American history and the impact of historical events and social change on the lives of American women. Students will examine how class, ethnicity and regional differences influenced American women's work, family life and organized activities from colonization to the present.

Prerequisite: ENX 133

Courses in Ministry

MIX 285 Understanding the Christian Faith

(3 credits)

Contemporary beliefs and practices of the Christian faith will be examined in light of foundational biblical concepts and themes. Students will reflect upon the role of Scripture and biblical concepts that have historically defined the Christian faith and the differences in Christian heritage so as to value both the fundamental unity of Christianity, as well as the diversity within Christianity and their personal experiences and assumptions about their faith, in order to understand better what they believe about Christianity.

Courses in Marketing

MKX 300 Consumer Behavior

(3 credits)

This course explores the field consumer choice and consumer decision-making. Consumer buying behavior will be studied with foci on both consumer choice theory and practical case study. Ethical issues related to influencing consumer attitudes and perceptions will be an important component of the course.

MKX 340 Public Relations Including Social Media

(3 credits)

In this course, students will explore emerging social media technologies and study their application in contemporary public relations practice. Students will not only examine these technologies from a theoretical perspective by reading scholarly research and writings from public relations professionals, but they will also learn how to use and author content for such online public relations tools themselves. Technologies covered include: blogs, microblogs, collaboration tools, podcasts, RSS feeds, viral video, social bookmarking and other emerging Web technologies. Students will also study how to use such technologies to monitor conversations on the Internet, engage online communities, identify influencers and establish thought leadership.

MKX 350 Salesmanship

(3 credits)

Theories and practices of advertising and sales promotion will be presented as they relate to the overall marketing process, including personal and economic aspects of selling, program promotion and psychological steps involved in making the sale. Emphasis is placed on promotion mix; decision tools; and legal, social and ethical considerations.

MKX 420 Market Research

(3 credits)

This course presents market research as a key function of a business, comparing various research methods and industry practices. This course is focused on the market research process, including problem definition, research design, data collection methods, data analysis and interpretation, presentation and application of results.

Courses in Natural Science

NSX 221 Natural Disasters

(3 credits)

This course will examine natural disasters such as earthquakes, tsunamis, volcanoes, hurricanes, floods and tornadoes. The science behind these disasters will be discussed as well as the impact they have had on the people living nearby.

NSX 236 Origins of Life in the Universe

(3 credits)

This course is intended to introduce the general arguments concerning the origins of the universe, life and the subsequent diversity of that life. Some of the topics will include Big Bang cosmology, Superstring theory, evolution and intelligent design.

Courses in Nursing

NUX 250 Foundations of Professional Nursing

(3 credits)

An overview of the concepts, theories and advances in nursing will be presented and the roles of the professional nurse (such as caregiver, advocate, leader and teacher) will be explored. The nursing process will be reviewed with a focus on interdisciplinary collaboration and communication. Scholarly writing will be emphasized.

NUX 310 Health Assessment

(3 credits)

This course will emphasize the skills essential to the assessment aspects of the nursing process. Students will increase their knowledge base, interview skills, assessment ability and transmission of essential information to a collaborative team. Critical thinking skills as they pertain to patient assessment are explored.

NUX 350 Nursing Care in the Local and Global Community

(3 credits)

The focus of this course will be the role of the community health nurse in the local community as a part of the interdisciplinary team to promote a healthier community. A practicum project that incorporates an assessment of the student's community will be completed, including identification of diverse populations within the community, disease prevention and the development of nursing interventions to promote optimal health. Resources investigated will include public health agencies, clinics and community asset. An interview with a community health worker will be conducted.

NUX 353 Nursing and Ethics

(3 credits)

This course will provide students with the knowledge and understanding associated with the role of the nurse in a variety of ethical challenges that may be encountered in the workplace. Current issues surrounding healthcare in today's society will be examined from a biblical and secular viewpoint.

NUX 370 Gerontology Nursing

(3 credits)

Students will study the physical, social, psychological and economic characteristics of an aging population. Current literature and theories of aging will be discussed in the context of family and society.

NUX 395 Nursing in the Local Community Practicum

(3 credits)

This course provides opportunities for experienced nurses to apply concepts presented in NUX 350. The nursing process is used to provide care in a community setting. Focus is on preventative care with an emphasis on prudent decision-making and collaboration in the diverse role of the community healthcare nurse.

Prerequisite: NUX 350 or concurrent

NUX 410 Leadership in Nursing

(3 credits)

This course will explore the theories, principles and concepts involved in transformational leadership in nursing. The role of the nurse in leadership and management will be examined in a variety of settings. Concepts such as critical thinking, communication, interdisciplinary collaboration, strategic planning, conflict resolution and budgeting will be emphasized.

NUX 420 Nursing Research

(3 credits)

This course will explore the research process on which evidenced-based practice is built. Students will examine the knowledge that guides nursing interventions and critique and evaluate current nursing literature. Ethical issues as they relate to research, theory and practice will be discussed.

Prerequisite: MAX 323

NUX 450 Issues and Trends in Health Care

(3 credits)

Students will explore transitional factors involved in assuming a professional role. Current trends and issues in professional nursing will be analyzed. Students will be challenged by ethical, economical, political, legal and educational aspects of nursing. The future of professional nursing within the evolving health-care system will be explored.

NUX 460 Senior Leadership Project

(3 credits)

Under the faculty supervision, a project on a topic of the student's choice will be initiated beginning with the formulation of a research hypothesis or question. A review of literature will be conducted, including an evaluation of related data. A plan for implementation will be designed incorporating an assessment of the intended audience.

Courses in Office Administration

OAX 240 Intermediate Microsoft Word

(1 credit)

This course assumes that students are familiar with the fundamentals of Microsoft Word and Microsoft Windows XP. Students will gain hands-on experience working through various documents using Microsoft Word. Assignments will build on the material covered in OM 223. Skills learned will be applied to personal applications.

OAX 250 Intermediate Microsoft Excel

(1 credit)

This course assumes that students are familiar with the fundamentals of Microsoft Excel and Microsoft Windows XP. Students will gain hands-on experience working through various documents using Microsoft Excel. Assignments will build on the material covered in OM 223. Skills learned will be applied to personal applications.

OAX 260 Intermediate Microsoft PowerPoint

(1 credit)

This course assumes that students are familiar with the fundamentals of Microsoft PowerPoint and Microsoft Windows XP. Students will gain hands-on experience working through various documents using Microsoft PowerPoint. Assignments will build on the material covered in OM 223. Skills learned will be applied to personal applications.

Courses in Organizational Leadership

OL 300 Not-for-Profit Management

(3 credits)

This course will focus on the unique structure of nonprofits, the theories and concepts of nonprofit administration and management.

OL 325 Grant Writing and Administration

(3 credits)

This course includes information and practice in reading and evaluating proposals and reports, finding potential sources of grant support, reading and interpreting grant program guidelines, writing a grant or research proposal, as well as guidance in directing and assessing the implementation of grants.

OL 335 The Not-for-Profit Organization in the Community

(3 credits)

Students will examine the unique perspectives of organizational structure, strategic planning, volunteerism, administration, fundraising and community responsibility as they relate to not-for-profit organizations. The importance and process of networking with other not-for-profit organizations will be discussed.

Courses in Organizational Management

OM 116 Business Math

(3 credits)

A study of basic mathematical concepts and their applications to business is the purpose of this course. Topics include markups, comparative analyses of income statements, depreciation methods, allocation of expenses, simple and compound interest, present value and depreciation.

OM 201 Diversity in the Workplace

(3 credits)

This course is designed, through lecture and discussion, to examine the various elements that create differences within society and the workplace. Also to be examined will be the current legalities regarding diversity in the workplace and how to interface with employers that will enable them to work effectively in a diverse world.

OM 202 Small Business Management

(3 credits)

This is a course about starting and operating a small business. Topics include facts about small business, essential management skills, preparation of a business plan, financial needs, marketing strategies and legal issues.

OM 204 Personal Finance

(3 credits)

This course provides an overview of all aspects of personal financial management, including budgeting, retirement planning, life and health insurance, income taxation, auto and real estate transactions, estate planning and personal fixed income and equity investment management.

OM 205 Introduction to Entrepreneurship

(3 credits)

This course provides students with an understanding of the entrepreneurial process from a historical and research perspective, provides an overview of the business plan formulation, examines alternative financing mechanisms and provides technical skills for managing and growing and ending new ventures. The course provides background information needed to help students develop an entrepreneurial way of thinking and addressing problems.

OM 207 Introduction to Supervision

(3 credits)

This supervision course will provide the skills and knowledge base needed to become supervisors in today's changing work environment. The course avoids using confusing terminology or multiple perspectives, instead presenting the tools that are clearly most appropriate for the task at hand. Change in the workplace and the world at large, constantly present supervisors with new challenges. This course prepares supervisors to successfully address these demands.

OM 211 Principles of Macroeconomics

(3 credits)

This course will use a topical approach to address economic concerns in society, such as poverty, the environment, health care and prescription drug markets, Social Security, outsourcing, etc. Students will be introduced to macroeconomic issues which will increase public policy awareness and knowledge for more effective citizenship.

OM 213 Management Concepts

(3 credits)

Students examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Students will be introduced to the concept of worldview and encouraged to explore how their beliefs and understandings influence their personal worldview. Students will also analyze and solve organizational problems using multiple techniques. This analysis will be applied to students' work-related study projects.

OM 215 Communication in Organizations

(3 credits)

This course investigates the role of communication in creating a productive organizational environment. It aids students in developing or strengthening their communication skills by focusing on interpersonal, group and presentation skills.

OM 217 Principles of Microeconomics

(3 credits)

Students are exposed to the principles of economics as they need to be understood and utilized by managers and supervisors in all fields. The globalization of our economy and possible actions affecting economy in all organizations will be included.

OM 223 Introduction to Computer Applications

(3 credits)

Introduction to Computer Applications introduces fundamental computing concepts and terminology applicable for today's business world. Topics will include terminology, issues in computer usage and ethical practice. Students will complete "hands on" introductory software assignments using the Windows operating system, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and an Internet browser (Microsoft Explorer). Students will apply their computing concepts and software skills to a real world project.

OM 233 Computer Information Systems

(3 credits)

This course examines the role of information processing in an organization, including information processing applications, computer hardware and software, internal data representation, stored program concepts, systems and programming design, flowcharting and data communications. Reviews the history of computers, the social impact of computers and computer security.

OM 243 Introduction to Marketing

(3 credits)

Students in this course will investigate marketing topics that include the marketing concept, marketing research, consumer behavior, the product life cycle, distribution, advertising, public relations and social responsibilities of marketers. Students will examine marketing from the consumers and organization's perspective and applications to global markets and other business disciplines.

OM 283 Business Case Study

(3 credits)

An in-depth study is made as students apply previous learning in business principles to a culminating business case study.

OM 303 Group and Organizational Behavior

(3 credits)

A study of group formation, development and performance as it affects organizational effectiveness. Emphasis includes exposure to decision making and resolving conflicts in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups as opposed to individuals. Students are also exposed to intergroup dynamics and management strategies.

OM 323 Statistics for Managers

(3 credits)

An introduction to research and its tools provides students with specific emphasis upon helping the student complete business research and understand managerial decision-making. Content will include statistical methods, database development, research methods and analysis of a problem or opportunity suitable for a business research topic.

Prerequisite: OM 116 or its equivalent

OM 334 Issues in Management

(3 credits)

This course will introduce students to management issues as they are applied to both formal and informal organizations. The course seeks to develop a deeper understanding of key issues facing current and future leaders such as innovation, the value of groups and teams, behavior and social responsibility.

OM 351 Business Law

(3 credits)

Students will explore legal rights and obligations arising out of common business transactions. Fundamental principles of the law of contracts, negotiable instruments, agency bailment, sales and partnerships are examined.

OM 353 Ethics in Business

(3 credits)

This course surveys ethical issues confronting business in the context of personal worldview. Students are asked to examine personal values and formulate strategies to improve management accountability, respect for human rights and how to lead a responsible lifestyle in today's world.

OM 400 Global Business Experience

(3 credits)

This course introduces students to the world of international business through study and international travel. The course examines cross-cultural differences in business practices. Among the topics covered are the differences in management styles, multiculturalism, international negotiations, as well as international human resource issues, social responsibility and ethics in a global context. This course is designed to enhance the student's international and global expertise through case studies, international travel opportunities and classroom/online discussions.

Prerequisites: OM 213 and 217

OM 413 Managerial Accounting

(3 credits)

This course provides students with an overview of the acquisition, analysis and reporting of financial information, including a study of income statements, balance sheets, cash flow budgets, changes in financial position and ratio analysis. Emphasis is on reading and understanding accounting documents rather than on their preparation.

Prerequisites: OM 116 and ACX 241

OM 421 Managerial Finance

(3 credits)

Students explore the financial tools available for planning and analysis, as well as how those tools are utilized to manage cash flows and financial resources and to evaluate future investment opportunities. Three primary topics in corporate finance will be developed. These topics include the importance of short-term finance for current operations, the use of capital budgeting tools for investment analysis and the foundation of long-term finance for defining the organization's cost of capital and optimal capital structure.

OM 433 Operations Management

(3 credits)

This course analyzes the performance of managerial activities required in selecting, designing, operating and controlling productive manufacturing and service systems. Special emphasis is given to the discussion of managerial tools needed to assess system efficiency and effectiveness.

OM 438 Strategic Planning

(3 credits)

Students are introduced to various management planning models and techniques and apply these to business cases. The concepts of strategic planning and strategic management are emphasized. Students are focused on the concept of thinking through the desired result before an activity or related series of activities is started. The student is asked to think about planning in whole organizations as well as in units of organizations. Planning starts from a mission. Every organization has a mission, even if it is not written down or no one in the organization can clearly articulate it.

OM 450 Business Capstone

(3 credits)

As a capstone course, students will demonstrate their mastery of their learning by addressing a real business organizational issue. The outcome will include a thesis-type written report and oral presentation demonstrating individual competence.

Prerequisite: Senior standing

Courses in Physical Education

PEX 110 Physical Wellness in Adulthood

(1 credit)

This course focuses on physical wellness in the life of the adult. Topics include physical fitness, nutrition and weight control, activity and heart disease, methods of conditioning, relaxation and stress and leisure time sports.

Courses in Prior Learning

PRLN 495 Prior Life Experience

(1-3 credits)

Through the development of a portfolio, students have the opportunity to earn academic credit for experiences acquired through the practice of nursing. The portfolio will evaluate achievements in academia, knowledge and expertise in nursing and learning outcomes achieved. Students must be enrolled in the RN-BSN Completion program to receive credit for this course.

Courses in Psychology

PYX 111 Introduction to Psychology

(3 credits)

A survey of the principles, methods and findings in various areas of psychology. Specific topics include development, socialization, consciousness, personality, motivation and emotion, learning and memory, physiology, neuroscience, stress and coping, and psychopathology.

PYX 211 Child & Adolescent Development

(3 credits)

This course focuses on development from conception through adolescence. Physical, cognitive, psychosocial and moral development during this period are covered. Special emphasis is placed on the dynamics of parent-child interaction and practical methods of enhancing the healthy growth of children.

Prerequisite: PYX 111

PYX 215 Adult Development

(3 credits)

This course focuses on development dynamics from early adulthood through old age. Adult life stages are examined in terms of physical, cognitive, moral and psychosocial factors to gain understanding of the specific tasks and the potential problems involved in each of the developmental stages, both from an individual and a relational perspective.

Prerequisite: PYX 111

PYX 230 Human Development**(3 credits)**

This course focuses on the basic processes of cognitive, moral, physical and psychosocial development from conception through death. Attention is given to both theories and research regarding the stages and transitions encountered by persons over the lifespan. Special attention is given to the relationship between physical and psychological problems during development.

Prerequisite: PYX 111

PYX 265 Human Sexuality**(3 credits)**

This course examines the development and dynamics of human sexual functioning and behavior. Topics will include sexual physiology, sexual response, sex across the lifespan, gender roles and sexual deviations. Sexuality will be studied in light of current social trends, ethical considerations and Christian perspectives and values.

Prerequisite: PYX 111

PYX 321 Interpersonal Relationships**(3 credits)**

This course examines the dynamics of effective interpersonal relationships and how those dynamics are applied within the counseling field. Topics include personal factors that influence relationships, verbal and nonverbal behavior, barriers to effective communication and conflict, contextualized to basic counseling concepts and skills. Practical exercises and group work to develop those basic skills are an integral part of the course.

Prerequisite: PYX 111

PYX 351 Social Psychology**(3 credits)**

A study of how the thoughts, feelings and behavior of individuals are influenced by others. Topics include attitude formation and change, prejudice, conformity, leadership, interpersonal attraction, prosocial behavior and cooperation/competition.

Prerequisite: PYX 111

PYX 381 Introduction to Research Methods**(3 credits)**

This course focuses on the analytical techniques used in behavioral science research. Topics include the anatomy of the experimental method, characteristics of variables, data analysis techniques, reliability and validity considerations, sources of experimental error, data analysis techniques, APA scholarly writing and ethical issues in research. Students will engage in data collection using multiple research methods, analyses and interpretation. Students will also be introduced to the SPSS statistical program.

Prerequisites: PYX 111, OM 323, and one additional course in psychology

PYX 382 Applied Research Methods**(3 credits)**

This course focuses on the design, execution and dissemination of behavioral science research. Topics include theory driven generation of hypotheses, literature review and data analysis techniques, operationalization of variables, implication of experimental results and

an introduction to APA style. Students will plan, conduct and defend a research project during the course.

Prerequisite: PYX 381

PYX 411 Fundamentals of Counseling

(3 credits)

The purpose of this course is to provide an introduction to the counseling process – both cognitively and experientially. Content will include the dynamics of helping interventions and practicing the skills that provide the foundation of effective counseling. The focus of the course will be on the understanding, discussion and use of basic counseling skills. Careful attention will be given to examining the field of counseling/therapy from a Christian perspective.

Prerequisites: PYX 111 and 321

PYX 461 Abnormal Psychology

(3 credits)

An examination of the symptoms, etiology and treatment of abnormal behavior. Current diagnostic classifications are used as a conceptual framework.

Prerequisite: PYX 111

PYX 485 Senior Seminar in Psychology

(3 credits)

The purpose of this course is to synthesize and review the various components of the psychology curriculum to which the student has been exposed. Students also contribute to the selection of additional course topics. Students will complete a scholarly faith integration paper. Students will also complete a service learning experience as part of course work.

Prerequisite: Senior standing

Courses in Sociology

SOX 111 Principles of Sociology

(3 credits)

Basic concepts, theories, methods and principles of sociology. Topics will include social institutions, the dynamics of change and the diverse behavior of people in different parts of the world.

SOX 223 Social Problems

(3 credits)

Students will read about, discuss and analyze a variety of social problems (including poverty, race, gender, work, education, the criminal justice system and illness and health care), looking at their descriptions, possible causes and proposed solutions. The general focus will be on problems in American society, but global concerns will be included as well. Students will concern themselves with how Christian faith and biblical perspective should affect both their thinking about a given problem and any proposed solutions.

SOX 311 Gerontology

(3 credits)

This course will explore the social aspects of aging. Role changes associated with aging, the impact of those changes, social responses to the elderly and issues of death and dying will be considered.

Prerequisite: SOX 111

SOX 321 Minority Groups

(3 credits)

The focus of this course is intergroup relations of a dominant-minority character. The majority-minority relations in many societies are examined with emphasis on American patterns. The goal is to identify the universal behavior patterns and basic concepts in the study of majority-minority relations.

Prerequisite: SOX 111

SOX 333 Social Welfare Institutions

(3 credits)

A study of the ideology, function and structure of the public and private auspices by which societies seek to assure the well being of their members, historically and currently. American society is the primary focus, accompanied by ongoing global comparisons. Key topics include poverty, oppression, health care, education and families.

Prerequisite: SOX 111

Courses in Speech

SPX 211 Professional Presentations

(3 credits)

This course focuses primarily on presentations frequently used in the business world, including sales presentations, informative presentations, proposals for change within an existing business and interviews. The use of effective listening skills and the dynamics of communication within business organizations will be studied. Students will use PowerPoint and other technologies as part of their presentations. Emphasis will be placed upon content, structure and delivery of the presentations, as well as the quality of visual aids. Small group discussions will be used to evaluate presentations.

Courses in Student Services

SSX 101 Resume Writing and Interviewing Techniques

(2 credits)

Students in this course will learn to research potential employers, develop appropriate resumes, prepare for and gain experience in various interviewing situations.

SSX 210 College Study Skills

(1 credit)

This is a course presenting college level study skills with opportunities for practice. Specific topics include motivation, time/task management, note taking, text book study techniques, concentration, memory and vocabulary.

Courses in Social Work

SWX 171 Introduction to Social Work

(3 credits)

An introduction and broad overview of the social work profession. Its beginnings and growth to worldwide recognition are traced. Key people, movements and practices are noted. Fields of practice are especially emphasized. Includes concurrent experiential learning through service in the local community. Provides a picture of what it means to have a career in social work.

SWX 236 Introduction to Addictions

(3 credits)

This course is an overview of the phenomenon of addictions. The course will survey various types of addictions such as alcoholism, drug addiction, internet addictions, eating disorders and hoarding. Consideration will be given to the etiology, symptomatology, prevention, treatment and relapse prevention options in the addictions field. The biological psychological, social and spiritual implications of addiction will be examined.

Prerequisite: PYX 111 or SOX 111

SWX 325 Social Work Practice I

(3 credits)

Foundational course of a three-course sequence in preparation for generalist social work practice. Focuses on application of theoretical approaches and interpersonal skills in a problem-solving model. Professional values and ethical decision making are introduced and applied through the use of case studies. Cultural competence and empowerment of client systems are emphasized. Research application to evaluation of practice is included. Concurrent experiential learning component.

Prerequisites: SWX 171 and SOX 111

SWX 345 Social Work Practice II

(3 credits)

Second of a three-course sequence in preparation for generalist social work practice. Content learned in the first practice course is applied specifically to families and groups within a life span development approach. Class provides opportunities for practice group membership and leadership skills. Particular emphasis on issues of diversity in families, group stages and group dynamics.

Prerequisites: SWX 325 and PYX 321

SWX 363 Social Policy

(3 credits)

Builds upon basic understanding of the political system, economic theories and social welfare institutions in identifying and analyzing current social welfare policies and programs. Current federal and state proposed legislation is identified and followed. Implications for social work practice are noted.

Prerequisite: SOX 333

SWX 395 Intercultural Immersion Experience**(3 credits)**

Field experience in a cross-cultural setting anywhere in the world. Intended to provide direct experience in living and working in an intercultural setting. Individual experiences must be approved by the department. *Students must complete SW 395 prior to formal acceptance in to the Social Work Program.*

Prerequisite: Social work major

SWX 425 Social Work Practice III**(3 credits)**

Final of a three-course sequence in preparation for generalist social work practice. Theoretical concepts, skills, values and ethics are applied to work with communities and organizations. Particular emphasis is placed on community assessment and planning. A grant-writing workshop and experiential applications with community social service providers are included.

Prerequisite: SWX 345

SWX 445 Interview Workshop**(3 credits)**

This course focuses on the interview process used in professional helping relationships. Each student will be involved in class role plays, taped interview sessions with mock clients and simulated job interviews. Interviews will be videotaped and critiqued within the learning context. Professional documentation skills related to these settings will be developed. Personal resume will be completed for professional use.

Prerequisite: PYY 321

SWX 471 Human Behavior and the Social Environment**(3 credits)**

Capstone course in human behavior and the social environment utilizing a bio-psycho-social-spiritual perspective. Theoretical perspectives, cultural diversity, oppression and socialization are revisited as various pervasive issues and topics are investigated, discussed and applied to social work practice. Topics covered are chosen from among the following: lifespan development, violence, substance abuse and addictions, disabilities, gender issues, elders and immigrant populations.

Prerequisites: BLX 111, PYY 211, 215, and SOX 321

SWX 496 Senior Practicum and Seminar**(12 credits)**

The culminating experience for the social work major in the form of a block field experience in a professional social work setting under the supervision of a field instructor with an MSW or BSW credential. The actual field placement is preceded by a comprehensive evaluation and orientation to the field placement. Professional seminars are held throughout the term. Required hours: 480 hours.

Prerequisite: Completion of all courses required in the social work major

Courses in TESOL

TEX 233 Foundations of TESOL

(3 credits)

Students will be introduced to major issues related to Teaching English to Speakers of Other Languages. Students will examine the process of second language acquisition, acquire instructional skills for teaching ELs (English learners) and explore resources and opportunities.

TEX 234 Instructional Methods for TESOL: Listening and Speaking

(3 credits)

This course will prepare students to teach aural and oral English language communication. Driven by pragmatics and grounded in the Communicative Approach, this instructional methods course will prepare students with lesson planning strategies, specific language-learning activities for the classroom and access to instructional resources for the EL instructor.

Prerequisite: TEX 233

TEX 235 Instructional Methods for TESOL: Reading & Writing

(3 credits)

This course will focus on specific pedagogical issues related to teaching ELs reading and writing. Students will learn different approaches to teaching writing, compare and contrast native English speaking composition with EL writing, explore the connection between reading and writing, learn specific teaching strategies for classroom implementation and understand techniques for assessment and responding to EL student writing.

Prerequisite: TEX 233

TEX 322 Intercultural Communication

(3 credits)

This course explores issues related to the intercultural communication process and considers the important role of context (social, cultural and historical) in intercultural interactions. This course examines the complex relationship between cultures and communication from various perspectives. Special emphasis will be given to managing cross-cultural conflict, cross-cultural teaching and cross-cultural ministry applications.

Prerequisite: SPX 211

TEX 396 TESOL Practicum

(3 credits)

Students will participate in an 80-hour practicum teaching and working with EL students either in a self-contained EL setting or in an instructional capacity in a regular classroom. Students participating in the TESOL practicum in China will have the additional experience of social and cultural immersion.

Prerequisites: TEX 233

MASTER OF ARTS IN COUNSELING

Jerry Davis, Mike Cook, Scott Makin

The Master of Arts in Counseling, offered in Huntington and Fort Wayne, Indiana, provides students with unique educational experiences in and out of the classroom. Some of the program distinctives include a program that meets or exceeds all Indiana state requirements for licensure as a Licensed Mental Health Counselor (LMHC), professors who are actively seeing clients, intentionality in faith integration, extensive theoretical breadth, experiential learning opportunities and a commitment to serving the community.

Our Mission

We will provide Christ-centered quality counselor training that promotes both scholarship and service. Our students will redeem the world one client at a time through understanding and applying our core values of grace, truth, awareness, reconciliation and community.

Program Distinctives

- A 60 credit hour program leads to licensure as a Mental Health Counselor (LMHC).
- The program meets or exceeds all Indiana state requirements for licensure.
- Integration of Christian faith and practice is taught in all classes.
- Professors are actively seeing clients.
- Semester-long classes meet once weekly in the afternoon or evening.
- A minimum of two hours of weekly supervision is provided while students are seeing clients.
- A fully functioning community counseling clinic is provided on campus.

Graduation Requirements

All graduate counseling students must complete the following to be eligible for graduation and to meet the educational requirements for licensure.

- 30 credit hours of foundation coursework
- 6 credit hours of mental health concentration
- 12 credit hours of clinical training
- 12 credit hours of additional coursework
- Attend the commencement exercises for the conferral of the degree

This is a total of 60 credit hours, which includes 1,000 hours of clinical experience (required for licensure). (Half of these hours must be direct client contact.)

All graduate programs must be completed within seven years. Failure to complete the program within the allotted seven years may result in a need to retake classes.

Academic Calendar

The Counseling Program offers courses in a three-term format. Courses are taught during fall (late August through early December), spring (January through April), summer I (mid-May through June) and summer II (July through mid-August). Summer sessions are offered in a 6-week intensive format, or may be taught over the 12-week summer session.

Cancelling Classes

The Graduate School reserves the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.

Admissions Policies

Admission Requirements

To be considered for admission to the Graduate Counseling Program, students must supply the following information. When this information is received, the Admissions Committee will act on the application.

- A completed application form returned to the Graduate School, 2303 College Ave., Huntington, IN 46750
- A non-refundable \$30.00 application fee that accompanies the application
- Official transcripts from all colleges/universities attended (An undergraduate cumulative GPA of 3.0 is required.)
- Three letters of recommendation with at least one being an academic reference
- A completed supplemental application returned to the Graduate School

Prerequisites (Your undergraduate degree should include):

- 6 credit hours of coursework in biblical studies
- 6 credit hours of coursework in psychology, including 3 hours in Abnormal Psychology
- Completion of the Graduate Record Exam (GRE). GRE scores should be sent to Huntington University (school code 1304, dept. 2005). A combined score of 300 in the Verbal and Quantitative sections is desired.
- All prerequisite coursework must have a minimum grade of a C.

** The Admissions Committee may choose to waive some requirements for special circumstances. Students may be accepted on a provisional basis until all prerequisites are met. Prerequisites must be completed within the first year of graduate study.*

Transfer Students

Graduate credits earned at other regionally accredited institutions may be transferrable to Huntington University's graduate programs. Only graduate courses with a grade of **B-** (2.67) or above are transferable. Generally such credits must be no older than 10 years and must represent courses that can reasonably substitute for courses in the Huntington University graduate program. Individual program directors determine the suitability of such courses for transfer credit and may deny transfer credit. Students will be asked to provide relevant materials for their transfer courses.

Students in the counseling program may transfer in a maximum of 12 credit hours. Although credits may transfer, no transfer grades are recorded nor counted in the cumulative grade point average.

Licensure Completion Students

Huntington's graduate counseling program offers assistance to individuals with previously earned masters degrees (in counseling or a closely related discipline) who are seeking Indiana state licensure. This assistance is offered on a limited basis dependent upon the individual's need, course enrollment and supervision availability.

Registration and Advising

Registration for graduate students is open until two weeks prior to the first meeting day for a class. First time graduate students are registered by the assistant for graduate programs in person, by mail, by e-mail or by phone. After the first semester, graduate students may register by themselves. This can be completed on the portal (my.huntington.edu).

Although faculty and staff advisors attempt to provide the best available information, the students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Attendance Policy

Students are expected to attend all class sessions. Students should not absent themselves from class without clearance from their respective professors. Work missed by late entrance or absence must be completed to the satisfaction of the instructor. Instructors may decide to reduce a student's grade for repeated absences. By University policy, a student missing a third or more of class time fails the course. See the relevant student handbook for program-specific attendance policies.

Adding, Dropping and Withdrawing from a Course

Adding and Dropping a Course

Students may add a course or drop a course through the second week of the fall or spring semesters, or the first class day of the summer terms (prorated for courses that do not follow the regular semester schedule and for special terms). Students who wish to drop or add a course may do so on the portal before classes begin or by contacting the graduate school office.

Withdrawing from a Course

Once a course begins, students may withdraw from a course by contacting the graduate school office. Students who withdraw from a course through the tenth week of the regular semesters or the tenth class day of summer terms receive a grade of **W** on their transcripts, but there is no impact on their GPA. Students who withdraw after the tenth week of classes of the regular semesters or the tenth class day of the summer terms receive a grade of **WF** on their transcripts, and their GPA will be impacted. Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class. Students who fail to participate in the first two class weeks will be dropped from the course and a grade of **W** will be given.

Students who are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Date of Withdrawal

The date of withdrawal shall be the date on which the student completes and submits the appropriate form to the graduate school office and not the date of last attendance.

Withdrawal from Graduate Programs

To withdraw from the graduate programs, students must notify the graduate school office. Students who do not officially withdraw from the program are given grades of **F**. **Students receiving financial aid must contact the Financial Aid Office regarding the implications on financial responsibilities.**

Refund Policy

Students who officially withdraw or who reduce their course credit load may be entitled to a refund of tuition according to the following schedule. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to students is prorated. Students who have been dismissed may not appeal for refund of tuition.

Refund Deadlines

Semester	Summer	Tuition Refund
Before Class Begins	Before Class Begins	100%
First Week	First Class Day	90%
Second Week	Second Class Day	80%
Third Week	Third Class Day	60%
Fourth Week	Fourth Class Day	40%
Fifth Week	Fifth Class Day	20%
After Fifth Week	After Fifth Class Day	0%

Students receiving financial aid must be in continuous enrollment. You should drop/withdraw from a class only if absolutely necessary. Check with your academic advisor.

Withdrawal from Program

A student will be assessed tuition charges by the semester. If a student withdraws from the Program after the semester has started, the refundable portion of the total term charges will be calculated at the current semester hourly rate for each class not started.

Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. To be removed from probation, students must complete an additional six hours with a cumulative GPA of 3.0 or higher. If sufficient progress has not been made to remove the probation, a student may be dismissed from the graduate program. A graduate student must have a minimum cumulative GPA of 3.0 to remain in good standing and to be awarded a graduate degree. Graduate students whose semester GPA falls below 1.0 may be dismissed from the program. Probation and appeals decisions are made by the Graduate and Professional Programs Committee.

Curriculum

The graduate counseling curriculum meets or exceeds state licensure requirements for Licensed Mental Health Counselor (LMHC). The curriculum is also a CACREP (Council for the Accreditation of Counseling and Related Educational Programs) equivalent program. Students must take additional elective courses to complete the 60 hour requirement.

Foundation Courses:

CN 601	Human Growth and Development
CN 602	Legal, Ethical and Professional Issues
CN 603	Theory and Techniques of Helping Relationships
CN 604	Theory and Practice of Assessment
CN 605	Social and Cultural Foundations
CN 606	Theory and Practice of Groups
CN 607	Career and Lifestyle Development
CN 608	Methods and Practice of Research and Evaluation
CN 609	Models and Application of Integration
CN 621	Foundations of Spiritual Formation and Direction

Mental Health Courses:

CN 610	Foundations and Contextual Dimensions of Mental Health Counseling
CN 611	Knowledge and Skills of Mental Health Counseling

Clinical Courses:

CN 650 Supervised Practicum is completed in the University's clinic (LifeSpring Counseling Center) located at 479 Campus St., Huntington, IN. Internships are completed at off-campus locations.

CN 650	Supervised Practicum
CN 651	Supervised Internship
CN 652	Supervised Internship
CN 653	Advanced Internship

Elective Courses:

Electives may not be offered every year.

CN 618	Gottman Method Couples Therapy I
CN 619	Gottman Method Couples Therapy II
CN 624	Methods and Practice of Integration
CN 640	Foundations of Marriage and Family Therapy
CN 641	Foundations of Addiction Counseling
CN 642	Foundations of Play Therapy
CN 643	Foundations of Child and Adolescent Counseling
CN 644	Foundations of Gerontological Counseling
CN 645	Intimacy, Sexuality and Gender
CN 646	Psychopharmacology
CN 647	Foundations of Life Coaching
CN 648	Psychopathology, Personality and Abnormal Behavior
CN 649	Foundations of Crisis and Trauma Counseling
CN 660	Graduate Counseling Independent Study

Electives outside the counseling program should be approved by the counseling program director prior to enrolling in the course.

Courses in Counseling

For information regarding course offerings, please contact the graduate school office.

Foundation Courses

CN 601 Human Growth and Development

(3 credits)

The study of individual and family development across the life span. An examination of cognitive, personality and moral development throughout life stages, as well as strategies for facilitating optimal development.

CN 602 Legal, Ethical and Professional Issues

(3 credits)

The study of the history, professional roles and responsibilities of the counseling profession, including ethical, legal and Christian standards/principles for conduct. An examination of professional organizations, preparation, credentialing and the creation of a plan for lifelong professional and personal development.

CN 603 Theory and Techniques of Helping Relationships

(3 credits)

An investigation of significant counseling theories and their application to the helping relationship. The study of basic and advanced helping skills and client characteristics that impact change in the helping process. Additional emphasis will be placed on consultation theory and practice.

CN 604 Theory and Practice of Assessment

(3 credits)

The study of the history, theory and application of tests and other assessment methods that provide an understanding and evaluation of individuals, families and groups. An examination of appraisal measures, including validity, reliability and other relevant psychometric statistics.

CN 605 Social and Cultural Foundations

(3 credits)

The study of the social and cultural foundations of the attitudes and behavior of individuals, families and diverse groups. An emphasis on multicultural awareness and strategies that promote understanding and effective interventions.

CN 606 Theory and Practice of Groups

(3 credits)

The study of group theory, dynamics, process and stages. An examination of group roles, member behaviors and leadership as well as basic and advanced group interventions. A weekly therapy group experience is required for this class in addition to the scheduled class time. A lab fee covers the cost of the group therapist.

CN 607 Career and Lifestyle Development

(3 credits)

An investigation of career development theory, including career decision-making, gender, family and social/cultural issues. Additional emphasis on career counseling theory and practice as well as the use of assessment instruments that facilitate lifelong career development.

CN 608 Methods and Practice of Research and Evaluation (3 credits)

An examination of basic research methods and practice, including quantitative and qualitative designs, research reporting and evaluation, ethical considerations and the use of computers in data collection and analysis. Additional emphasis on need assessment and program evaluation.

CN 609 Models and Application of Integration (3 credits)

The study of integration models and the application of these models to the practice of Christian counseling. Included is the basic assumptions of Christianity and psychology, the nature of the Christian experience and the direct application of the major teachings of the Bible to helping relationships.

Prerequisites: CN 601-603 and CN 621; must be taken concurrently with practicum or internship

CN 621 Foundations of Spiritual Formation and Direction (3 credits)

An investigation of the history, traditions and application of spiritual formation/direction. Emphasis on the knowledge and application of the spiritual disciplines such as prayer, meditation, study, solitude, fasting, etc.; as well as the practice of directing the spiritual growth of others.

Mental Health Courses

CN 610 Foundations and Contextual Dimensions of Mental Health Counseling (3 credits)

An investigation of the history, philosophy and cultural dimensions of mental health counseling, including the roles and identity of mental health counselors, ethical considerations and the training and credentialing of mental health counselors. Includes professional issues and practice guidelines for the mental health counselor, including conducting community needs assessments and creating and overseeing community interventions to address those needs.

CN 611 Knowledge and Skills of Mental Health Counseling (3 credits)

A thorough examination of etiology, diagnosis, treatment and prevention of mental disorders. Interpretation and appropriate use of the DSM along with specific methods for conducting an intake, including relevant history, applying current counseling models to the therapeutic relationship and assessing mental status. Additional emphasis on consultation and the development of community awareness and action programs that address mental health needs.

Prerequisites: CN 610 and 650; must be taken concurrently with internship

Clinical Courses

Offered every semester on both campuses

CN 650 Supervised Practicum

(3 credits)

A supervised counseling experience providing the opportunity to practice individual, family and group counseling skills in a clinic setting. The 100-hour practicum requires a minimum of 50 direct client contact hours and includes weekly individual and group supervision from a University supervisor.

Prerequisites: CN 601-604, 606, and 610 (or concurrently)

CN 651 Supervised Internship

(3 credits)

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 150 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. Grading: Satisfactory/Unsatisfactory.

Prerequisite: CN 650

CN 652 Supervised Internship

(3 credits)

See CN 651 for course description.

Prerequisite: CN 651

CN 653 Advanced Internship

(3 credits)

See CN 651 for course description.

Prerequisite: CN 652

CN 654 Internship Completion

(1-3 credits)

This course is a continuation of the Internship experience. This course becomes necessary if the student has not completed the requirement of direct clinical hours. Students will be required to enroll for the following credit hours based upon the number of direct hours needed: 0-50 direct hours needed (1 credit hour); 51-99 credit hours needed (2 credit hours); or 100 or more direct hours needed (3 credit hours).

Prerequisite: CN 653

Elective Courses

(Electives may not be offered every year.)

CN 618 Gottman Method Couples of Therapy I

(3 credits)

This course provides Level 1 instruction in the Gottman Method Couples Therapy, including study of Gottman research on relationships, assessment and intervention for couples. The Gottman *Sound Relationship House* theory will be a centerpiece of the course. As practitioners, students will be able to demonstrate competency using assessment tools used in the Gottman Method.

CN 619 Gottman Method Couples of Therapy II
(3 credits)

This course provides Level 2 instruction in the Gottman Method Couples Therapy, including study of how to assess a couple's Friendship, Conflict and Shared Meanings profile. Topics such as physiological flooding, changing the attack/defend system and helping couples dialogue more about grid-locked conflicts will be studied.

Prerequisite: CN 618

CN 624 Methods and Practice of Integration
(3 credits)

As the sequential course for CN 609 Models and Application of Integration, this course will further explore several, selected counseling approaches and interventions that exemplify the integration of Christianity and counseling. Additionally, students will explore the inclusion of spiritual formation and spiritual direction practices in an integrated counseling process.

Prerequisites: CN 609 and 621

CN 640 Foundations of Marriage and Family Therapy
(3 credits)

The history and philosophy of the marriage and family therapy movement, including roles and identity of marriage and family therapists, marriage and family systems and practice, ethical considerations and the training and credentialing of marriage and family therapists.

CN 641 Foundations of Addiction Counseling
(3 credits)

The theological and psychological study of the issues that contribute to various addictive behaviors. Assessment, diagnosis, treatment and prevention of addictions, as well as various models of recovery.

CN 642 Foundations of Play Therapy
(3 credits)

An introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents and adults. Emphasis on the history of play therapy, its primary theoretical models and general applications. This class provides hours that can be applied to instruction necessary to become a Registered Play Therapist (RPT).

CN 643 Foundations of Child and Adolescent Counseling
(3 credits)

The theological and psychological study of child and adolescent pathology and treatment. Examination of child and adolescent development and family systems that may contribute to pathology.

CN 644 Foundations of Gerontological Counseling
(3 credits)

The theological, psychological and physiological study of the development and treatment of older adults. Emphasis on the skills and the community and family systems necessary to ensure optimal mental health for adults.

CN 645 Intimacy, Sexuality and Gender**(3 credits)**

The theological and psychological study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study include gender issues, sexual identity formation and the prevention and treatment of sexual abuse for both perpetrators and survivors.

CN 646 Psychopharmacology**(3 credits)**

An investigation of the basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of their effects and side effects.

CN 647 Foundations of Life Coaching**(3 credits)**

An examination of the origins and history of life coaching and how this practice is similar and different from counseling and consulting. Focus on the process and skills of life coaching.

CN 648 Psychopathology, Personality and Abnormal Behavior**(3 credits)**

The study of abnormal behavior and personality disorders, including their etiology diagnosis and treatment. Students will learn advanced therapy techniques, including affective-experiential approaches that build structure and resolve core issues in their clients.

Prerequisites: CN 610, 611 and enrolled in internship

CN 649 Foundations of Crisis and Trauma Counseling**(3 credits)**

This course is designed to introduce students to basic crisis intervention strategies. The course addresses fundamental crisis intervention theory and offers practical applications in various crisis situations. Students will explore various assessment, intervention and crisis treatment issues. Special emphasis will be placed on the impact of trauma on the individual, family and community. Students will engage in crisis intervention role-plays and practice applying specific interventions in crisis scenarios. Also, students will learn and engage in specialized skills, methods and interventions for working with those suffering with traumatic stress.

Prerequisites: CN 609, 610 and 611

CN 660 Independent Study in Counseling**(1-3 credits)**

An individualized study agreed upon by the student and faculty member that allow the student to focus on a specific area of knowledge or service to a particular population. Integrates research, theory and practice with the Christian faith.

Prerequisites for Admission to the Program

PY 111 Introduction to Psychology

(3 credits; Summer)

A survey of the principles, methods and findings in various areas of psychology. Topics include development, socialization, personality, learning and motivation, physiology and psychopathology. *This course is a prerequisite for full admission to the Graduate Counseling Program.*

PY 461 Abnormal Psychology

(3 credits; Summer)

An examination of the symptoms, etiology and treatment of abnormal behavior. Current diagnostic classifications are used as a conceptual framework. *This course is a prerequisite for full admission to the Graduate Counseling Program.*

***Prerequisite Bible classes can be taken through Professional Programs by contacting the Assistant Registrar for Professional Programs.*

MASTER OF EDUCATION

Terrell Peace, Susan Boyer, Evelyn Priddy, Cindy Steury

Huntington University's Master of Education program is designed to help teachers continue to develop their professional knowledge and skills and to achieve teaching license renewal. Degree programs are offered in elementary education, middle school education, high school education and TESOL education (Teaching English to Speakers of Other Languages). Many of the program's courses are offered in the hybrid format, a blending of face-to-face classes with online learning components. This gives busy professionals the in-class interaction teachers naturally enjoy and the convenience and efficiency of online discussions and assignments.

The Master of Education program is designed primarily for classroom teachers who have demonstrated themselves to be competent, effective teachers as indicated by the criteria for admission below.

Admission Criteria for Candidates (except for TESOL track)

- Degree in education from a regionally accredited college or university
- Teaching experience
- Current teaching license or proof of licensable status
- Recommendation from a teaching colleague
- Recommendation from a school, district or corporation administrator
- Undergraduate GPA of 3.0

Candidates for the TESOL track in the Master of Education program must meet the following admission criteria.

Admission Criteria for TESOL Candidates

- Cross-cultural or multilingual experience
- Recommendation from the TESOL director
- Recommendation from a colleague or supervisor with knowledge of the candidate's cross-cultural or multilingual experience
- Undergraduate GPA of 3.0

Since most candidates in the Master of Education program are already licensed teachers, the Master of Education program does not prepare students for an initial teaching license. Therefore, non-licensed students in the TESOL track will not be qualified at the completion of the program to seek teacher licensing in Indiana. Those who do have Indiana teaching licenses will be able to add EL certification to their licenses after the successful completion of the Master of Education with the TESOL track.

Transfer Students

Graduate credits earned at other regionally accredited institutions may be transferrable to Huntington University's graduate programs. Only graduate courses with a grade of **B-** (2.67) or above are transferable. Generally such credits must be no older than 10 years and must represent courses that can reasonably substitute for courses in the Huntington University graduate program. Individual program directors determine the suitability of such courses for transfer credit and may deny transfer credit. Students will be asked to provide relevant materials for their transfer courses.

Students in the Master of Education program may transfer in a maximum of 6 credit hours. Although credits may transfer, no transfer grades are recorded nor counted in the cumulative grade point average.

Goals

The Master of Education program seeks to assist educators in professional growth and development by offering an academically challenging yet practical approach to graduate education by focusing on personal research and classroom application. The program also seeks to add to the knowledge base of professional educators through the action research conducted by its M.Ed. candidates.

Academic Calendar

The Master of Education Program offers courses in a three-semester format. Courses are taught during fall (late August through early December), spring (late January through April), summer (mid-May through August). Each semester consists of two 7-week sessions.

Cancelling Classes

The Graduate School reserves the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.

Registration and Advising

Registration for graduate students is open until two weeks prior to the first meeting day for a class. First time graduate students are registered by the assistant for graduate programs. After the first semester, graduate students may register by themselves and can be completed on the portal (my.huntington.edu), in person, by mail, by e-mail or by phone.

Although faculty and staff advisors attempt to provide the best available information, the students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Academic Requirements

Candidates not maintaining academic standards or not making regular progress toward the completion of the programs will be contacted by the program advisor or director. Unsatisfactory progress may result in dismissal from the program.

Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. To be removed from probation, students must complete an additional six hours with a cumulative GPA of 3.0 or higher. If sufficient progress has not been made to remove the probation, a student may be dismissed from the graduate program. A graduate student must have a minimum cumulative GPA of 3.0 to remain in good standing and to be awarded a graduate degree. Graduate students whose semester GPA falls below 1.0 may be dismissed from the program. Probation and appeals decisions are made by the Graduate and Professional Programs Committee.

Candidates may be dismissed from the Master of Education program for the following:

- Violation of applicable University policies
- Failure to maintain a 3.0 GPA
- Failure to satisfactorily complete a field-based research project
- Conviction of any criminal offense which would preclude a teaching career

Candidates who are dismissed or facing dismissal may appeal their case to the Graduate and Professional Programs Committee. Beyond this, candidates should follow institutional guidelines for academic appeal as described in the Academic Catalog.

Attendance Policy

Students are expected to attend all class sessions. Students should not absent themselves from class without clearance from their respective professors. Work missed by late entrance or absence must be completed to the satisfaction of the instructor. Instructors may decide to reduce a student's grade for repeated absences. By University policy, a student missing a third or more of class time fails the course. See the relevant student handbook for program-specific attendance policies.

Adding, Dropping and Withdrawing from a Course

To add or drop from a course, students may do so on the portal before classes begin or by contacting the graduate school office.

Adding a Course

Students may add courses to their schedule throughout the semester in consultation with their academic advisor. A course cannot be added less than two weeks before the start date of the course.

Dropping a Course

Students who have not attended or participated in any class sessions of a course may drop the course without impacting their GPA and will receive no record of the course on their transcripts.

Withdrawing from a Course

Once a course begins, students may withdraw from a course by contacting the graduate school office. Students who have attended or participated in at least one class session of a course may withdraw from the course. Students who withdraw during the first week of class receive a grade of **W** on their transcripts, but there is no impact on their GPA. Students who withdraw after the start of the second week of class receive a grade of **WF** on their transcripts, and their GPA will be impacted. Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class. Students who fail to participate in the first two class weeks will be dropped from the course and a grade of **W** will be given.

Students who are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Date of Withdrawal

The date of withdrawal shall be the date on which the student completes and submits the appropriate form to the graduate school office and not the date of last attendance.

Withdrawal from Graduate Programs

To withdraw from the graduate programs, students must notify the graduate school office. Students who do not officially withdraw from the program are given grades of F. **Students receiving financial aid must contact the Financial Aid Office regarding the implications on financial responsibilities.**

Refund Policy

Students who officially withdraw or who reduce their course credit load may be entitled to a refund of tuition according to the following schedule. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to students is prorated. Students who have been dismissed may not appeal for refund of tuition.

Refund Deadlines

Time Line	Tuition Refund
Before class begins	100%
Within the first week of class	40%
After the start of the second week of class	0%

Students receiving financial aid must be in continuous enrollment. You should drop/withdraw from a class only if absolutely necessary. Check with your academic advisor.

Regardless of participation, no technology fees will be refunded after the start of a class.

Withdrawal from Program

A student will be assessed tuition charges by the semester. If a student withdraws from the program after the semester has started, the refundable portion of the total term charges will be calculated at the current semester hourly rate for each class not started.

Diversity Experience

Appreciating and preparing for classroom diversity is a core component of the conceptual model for the Master of Education program. Teachers lacking experience in working with diverse populations may be required to complete a field experience in a culturally or ethnically diverse classroom.

To facilitate this field experience for current classroom teachers, arrangements may be made with the director of field experiences for a summer school assignment in selected Fort Wayne schools. These field experiences are reinforced by the intentional inclusion of diversity issues in courses such as the Current Issues series (ED 611, 621, 631, and 641) and ED 525 Differentiated Instruction.

Requirements for Graduation

Candidates for the Master of Education degrees must meet these general requirements:

- Earn 32 graduate semester hours with a grade point average of 3.0 or higher
- Successfully complete a Field Based Research Project
- Make satisfactory settlement of all financial obligations with the institution before graduation
- Submit an application for graduation form by September 30 of the academic year of graduation
- Attend commencement exercises for the conferral of the degree.

All graduate programs must be completed within seven years. Failure to complete the program within the allotted seven years may result in a need to retake classes.

Programs

Master of Education in Elementary Education

The **master of education in elementary education** program requires the completion of 32 semester hours, including a common core of ED 599, 525, 520, and one elective from among ED 577 and ED 580-589. (ED 577 is required in the absence of demonstrated technological proficiency.)

Students pursuing the **master of education in elementary curriculum and instruction** will also complete ED 611, 612, 613, 614 and 615.

Student pursuing the **master of education in elementary reading curriculum and instruction** will also complete ED 621, 622, 623, 624 and 625.

Master of Education in Early Adolescent Education

The **master of education in early adolescent education** program requires the completion of 32 semester hours, including a common core of ED 599, 525, 520, 631 and one elective from among ED 577 and ED 580-589. (ED 577 is required in the absence of demonstrated technological proficiency.)

Students pursuing the **master of education in early adolescent language arts education** will also complete ED 632LA, 633LA, 634LA and 635LA.

Students pursuing the **master of education in early adolescent math education** will also complete ED 632M, 633M, 634M and 635M.

Students pursuing the **master of education in early adolescent science education** will also complete ED 632SC, 633SC, 634SC and 635SC.

Student pursuing the **master of education in early adolescent social studies education** will also complete ED 632SS, 633SS, 634SS and 635SS.

Student pursuing the **master of education in early adolescent generalist education** (for teachers of art, industrial arts, music, foreign language, special education, physical education, etc.) will also complete ED 632G, 633G, 634G and 635G.

ED 599 must be completed and the candidate must be accepted to the program before registering for ED 635XX. ED 635XX will typically be a continuous enrollment course over two to three semesters.

Master of Education in Adolescent and Young Adult Education

The **master of education in adolescent and young adult education** program requires the completion of 32 semester hours, including a common core of ED 599, 525, 520, 641 and one elective from among ED 577 and ED 580-589 (ED 577 is required in the absence of demonstrated technological proficiency.)

Students pursuing the **master of education in adolescent and young adult biology education** will also complete ED 642B, 643B, 644B and 645B.

Students pursuing the **master of education in adolescent and young adult chemistry education** will also complete ED 642C, 643C, 644C and 645C.

Students pursuing the **master of education in adolescent and young adult English education** will also complete ED 642E, 643E, 644E and 645E.

Students pursuing the **master of education in adolescent and young adult math education** will also complete ED 642M, 643M, 644M and 645M.

Students pursuing the **master of education in adolescent and young adult social studies education** will complete ED 642SS, 643SS, 644SS and 645SS.

Students pursuing the **master of education in adolescent and young adult generalist education** (for teachers of art, industrial arts, music, foreign language, special education, physical education, etc.) will complete ED 642G, 643G, 644G, and 645G.

ED 599 must be completed and the candidate must be accepted to the program before registering for ED 645XX. ED 645XX will typically be a continuous enrollment course over two to three semesters.

Master of Education in TESOL Education

The TESOL track is designed for teachers of English to speakers of other languages. The **master of education in TESOL education** program requires the completion of 32 semester hours, including TE 522, 533, 534, 535; ED 599, 651 or 653, 652, 654 and 655. TE 596 is required for students who do not hold a teaching license from the United States.

ED 599 must be completed and the candidate must be accepted to the program before registering for ED 655XX. ED 655XX will typically be a continuous enrollment course over two to three semesters.

Courses in Master of Education Program

ED 520 Classroom Management

(3 credits)

This course focuses on creating and maintaining effective learning environments. Various approaches to preventing and changing disruptive classroom behavior will be emphasized.

ED 525 Differentiated Instruction for the Inclusive and Diverse Classroom

(3 credits)

This course challenges teachers to evaluate the needs of individual students in the diverse and inclusive classroom. Students will consider innovative possibilities for differentiating instruction to enhance learning for all students.

ED 577 Integration of Technology in the Classroom

(3 credits)

This course focuses on the knowledge, skill and attitudes necessary to use technology as both an instructional tool and a management tool in an educational setting. Students will plan for integration of technology into the curriculum.

ED 581 Teaching and Leading Adults

(3 credits)

This course is for teachers and other professionals such as trainers, managers, team leaders, administrators and college instructors who teach or train adults in business settings, churches and other non-profit organizations and in various areas of higher education. The course focuses on adult learning theory, the professional and personal development of adults and the use of technology to reach adult learners. Guest speakers and case studies model various methods of coaching adults through career changes, helping adults stay current through reflective practice, training adults to use technology to enhance their productivity, developing new board members and administrators and teaching adult university students in a variety of teaching and training formats. Students in the course design adult learning programs for their own areas of work.

ED 599 Action Research Methods

(3 credits)

Students gain knowledge and skills needed for analyzing, preparing, applying and reporting educational research. This course will prepare students for their field-based research project.

Prerequisites: Application for graduation and completion of at least 6 hours from the following: ED 612, 613, 614, 622, 623, 624, 632, 633, 634, 642, 643, 644, 652, 653, or 654.

ED 611 Current Issues in Elementary Education

(3 credits)

Students examine current critical issues in the field of elementary education. Focus will be on current or recent research, writing and best practice in the field.

ED 612 Theory and Pedagogy in Elementary Content Instruction
(3 credits)

This course examines current strategies, materials, issues and technology related to the teaching and learning in the elementary classroom. Current literature is investigated.

ED 613 Critical Readings in Elementary Education
(3 credits)

This course includes individual readings on special topics related to teaching and learning in the elementary classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 614 Curriculum Design and Content Standards in Elementary Education
(3 credits)

Students examine the integration of current theories of curriculum design with state content standards in the planning of mathematics, language arts, science and social studies instruction in the elementary classroom.

ED 615 Field-Based Research Project in Elementary Education
(8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in the elementary classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 621 Current Issues in Elementary Reading Education
(3 credits)

Students examine current critical issues in the field of elementary reading instruction. Focus will be on current or recent research, writing and best practice in the field.

ED 622 Theory and Pedagogy in Elementary Reading Education
(3 credits)

This course examines current strategies, materials, issues and technology related to teaching and learning in elementary reading. Current literature is investigated.

ED 623 Critical Readings in Elementary Reading Education
(3 credits)

This course includes individual reading on special topics related to the teaching and learning of reading in the elementary classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 624 Curriculum Design and Content Standards in Elementary Reading Education**(3 credits)**

Students examine the integration of current theories of curriculum design with state content standards in the planning of reading instruction in the elementary classroom.

ED 625 Field-Based Research Project in Elementary Reading Education**(8 credits)**

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in reading instruction in the elementary classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 631 Current Issues in Early Adolescent Education**(3 credits)**

Students examine current critical issues in the field of early adolescent education. Focus will be on current or recent research, writing and best practice in the field.

ED 632G Theory and Pedagogy in Early Adolescent Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of the teacher's content area. Current literature is investigated.

ED 632LA Theory and Pedagogy in Early Adolescent Language Arts Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of middle school language arts. Current literature is investigated.

ED 632M Theory and Pedagogy in Early Adolescent Math Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of middle school math. Current literature is investigated.

ED 632SC Theory and Pedagogy in Early Adolescent Science Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of middle school science. Current literature is investigated.

ED 632SS Theory and Pedagogy in Early Adolescent Social Studies Instruction
(3 credits)

This course examines current strategies, materials, issues and technology related to the teaching and learning of middle school social studies. Current literature is investigated.

ED 633G Critical Readings in Early Adolescent Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of the teacher's content area in the middle school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 633LA Critical Readings in Early Adolescent Language Arts Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of language arts in the middle school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 633M Critical Readings in Early Adolescent Math Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of math in the middle school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 633SC Critical Readings in Early Adolescent Science Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of science in the middle school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 633SS Critical Readings in Early Adolescent Social Studies Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of social studies in the middle school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 634G Curriculum Design for Early Adolescent Education
(3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of instruction in the middle grades classroom.

ED 634LA Curriculum Design for Early Adolescent Language Arts Education**(3 credits)**

Students examine the integration of current theories of curriculum design and state content standards in the planning of language arts instruction in the middle grades classroom.

ED 634M Curriculum Design for Early Adolescent Math Education**(3 credits)**

Students examine the integration of current theories of curriculum design and state content standards in the planning of mathematics instruction in the middle grades classroom.

ED 634SC Curriculum Design for Early Adolescent Science Education**(3 credits)**

Students examine the integration of current theories of curriculum design and state content standards in the planning of science instruction in the middle grades classroom.

ED 634SS Curriculum Design for Early Adolescent Social Studies Education**(3 credits)**

Students examine the integration of current theories of curriculum design and state content standards in the planning of social studies instruction in the middle grades classroom.

ED 635G Field-Based Research Project in Early Adolescent Education**(8 credits)**

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in instruction in the middle school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 635LA Field-Based Research Project in Early Adolescent Language Arts Education**(8 credits)**

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in language arts instruction in the middle school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 635M Field-Based Research Project in Early Adolescent Math Education**(8 credits)**

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in math instruction in the middle school classroom. Students must enroll

in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 635SC Field-Based Research Project in Early Adolescent Science Education

(8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in science instruction in the middle school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 635SS Field-Based Research Project in Early Adolescent Social Studies Education

(8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in social studies instruction in the middle school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 641 Current Issues in Adolescent and Young Adult Education

(3 credits)

Students examine current critical issues in the field of adolescent and young adult education. Focus will be on current or recent research, writing and best practice in the field.

ED 642B Theory and Pedagogy in Adolescent and Young Adult Biology Instruction

(3 credits)

This course examines current strategies, materials, issues and technology related to the teaching and learning of high school biology. Current literature is investigated.

ED 642C Theory and Pedagogy in Adolescent and Young Adult Chemistry Instruction

(3 credits)

This course examines current strategies, materials, issues and technology related to the teaching and learning of high school chemistry. Current literature is investigated.

ED 642E Theory and Pedagogy in Adolescent and Young Adult English Instruction

(3 credits)

This course examines current strategies, materials, issues and technology related to the teaching and learning of high school English. Current literature is investigated.

ED 642G Theory and Pedagogy in Adolescent and Young Adult Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of the teacher's content area. Current literature is investigated.

ED 642M Theory and Pedagogy in Adolescent and Young Adult Math Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of high school math. Current literature is investigated.

ED 642SS Theory and Pedagogy in Adolescent and Young Adult Social Studies Instruction**(3 credits)**

This course examines current strategies, materials, issues and technology related to the teaching and learning of content areas licensed under social studies in the high school classroom (U.S. History, Psychology, etc.). Current literature is investigated.

ED 643B Critical Readings in Adolescent and Young Adult Biology Education**(3 credits)**

This course includes individual readings on special topics related to the teaching and learning of biology in the high school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 643C Critical Readings in Adolescent and Young Adult Chemistry Education**(3 credits)**

This course includes individual readings on special topics related to the teaching and learning of chemistry in the high school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 643E Critical Readings in Adolescent and Young Adult English Education**(3 credits)**

This course includes individual readings on special topics related to the teaching and learning of English in the high school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 643G Critical Readings in Adolescent and Young Adult Education**(3 credits)**

This course includes individual readings on special topics related to the teaching and learning of the teacher's content area in the high school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 643M Critical Readings in Adolescent and Young Adult Math Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of math in the high school classroom. The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 643SS Critical Readings in Adolescent and Young Adult Social Studies Education
(3 credits)

This course includes individual readings on special topics related to the teaching and learning of content areas licensed under social studies in the high school classroom. (U.S. History, Psychology, etc.) The readings will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 644B Curriculum Design and Content Standards in Adolescent and Young Adult Biology Education
(3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of biology instruction in the high school classroom.

ED 644C Curriculum Design and Content Standards in Adolescent and Young Adult Chemistry Education
(3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of chemistry instruction in the high school classroom.

ED 644E Curriculum Design and Content Standards in Adolescent and Young Adult English Education
(3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of English instruction in the high school classroom.

ED 644G Curriculum Design and Content Standards in Adolescent and Young Adult Education
(3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of content instruction in the high school classroom.

ED 644M Curriculum Design and Content Standards in Adolescent and Young Adult Math Education
(3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of mathematics instruction in the high school classroom.

ED 644SS Curriculum Design and Content Standards in Adolescent and Young Adult Social Studies Education (3 credits)

Students examine the integration of current theories of curriculum design and state content standards in the planning of content areas licensed under social studies instruction in the high school classroom. (U.S. History, Psychology, etc.)

ED 645B Field-Based Research Project in Adolescent and Young Adult Biology Education (8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in biology instruction in the high school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 645C Field-Based Research Project in Adolescent and Young Adult Chemistry Education (8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in chemistry instruction in the high school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 645E Field-Based Research Project in Adolescent and Young Adult English Education (8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in English instruction in the high school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 645G Field-Based Research Project in Adolescent and Young Adult Education (8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in content instruction in the high school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 645M Field-Based Research Project in Adolescent and Young Adult Math Education
(8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in math instruction in the high school classroom. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 645SS Field-Based Research Project in Adolescent and Young Adult Social Studies Education
(8 credits)

Students will identify, plan and implement a field-based research project. The focus of the project will be on current or proposed practices in instruction in the content areas associated with a social studies license in the high school classroom. (U.S. History, Psychology, etc.). Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

ED 651 Current Issues in TESOL Education
(3 credits)

Students examine current critical issues in the field of TESOL education. Focus will be on current or recent research, writing and best practice in the field.

ED 652 Theory and Pedagogy in TESOL Instruction
(3 credits)

This course examines current strategies, materials, issues and technology related to TESOL teaching and EL learning. Current literature is investigated.

ED 653 Critical Readings in TESOL Education
(3 credits)

This course includes individual readings on special topics related to the TESOL teaching and EL learning. The reading will typically involve significant classical or emerging works on the topic (books, theses, monographs, etc.).

ED 654 Curriculum Design and Content Standards in TESOL Education
(3 credits)

Students examine the integration of current theories of curriculum design and content standards in the planning of TESOL instruction.

ED 655 Field-Based Research Project in TESOL Education
(8 credits)

Students will identify, plan and implement a field-based research project conducted in a multilingual environment. The focus of the project will be on current or proposed practices in TESOL instruction. Students must enroll in a minimum of eight semester hours for this course, including at least two semester hours per year until the research project is completed.

Prerequisites: ED 599 and consent

Graduate Courses in Teaching English to Speakers of Other Languages

TE 522 Intercultural Communication

(3 credits; Spring)

This course explores issues related to the intercultural communication process and considers the important role of context (social, cultural and historical) in intercultural interactions. Students in the class examine the complex relationship between cultures and communication from various perspectives. Special emphasis will be given to managing cross-cultural conflict, cross-cultural teaching and cross-cultural ministry applications. Graduate students will have assignments and projects beyond those of the undergraduate version of the course.

TE 533 Foundations of TESOL/ELs

(3 credits; Fall, Spring)

Students will be introduced to major issues related to Teaching English to Speakers of Other Languages. Students will examine the process of second language acquisition, acquire instructional skills for teaching ELs (English learners) and explore resources and opportunities. Graduate students will have assignments and projects beyond those of the undergraduate version of the course.

TE 534 Instructional Methods for TESOL/ELs: Listening and Speaking

(3 credits; Fall)

This course will prepare students to teach aural and oral English language communication. Driven by pragmatics and grounded in the Communicative Approach, this instructional methods course will prepare students with lesson planning strategies, specific language-learning activities for the classroom and access to instructional resources for the EL instructor. Graduate students will have assignments and projects beyond those of the undergraduate version of the course.

Prerequisite: TE 533

TE 535 Instructional Methods for TESOL/ELs: Reading and Writing

(3 credits; Spring)

This course will focus on specific pedagogical issues related to teaching ELs reading and writing. Students will learn different approaches to teaching writing, compare and contrast native English speaking composition with EL writing, explore the connection between reading and writing, learn specific teaching strategies for classroom implementation and understand techniques for assessment and responding to EL student writing. Graduate students will have assignments and projects beyond those of the undergraduate version of the course.

Prerequisite: TE 533

TE 596 TESOL Practicum

(3 credits; Fall, Spring, Summer)

Students will participate in a 120-hour practicum teaching and working with EL students either in a self-contained EL setting or in an instructional capacity in a regular classroom.

Prerequisite: TE 533

GRADUATE CHRISTIAN MINISTRY PROGRAMS

Karen Jones, Thomas Bergler, Luke Fetters

Huntington University's Graduate Christian Ministry programs train students to effectively impact their world for Christ. The programs challenge students with sound biblical and theological principles to effectively lead ministries to fulfill the mission of the Church.

Students in the Graduate Christian Ministry program may earn a **master of arts** degree in **global initiatives**, **global youth ministry** or **pastoral leadership**.

Academic Calendar

The Graduate Christian Ministry Program is a two-year program offered in a seven-week structure with each course offered every other year. Students have the option of taking classes face-to-face, online live or online recorded.

Cancelling Classes

The Graduate School reserves the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.

Registration and Advising

Registration for graduate students is open until two weeks prior to the first meeting day for a class. First time graduate students are registered by the assistant for graduate programs. After the first semester, graduate students may register by themselves and can be completed on the portal (my.huntington.edu), in person, by mail, by e-mail or by phone.

Although faculty and staff advisors attempt to provide the best available information, the students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. To be removed from probation, students must complete an additional six hours with a cumulative GPA of 3.0 or higher. If sufficient progress has not been made to remove the probation, a student may be dismissed from the graduate program. A graduate student must have a minimum cumulative GPA of 3.0 to remain in good standing and to be awarded a graduate degree. Graduate students whose semester GPA falls below

1.0 may be dismissed from the program. Probation and appeals decisions are made by the Graduate and Professional Programs Committee.

Attendance Policy

Due to the concentrated scheduling and the emphasis upon participatory learning, students *are expected to be in attendance or active online every week.*

Students are expected to participate weekly in the online classroom. Failure to participate in the first 14 days of a course will result in automatic withdrawal from the course.

Adding, Dropping and Withdrawing from a Course

To add or drop from a course, students may do so on the portal before classes begin or by contacting the graduate school office.

Adding a Course

Students may add courses to their schedule throughout the semester in consultation with their academic advisor. A course cannot be added less than two weeks before the start date of the course.

Dropping a Course

Students who have not attended or participated in any class sessions of a course may drop the course without impacting their GPA and will receive no record of the course on their transcripts.

Withdrawing from a Course

Once a course begins, students may withdraw from a course by contacting the graduate school office. Students who have attended or participated in at least one class session of a course may withdraw from the course. Students who withdraw during the first week of class receive a grade of **W** on their transcripts, but there is no impact on their GPA. Students who withdraw after the start of the second week of class receive a grade of **WF** on their transcripts, and their GPA will be impacted. Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class. Students who fail to participate in the first two class weeks will be dropped from the course and a grade of **W** will be given.

Students who are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Date of Withdrawal

The date of withdrawal shall be the date on which the student completes and submits the appropriate form to the graduate school office and not the date of last attendance.

Withdrawal from Graduate Programs

To withdraw from the graduate programs, students must notify the graduate school office. Students who do not officially withdraw from the program are given grades of F. **Students receiving financial aid must contact the Financial Aid Office regarding the implications on financial responsibilities.**

Refund Policy

Students who officially withdraw or who reduce their course credit load may be entitled to a refund of tuition according to the following schedule. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to students is prorated. Students who have been dismissed may not appeal for refund of tuition.

Refund Deadlines

Time Line	Tuition Refund
Before class begins	100%
Within the first week of class	40%
After the start of the second week of class	0%

Students receiving financial aid must be in continuous enrollment. You should drop/withdraw from a class only if absolutely necessary. Check with your academic advisor.

Regardless of participation, no technology fees will be refunded after the start of a class.

Withdrawal from Program

A student will be assessed tuition charges by the semester. If a student withdraws from the program after the semester has started, the refundable portion of the total term charges will be calculated at the current semester hourly rate for each class not started.

Requirements for Graduation

Candidates for the master of arts degree in global initiatives, global youth ministry or pastoral leadership must meet these general requirements:

- Earn 32 graduate semester hours with a grade point average of 3.0 or higher
- Make satisfactory settlement of all financial obligations with the institution before graduation
- Submit an application for graduation form by September 30 of the academic year of graduation
- Attend commencement exercises for the conferral of the degree.

All graduate programs must be completed within seven years. Failure to complete the program within the allotted seven years may result in a need to retake classes.

Master of Arts in Global Initiatives

The master of arts in global initiatives provides Christian leaders and those preparing for a mission service vocation with the foundational principles and skills needed for effective cross-cultural ministry leadership in the Church.

Students pursuing a **master of arts in global initiatives** complete the Christian ministry core of MI 500, 505, 510, 600 and 610. In addition, students must complete MI 525, 545, 550, 555, 560 and 565.

Master of Arts in Global Youth Ministry

The master of arts in global youth ministry provides Christian leaders with the foundational principles and skills needed for effective cross-cultural youth ministry leadership, both internationally and with specialized populations within the United States.

Students pursuing a **master of arts in global youth ministry** complete the Christian ministry core of MI 500, 505, 510, 600 and 610. In addition, students must complete MI 530, 550, 570, 575, 580 and 585.

Master of Arts in Pastoral Leadership

The master of arts in pastoral leadership provides Christian ministers and those preparing for a pastoral ministry vocation with the foundational principles and skills needed for effective leadership in the Church.

Students pursuing a **master of arts in pastoral leadership** complete the Christian ministry core of MI 500, 505, 510, 600 and 610. In addition, students must complete MI 515, 520, 525, 530, 535 and 540.

Courses in Graduate Christian Ministry

MI 500 Personal Spiritual Formation

(3 credits)

The necessity of personal soul care in the life of the Christian minister is the unifying principle of the course. Students will analyze their own spiritual health and temperament and utilize those insights to develop and implement a personal plan of spiritual wholeness and accountability.

MI 505 Thinking Theologically

(3 credits)

Students will develop the ability to articulate biblical and theological rationale for ministry decisions. A variety of historical and theological frameworks will be consulted to provide the foundational understandings necessary to identify and analyze key issues of conflict within a variety of ministry contexts.

MI 510 Ministry Leadership

(3 credits)

The ability to motivate, to manage, and to equip staff and volunteers is essential to the effectiveness of a church or any Christian ministry. This course will address these key issues, utilizing biblical and theological perspectives on ministry leadership to provide students with the ability to effectively lead governing boards and ministry committees to fulfill the organizational mission.

MI 515 Hermeneutics

(3 credits)

Biblically faithful leadership, teaching and preaching are dependent upon an accurate interpretation of Scripture. This skill will be developed in the course as students engage in word studies and structural analysis of biblical texts. They will develop the ability to adapt methods of interpretation to various literary genres within Scripture and begin to implement principles of practical biblical application.

MI 520 Homiletics

(3 credits)

An understanding of how to accurately interpret the biblical text, and sound hermeneutical skills of adaptation and application are essential for the successful completion of this course. They are the foundational principles which will be utilized, enabling students to create sermons and teaching presentations which are biblically faithful and contextually appropriate. The ability to orally and visually communicate this content in an engaging manner is a core competency which will be developed.

Prerequisite: MI 515

MI 525 Theology of the Church

(3 credits)

It is imperative for Christian leaders to minister with an orthodox understanding of the nature and mission of the Church, founded on biblical principles and sound theological foundations. This course will develop those foundations and enable students to articulate the role of the Church within contemporary society. Consideration will be given

to appropriate strategies for connecting non-churched persons with the mission of Christ.

MI 530 Pastoral Counseling

(3 credits)

This course will enable students to develop and practice positive and affirming interpersonal skills which are essential for successful ministry within the Church and community. An understanding of effective pastoral counseling principles, including the necessity of referrals, will be a central component of the course. Students will also develop counseling procedures for specific ministry situations, such as pre-marital, marital, and grief counseling.

MI 535 Worship

(3 credits)

The biblical principles and theological foundations of worship will be examined. Students will reflect these key understandings as they develop a personal philosophy of worship and create appropriate worship experiences for specific ministry occasions. The course will also enable students to recognize and appreciate the practice of worship among differing Christian communities.

MI 540 Christian Education

(3 credits)

The focus of this course is on an understanding of the historical and biblical foundations of Christian education. Students will build on these principles in three key ways. They will develop a personal philosophy of the educational ministry of the Church, develop a comprehensive curriculum for a specific Christian education ministry, and develop a strategy for equipping volunteers in Christian education.

MI 545 Mobilization and Member Care

(3 credits)

Students will grow in their understanding of the role of the local church in mobilization for world missions. Through this course, they will be challenged to identify and evaluate short and long-term strategies to accomplish cross-cultural ministry goals. Designing a comprehensive system for the holistic care of cross-cultural workers will also be a major focus of the course.

MI 550 Multi-Cultural Partnerships

(3 credits)

Effective partnerships increase opportunities for accomplishing ministry goals. Understanding the missiological foundations of these partnerships is foundational to this course, which will also enable students to display competence in identifying cultural dimensions that affect cooperation. They will be able to recognize the importance of complementary resources in cross-cultural partnerships, the range of potential partners, and the risks and rewards inherent in partnership. An ultimate outcome is the development of a comprehensive partnership plan to accomplish a cross-cultural Kingdom task.

MI 555 Business for Transformation

(3 credits)

A missiological rationale for employing business strategies to advance the kingdom of God cross-culturally will serve as the foundation for this course. Students will be able to articulate this

rationale as they gain an understanding of the historical antecedents of Business for Transformation as a subject of study. This conceptual understanding will be utilized for the identification of appropriate business strategies for specific contexts and tasks in global ministry.

MI 560 Multiplication Movements

(3 credits)

This course will help students recognize the missiological significance of indigenous church planting movements as they explore their various theoretical models. Students will also develop the understandings necessary to offer informed critique of contextualized church multiplication strategies in various regions and socio-religious contexts. The creation of a biblically-consistent strategy of contextualization for a specific global outreach purpose will be a key component of the course.

MI 565 Missiological Foundations

(3 credits)

Students will be equipped to articulate a biblical mandate for holistic global outreach in the Name of Christ. This will be accomplished through an exploration of key people and events in the history of Christian missions and an evaluation of the major themes and philosophies in historic and current missiological practice.

MI 570 Adolescent Culture and Development

(3 credits)

Appropriate youth ministry strategies are dependent upon an accurate understanding of the various stages and characteristics of adolescent development and cultural characteristics. This course will provide students with the opportunity to reflect on these relationships between culture, development, and practice. An exploration will also be made of the issues and trends impacting various adolescent sub-cultures. Biblical principles will be utilized as the framework for a cultural critique and for the creation of effective ministry strategies to address various critical issues within a youth sub-culture.

MI 575 Foundational Principles of Youth Ministry

(3 credits)

Effective ministry models within any given youth sub-culture are informed by an accurate exploration of the historical, biblical, and theological foundations of the practices of youth ministry. Building on these principles, students will develop a curriculum plan and personal philosophy of youth ministry which reflects consideration of both purpose and practice. They will develop the ability to plan and evaluate strategically and to enlist, equip, and encourage volunteers to assist in the leadership of global youth ministry.

MI 580 Intergenerational Ministry

(3 credits)

The primary responsibility for the spiritual formation of youth belongs to parents, with other adults in the Church serving as role models and mentors. Youth ministry exists to assist parents and the Church in fulfilling this task. The course is designed from this perspective, with students exploring the biblical, historical, and theological foundations of intergenerational ministry. An understanding of the importance of ministry with parents as part of an effective youth ministry strategy will be emphasized, with recognition

given to the variety of forms this ministry might take, depending on the cultural context. Students will create culturally-appropriate ministry strategies which connect generations within the Church.

MI 585 Contextual Issues in Youth Ministry *(3 credits)*

The significant role of cultural understandings and ethnographic studies in the development of a contextual youth ministry strategy is the foundational principle of this course. Key concepts from the field of cultural and ethnographic studies will be presented, as they relate to the practice of a biblically faithful youth ministry. Students will be equipped to compare and contrast foundational differences between effective global youth ministry strategies, and to develop culturally appropriate and biblically faithful ministry strategies for youth in a specified context.

MI 600 Qualitative and Ethnographic Research *(3 credits)*

Students will gain research skills which will increase the effectiveness of ministry within any given context. They will understand the basic means and methods of conducting qualitative and ethnographic research. After identifying challenges within specified ministry populations, students will conduct original research to seek solutions to the underlying problems.

MI 610 Field-Based Research *(2 credits)*

This ministry research project will serve as a culminating experience, allowing students to identify a significant ministry issue in their field of study which would benefit from further study. They will utilize qualitative and ethnographic research skills to create a comprehensive written description of the problem and to conduct original research which contributes to the practice of ministry. The findings will be presented to faculty and students and submitted in written form.

MASTER OF ARTS IN YOUTH MINISTRY LEADERSHIP

Dave Rahn

The Master of Arts in Youth Ministry Leadership has been designed to give experienced youth ministers the opportunity to focus their learning on what they care most about. The leader-launching feature of this program means that graduates will have had concrete opportunities to leave their mark on the practice of youth ministry. A course delivery format that includes hybrid combinations of convenient online learning and face-to-face gatherings means that the program accommodates a busy ministry lifestyle while replenishing soul and spirit. And the collaborative efforts of nationally-distributed and well-regarded faculty set the tone for a master's level learning culture that honors Christ by accomplishing a worthy mission together.

Program Objectives

To prepare graduate students for faithful and effective youth ministry leadership.

- Graduates of the youth ministry leadership program are expected (a) to articulate a Christian perspective on the taxonomy of adolescent development and the influence of sociocultural dynamics on the spiritual life of youth; (b) to be conversant with the philosophical and historical development of the variety of models of youth ministry currently being practiced; (c) to demonstrate competence in designing, implementing and evaluating youth ministries that promote spiritual maturity; and (d) to show evidence of an ability to develop students who minister to their peers.
- Students are also expected (a) to expand their vision for leadership through youth ministry; (b) to increase their attentiveness to their personal spiritual formation; (c) to demonstrate an understanding of biblical and theological roots for ministry practice; (d) to grow in interpersonal awareness and skills; (e) to improve their abilities to organize and manage ministry processes; (f) to identify personally relevant problems related to youth ministry leadership; and (g) to move toward solutions through the process of collecting information, devising and evaluating alternative approaches and choosing and implementing decisions.

Achievement in these areas is measured through collection and evaluation of papers from selected courses, mentor and supervisor evaluations, case study reports, classroom interaction, course projects, the mentoring experience and the culmination research project.

Academic Calendar

The Youth Ministry Leadership Program offers courses in a two-term format with two 10-week sessions per term. Courses are taught during fall term from July 1 to December 31 and during the spring term from January 1 to June 30.

Cancelling Classes

The Graduate School reserves the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.

Admissions Policies

Regular Admission

Persons seeking admission to the graduate ministries program must give evidence of a substantial Christian character and have earned a baccalaureate degree from an accredited undergraduate institution. Applicants must have earned a GPA of 3.0 or higher. Applicants must also have three years of ministry experience.

All applicants must submit an application for admission with accompanying essay responses, reference letter and application fee. Transcripts of all academic work completed must be received from the institutions where undergraduate and graduate work was taken.

Non-Regular Admission

Applicants from a non-accredited institution or graduate school, with a GPA of less than 3.0, or with less than three years of ministry experience, may be granted provisional admission based on an assessment of the students' abilities to succeed and on evaluations of prior coursework.

A senior in the final semester of the baccalaureate degree may register for a maximum of two graduate courses with the approval of the vice president of graduate and professional programs. Graduate courses **may not** be used to meet undergraduate degree requirements.

Special Admission

Experienced men and women who do not hold a baccalaureate degree, but who demonstrate substantial Christian character, may be admitted to specific courses as special students. Not more than two special students may register for any course. Credits earned as a special student may not be applied toward a master's degree.

Transfer Students

Graduate credits earned at other regionally accredited institutions may be transferrable to Huntington University's graduate programs. Only graduate courses with a grade of **B-** (2.67) or above are transferable. Generally such credits must be no older than 10 years and must represent courses that can reasonably substitute for courses in the Huntington University graduate program. Individual program directors determine the suitability of such courses for transfer credit and may deny transfer credit. Students will be asked to provide relevant materials for their transfer courses.

Students in the youth ministry leadership program may transfer in a maximum of 14 credit hours. Although credits may transfer, no transfer grades are recorded nor counted in the cumulative grade point average.

Registration and Advising

Registration for graduate students is open until two weeks prior to the first meeting day for a class. First time graduate students are registered by the assistant for graduate programs. After the first semester, graduate students may register by themselves and can be completed on the portal (my.huntington.edu), in person, by mail, by e-mail or by phone.

Although faculty and staff advisors attempt to provide the best available information, the students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Attendance Policy

Students are expected to attend all class sessions. Students should not absent themselves from class without clearance from their respective professors. Work missed by late entrance or absence must be completed to the satisfaction of the instructor. Instructors may decide to reduce a student's grade for repeated absences. By University policy, a student missing a third or more of class time fails the course. See the relevant student handbook for program-specific attendance policies.

Adding, Dropping and Withdrawing from a Course

To add or drop from a course, students may do so on the portal before classes begin or by contacting the graduate school office.

Adding a Course

Students may add courses to their schedule throughout the semester in consultation with their academic advisor. A course cannot be added less than two weeks before the start date of the course.

Dropping a Course

Students who have not attended or participated in any class sessions of a course may drop the course without impacting their GPA and will receive no record of the course on their transcripts.

Withdrawing from a Course

Once a course begins, students may withdraw from a course by contacting the graduate school office. Students who have attended or participated in at least one class session of a course may withdraw from the course. Students who withdraw during the first two weeks of class receive a grade of **W** on their transcripts, but there is no impact on their GPA. Students who withdraw after the start of the third week of class receive a grade of **WF** on their transcripts, and their GPA will be impacted. Students who do not officially withdraw from a class by the stated deadlines will receive an **F** for the class. Students who fail to participate in the first two class weeks will be dropped from the course and a grade of **W** will be given.

Students who are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Date of Withdrawal

The date of withdrawal shall be the date on which the student completes and submits the appropriate form to the graduate school office and not the date of last attendance.

Withdrawal from Graduate Programs

To withdraw from the graduate programs, students must notify the graduate school office. Students who do not officially withdraw from the program are given grades of **F**. **Students receiving financial aid must contact the Financial Aid Office regarding the implications on financial responsibilities.**

Refund Policy

Students who officially withdraw or who reduce their course credit load may be entitled to a refund of tuition according to the following schedule. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to students is prorated. Students who have been dismissed may not appeal for refund of tuition.

Refund Deadlines

Time Line	Tuition Refund
Before class begins	100%
Within the first week of class	90%
Within the second week of class	80%
Within the third week of class	60%
After the start of the fourth week of class	0%

Students receiving financial aid must be in continuous enrollment. You should drop/withdraw from a class only if absolutely necessary. Check with your academic advisor.

Regardless of participation, no technology fees will be refunded after the start of a class.

Withdrawal from Program

A student will be assessed tuition charges by the semester. If a student withdraws from the program after the semester has started, the refundable portion of the total term charges will be calculated at the current semester hourly rate for each class not started.

Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. To be removed from probation, students must complete an additional six hours with a cumulative GPA of 3.0 or higher. If sufficient progress has not been made to remove the probation, a student may be dismissed from the graduate program. A graduate student must have a minimum cumulative GPA of 3.0 to remain in good standing and to be awarded a graduate degree. Graduate students whose semester GPA falls below 1.0 may be dismissed from the program. Probation and appeals decisions are made by the Graduate and Professional Programs Committee.

Requirements for Graduation

Candidates for the master of arts degree must meet these general requirements:

- Give evidence of spiritual maturity for full-time Christian service.
- Participate fully in the life of a local ministry.
- Earn 42 graduate semester hours with a grade point average of 3.0 or higher; a minimum of 28 hours must be completed at the Graduate School.
- Successfully complete all elements of the culmination research project and the mentor program.
- Be enrolled in the ministry mentor program for a minimum of two terms.
- Make satisfactory settlement of all financial obligations with the institution before graduation.
- Submit an application for graduation form by September 30 of the academic year of graduation.
- Attend commencement exercises for the conferring of the degree.

All graduate programs must be completed within seven years. Failure to complete the program within the allotted seven years may result in a need to retake classes.

Master of Arts in Youth Ministry Leadership

The **master of arts** degree in **youth ministry leadership** requires the completion of 42 semester hours, including 9 hours in Theological Faithfulness, 9 hours in Professional Leadership/Leadership Expertise, 9 hours in Adolescent Specialization, an additional 9 hours from any of the previous specializations, and six hours in Program Core. *Courses with an asterisk (*) are required.*

Theological Faithfulness **9 hours**

- YL 507 Thinking Theologically in Youth Ministry*
- YL 510 Leadership Movements in Youth Ministry
- YL 515 Theology of Discipleship Evangelism
- YL 517 Christological Foundations for Youth Ministry
- YL 520 Theology of the Church for Youth Ministry

Professional Leadership & Expertise **9 hours**

- YL 525 Qualitative Research in Youth Ministry*
- YL 527 Communication Strategies for Youth Ministry Leadership
- YL 535 Assessment Strategies in Youth Ministry*
- YL 540 Commission and Care for Leadership in Youth Ministry
- YL 545 Collaboration Strategies for Youth Ministry
- YM 557 Student Leadership in Youth Ministry

Adolescent Specialization **9 hours**

- YL 550 Cultural Influences on Youth Ministry
- YL 555 Urban Social Context and Youth Ministry
- YL 557 Ministry to At-Risk Youth
- YL 565 Issues in Adolescent Development
- YL 570 Counseling for Youth and Family Ministry
- YM 527 Sociology of Adolescence

Additional Hours From Any of the Above Specializations **9 hours**

Program Core **6 hours**

- YL 500 Mentoring Experience for Youth Ministry Leadership*
- YL 650 Culmination Research Project for Youth Ministry Leadership I*
- YL 651 Culmination Research Project for Youth Ministry Leadership II*

Course Descriptions

Youth Ministry Leadership

David Rahn, Annita D'amico, Steve Gerali, Scott Larson, René Rochester, Roger Vezeau

YL 500 Mentoring Experience for Youth Ministry Leadership

(2 credits)

Before enrolling in their fifth class in the program, students will be expected to enroll and participate in this online mutual mentoring community with other students who have matriculated. Though largely facilitated through the Internet, this experience will also be catalyzed by a face-to-face course encounter in the fall session. Students will be expected to offer both support and challenge on behalf of each other's personal and spiritual growth through reading assignments, active discussions and integration projects over two ten-week sessions (one credit each term). Students begin the course in the fall and continue through the first spring session.

YL 507 Thinking Theologically in Youth Ministry

(3 credits)

Case studies, personal experiences and modern ministry practices will be integrated with reading, writing and discussion to cultivate students' skills in theological reflection and integration. This course is required for the program and will be taught each year.

YL 510 Leadership Movements in Youth Ministry

(3 credits)

Students will investigate the history of youth ministry in order to discover and evaluate leadership models and their effects. Using theories and methods drawn from history, theology, cultural studies and the social sciences they will learn to explain how and why changes occur in the lives of young people and through them, in the church and in society. They will also learn to identify and evaluate the unintended consequences that accompany every youth ministry leadership decision. In addition, students will employ these interpretive skills to evaluate specific youth ministry leadership decisions and predict their consequences.

YL 515 Theology of Discipleship Evangelism

(3 credits)

Students will develop a biblical and theological foundation of relational youth evangelism. The course will include a critique of modern youth evangelism techniques based on theological premises and psychosocial developmental issues. Students will also learn and evaluate Youth for Christ's 3Story Evangelism® approach to doing discipleship evangelism.

YL 517 Christological Foundations for Youth Ministry

(3 credits)

This course is designed to help students develop a biblical theology of youth ministry centered on the person of Christ. With one eye on Jesus' first-century context and the other eye on the twenty-first-century context of youth ministry, students will discern Christological patterns for life and ministry. Case studies and literature from the

fields of theology and youth ministry will be used to help students lead youth ministries that live out the presence of Christ in their respective contexts.

YL 520 Theology of the Church for Youth Ministry *(3 credits)*

Assumptions about the practice of youth ministry and its relationship to the mission of God in the world are examined in this course. Particular attention will be given to a comparison of Jesus' and Paul's teachings about the nature of the Church and deriving implications for contemporary youth ministry.

YL 525 Qualitative Research in Youth Ministry *(3 credits)*

Students will develop a foundation for qualitative inquiry of youth ministry-related subjects, focusing primarily on the principles, methods and skills that comprise strong research. Taking advantage of the unique environment provided at the National Youth Workers' Convention, this course combines independent study and a vibrant classroom experience with the "laboratory" of a Convention to develop these foundational skills in research design, collection and analysis. The final design, implementation and report of a small research and writing project will serve as a demonstration of the students' learning.

YL 527 Communication Strategies for Youth Ministry Leadership *(3 credits)*

Communication is one of the essential facets of effective leadership, whether that communication comes through the medium of visual media, a printed message or the spoken word and the wide-ranging contexts and tools of communication require leaders who are competent in these skills. Students in this course will focus primarily on the sorts of communication skills that will be required for teaching and preaching in the context of youth ministry. While significant attention will be given to communication theory, the focus will be on praxis, allowing students a laboratory for exploring and experimenting with various types of communication.

YL 535 Assessment Strategies in Youth Ministry *(3 credits)*

Students will review various approaches to assessment in order to understand appropriate assessment methods in various contexts as well as the strategic and organizational benefits that emerge from ongoing assessment and evaluation. Students will thoroughly explore case studies in order to understand how to contextualize the key principles and develop an assessment program for their current settings.

YL 540 Commission and Care for Leadership in Youth Ministry *(3 credits)*

This course identifies personal costs of ministry to youth workers and their families and incorporates strategies for healthy decisions, resilient habits and effective care models for daily life.

YL 545 Collaboration Strategies for Youth Ministry
(3 credits)

Vision-casting, consulting, cooperative learning, conflict management and negotiation skills are all explored in this course. Students will consider their own context as they construct their skills around servant leadership values to develop an overall approach to youth ministry coalition building and collaboration.

YL 550 Cultural Influences on Youth Ministry
(3 credits)

Media, family relationships, economics, post modernity, politics, consumerism, etc. influence both adolescents and those who work with them. This course will guide students in examining a variety of those influences, evaluating both the positive and negative factors and strategizing to build a culturally savvy ministry.

YL 555 Urban Social Context and Youth Ministry
(3 credits)

This course will allow students to examine the ways in which social structures and institutions-such as class, family, community and power-and social problems-such as crime and abuse-influence the lives of youth in urban communities. Students will also explore the scriptures to discern how to apply ministry-as-service to youth and families in urban communities.

YL 557 Ministry to At-Risk Youth
(3 credits)

This course is designed to enable students to develop a ministry model for work with troubled youth. Students are expected to be familiar with literature on the culture of troubled youth, reaching troubled youth for Christ and effective youth ministry strategies. Particular attention will be given to developing a holistic Christian approach for effective intervention, making it useful for those serving in churches, parachurch ministries and within secular social service agencies. Small group Bible study teaching methods and mentoring will be emphasized and practiced.

YL 565 Issues in Adolescent Development
(3 credits)

Adolescence may be the most chaotic, complex and crucial of our developmental stages with its multiple facets of change occurring simultaneously. The stakes are high with identity formation at the heart of all that is happening. Understanding this developmental reality is critical for those who work with teenagers. This course will explore the “so what” of adolescent development from a number of perspectives, including its ministry implications, parenting implications and faith development implications. It is assumed that students will have a basic understanding of developmental theory so that issues related to the cognitive, moral, emotional, physiological, social and faith journeys can be integrated holistically and produce developmentally appropriate ministry strategies.

YL 570 Counseling for Youth and Family Ministry (3 credits)

This class will expose students to a Family Systems model for counseling teens and families, different than other approaches to counseling within the context of student ministries. In addition to exploring the Hebrew concepts of counseling and how Job's friends responded to a crisis, topics will include ways of equipping volunteers for counseling; ideas to empower our students towards peer counseling; and how to build a long term model of counseling rather than just a reactive approach to putting out "adolescent fires." This class will offer lecture, discussion, movie segments, research, Scriptural integration and some role plays.

YL 650 Culmination Research Project for Youth Ministry Leadership I (2 credits)

The culmination research project will involve a sponsoring faculty member and a student in a largely online relationship around the design, implementation, analysis and eventual publication of original research that contributes to youth ministry's body of knowledge. Coming at the end of their program, students will secure from among the Youth Ministry Leadership faculty a sponsor whose research interests match their own and who is willing to provide largely online support around the design, implementation, analysis and written summary of an original project. It is intended that the culmination research project will be of publishable quality and that a faculty-student co-authored article will be the result.

YL 651 Culmination Research Project for Youth Ministry Leadership II (2 credits)

The culmination research project is a way for students to demonstrate their graduate competency while making a distinct contribution to youth ministry's body of knowledge. Coming at the end of their program, students will secure from among the Youth Ministry Leadership faculty a sponsor whose research interests match their own and who is willing to provide largely online support around the design, implementation, analysis and written summary of an original project. It is intended that the culmination research project will be of publishable quality and that a faculty-student co-authored article will be the result. At the conclusion of the project, students will make an online summary presentation of their research and findings to faculty and students.

YM 527 Sociology of Adolescence (3 credits)

A study of the development of the stage of adolescence in Western society and the current influences that shape its constitution. Includes an opportunity to use empirical research methods to explore the social patterns of adolescents in a particular community.

YM 557 Student Leadership in Youth Ministry (3 credits)

Students will survey modern ministry practices to discern operational definitions of student leadership. They will subsequently explore related biblical principles, relevant historical events and issues in adolescent psychosocial development, in order to formulate a plan for the development of effective student leadership in youth ministry.

DOCTORATE IN OCCUPATIONAL THERAPY

Ruth Ford

Program Description

The entry level doctoral degree in Occupational Therapy (OTD), offered at Huntington University's Parkview Hospital Randallia campus in Fort Wayne, Indiana, provides students with the highest level of preparation for the field of occupational therapy. A doctorate in occupational therapy takes students beyond the generalist preparation of a master's degree, providing additional exposure to specialty areas, research and experiential components for advanced practice. This program is one of a limited number of entry level doctoral programs in the country. Upon completion of the accreditation process, the program will qualify students to sit for the national certification examination in occupational therapy. Program candidates may apply for admission after completing a bachelor's degree. Our goal is to provide a Christian learning environment where compassion and loving care are part of serving the health and wellness needs of others.

Coursework is completed over a three year time span with in-depth learning in designated classrooms and laboratory space. The campus is embedded in a hospital and community health and wellness setting, giving close proximity for fieldwork and the experiential component (residency). Students gain mastery skills in professional writing, assessment and intervention strategies, research, program development, management and leadership, professional behaviors and technology through guided learning experiences over the eight-term curriculum.

The central themes of Huntington University's Doctorate Occupational Therapy program are

- Personal and Professional Life Journey (modeling faith, health, leadership, scholarship and professional service)
- Global outreach (advocacy, health and wellness; missions; community and global service to underserved populations)

The mission of the occupational therapy program at Huntington University is to develop advanced practice that includes compassionate and loving care through the delivery of occupation based therapeutic participation in education, research, clinical practice, advocacy and leadership initiatives.

Program Distinctives

- The doctorate is becoming the expected degree in the field while the availability of doctoral programs in OT is still limited.
- Rigorous coursework provides students with a comprehensive preparation.
- The program can be completed in three years.
- The program meets or exceeds requirements for ACOTE accreditation.
- Integration of faith and practice is taught in all courses.
- Professors are licensed and experienced occupational therapists.
- Fieldwork provides students with multiple real-world clinical experiences.
- Courses in leadership prepare students for possible supervisory roles in this quickly growing field.
- Strong emphases in the science of OT and research ensure well rounded practitioners.

Graduation Requirements

The OTD requires the completion of 103 credit hours in a sequenced three-year sequence. Fall and spring semester course loads are about 18 hours each semester for the first two years, with 6 hours taken in the summers. The final year involves 18 hours total for fieldwork and residency requirements and an elective course.

Academic Calendar

The OTD program offers courses in a three-term format. Courses are taught during fall (late August through early December), spring (late January through April) and summer (mid-May through June).

Cancelling Classes

The Graduate School reserves the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.

Classification of Students

Although completion of the program in three years requires taking about 18 credits each semester and 6 credits in the summers, students taking fewer credits are still eligible for financial aid: Full-time graduate students are those enrolled for at least six hours in a given semester, and half-time graduate students are those enrolled for at least three hours.

The three-year program completion plan is as follows:

Fall Year 1	18 s.h.	
OTD 700	3	Professional Development in Occupational Therapy
OTD 701	4	Occupational Participation and Engagement
OTD 702	2	Research I: Critical Inquiry and Evidence Based Practice
OTD 703	4	Applied Kinesiology and Anatomy
OTD 704	3	Professional Ethics and Advocacy in Health and Wellness
OTD 705	2	Pathophysiological Influence on Occupation
January Term Year 1	2 s.h.	
OTD 706	2	Global Outreach and Missions
Spring Year 1	16 s.h.	
OTD 710	3	Psychosocial Implications for Occupational Therapy
OTD 711	5	Occupational Performance I: Adult
OTD 712	2	Research II: Quantitative Methods
OTD 713	4	Neuroscience
OTD 714	2	Fieldwork I and Seminar Psychosocial
Summer Year 1	6 s.h.	
OTD 720	3	Occupational Therapy in Leadership and Management
OTD 722	3	Research III: Qualitative Methods
Fall Year 2	19 s.h.	
OTD 730	5	Technology in Occupational Therapy
OTD 731	5	Occupational Performance II: Youth and Children
OTD 732	2	Research IV: Design
OTD 733	3	Residency Development Seminar
OTD 734	2	Fieldwork I and Seminar: Youth and Children
OTD 735	2	Occupational Therapy in Education
January Term Year 2	3 s.h.	
OTD 740	3	Emerging Practice Areas

Spring Year 2	15 s.h.	
OTD 741	5	Occupational Performance III: Older Adult
OTD 742	3	Research V: Data Collection and Analysis
OTD 743	3	Residency Project Design
OTD 744	2	Fieldwork I and Seminar: Adult and Older Adult
OTD 745	2	Professional Competency
Summer Year 2	6 s.h.	
OTD 750	6	Fieldwork II
Fall Year 3	6 s.h.	
OTD 760	6	Fieldwork II
Spring Year 3	12 s.h.	
OTD 770	9	Residency: Experiential Component
	3	Electives

Admissions Policies

Admission Requirements

To be considered for admission to the OTD Program, students must supply the following information. When this information is received, the Admissions Committee will act on the application.

- A non-refundable \$50.00 application fee is required that accompanies the application. This fee has been waived for 2014-2015.
- OTD Candidates must hold an earned **baccalaureate degree from a regionally accredited college or university or be in the senior year of undergraduate study**. A completed bachelor's degree is required prior to enrollment, as evidenced by a final official college/ university transcript. A minimum grade point average (GPA) of 3.0 on a 4.0 scale is recommended.
- OTD Candidates must **achieve a grade of B- (2.7 out of 4) or better in all prerequisite courses**, which must have been completed within ten years prior to application. Courses in progress need to be outlined in writing for plan of completion. Official transcripts showing completion of prerequisites with a grade of **B-** or better will be required prior to program matriculation. Completion of Prerequisite Plan form is available on the Huntington University OTD Supplemental Application Form.

- OTD Candidates must **achieve competitive scores on the Graduate Record Examination (GRE) taken within the past five years**. The OTD program admission policy will use the GPA calculation from OTCAS (Occupational Therapist Centralized Application Service) for assignment of points for admission.
- OTD Candidates must **complete a writing sample listed on the Huntington University OTD Supplemental Application Form**. A scoring rubric detailing what our admissions committee will be looking for is included.
- OTD Candidates must **complete a minimum of 50 hours of observational, volunteer and/or work experience in occupational therapy**. These hours do not have to be completed prior to application, but must be completed before the start of classes.
- OTD candidates need to **submit three letters of recommendation via OTCAS**. At least one of the three recommendations required for application must be from a healthcare provider, preferably a licensed occupational therapist.
- **Submit the OTCAS application at <https://portal.otcas.org> and the Huntington University Supplemental Application Form.**
- **Students will be required to pass a background and substance abuse checks at time of admission to the program in order to be eligible for fieldwork, experiential component and to take the National Board for Certification of Occupational Therapists (NBCOT) exam. Eligibility requirements for the national exam for becoming an occupational therapist can be retrieved at www.nbcot.com. NBCOT, 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877 Phone: (301) 990-7979/ Fax: (301) 869-8492**
- Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Prerequisites (Your undergraduate degree should include):

- Anatomy and Physiology I with lab 4 semester credits
- Biology with lab 3-4 semester credits
- Introduction to Psychology 3 semester credits
- Abnormal Psychology 3 semester credits
- Social Science 3 semester credits
- Statistics or Research 3 semester credits
- Medical Terminology 1-3 semester credits

** The Admissions Committee may choose to waive some requirements for special circumstances. Students may be accepted on a provisional basis until all prerequisites are met. Prerequisites must be completed prior to admission to the OTD program.*

Admission Requirements for Huntington University Graduates with a Bachelor's Degree

Applicants who have earned a bachelor's degree from Huntington University within the past 10 years with a GPA of 3.5 or higher are eligible for automatic admission into the doctorate of occupational therapy program provided they meet all other admission prerequisites. Additional review will be required for Huntington University graduates who earned their bachelor's degrees 10 years or more prior to applying to the program.

Transfer Students

Graduate credits earned at other regionally accredited institutions may be transferrable to Huntington University's graduate programs. Only graduate courses with a grade of **B-** (2.67) or above are transferable. Generally such credits must be no older than 10 years and must represent courses that can reasonably substitute for courses in the Huntington University graduate program. Individual program directors determine the suitability of such courses for transfer credit and may deny transfer credit. Students will be asked to provide relevant materials for their transfer courses.

Students in the Occupational Therapy program may transfer in a maximum of 12 credit hours. Although credits may transfer, no transfer grades are recorded nor counted in the cumulative grade point average.

Accreditation

The Occupational Therapy program was granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) in April 2014.

As a result of this action, the University admitted its first class of students into the Occupational Therapy Doctoral Program in August 2014. The University is proceeding to the Initial Review step of the accreditation process. The Occupational Therapy Doctoral Program at Huntington University is included on AOTA's list of programs which are holding Candidacy Status and which are eligible to admit students.

Once accreditation of the program has been obtained, graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

The American Occupational Therapy Association, Inc.

4720 Montgomery Ln, Ste 200 Bethesda, MD 20814-3449

Phone 301-652-6611 Department extensions Accreditation - x2914

TDD: 1-800-377-8555

Fax: 301-652-7711

Registration and Advising

Registration for graduate students is open until two weeks prior to the first meeting day for a class. Graduate students in the OTD program are automatically registered with their cohort.

Although faculty and staff advisors attempt to provide the best available information, the students are ultimately responsible for course selection and construction of their program. It is the students' responsibility to see that program requirements are met and that the courses for the intended area of concentration are taken in proper sequence.

Class Attendance

Students are expected to attend all class sessions. Students should not absent themselves from class without clearance from their respective professors. Work missed by late entrance or absence must be completed to the satisfaction of the instructor. Instructors may decide to reduce a student's grade for repeated absences. By University policy, a student missing a third or more of class time fails the course. See the relevant student handbook for program-specific attendance policies.

Withdrawal from Graduate Programs

To withdraw from the graduate programs, students must notify the director of occupational therapy. Students who do not officially withdraw from the program are given grades of F. **Students receiving financial aid must contact the Financial Aid Office regarding the implications on financial responsibilities.**

Probation and Dismissal

Students must achieve a 3.0 GPA to graduate from the OTD program. Students who earn more than nine semester hours with a grade of C+, C, or C- will be dismissed from the program.

Failure in coursework, fieldwork or residency:

Students who earn a course grade below C- will be automatically dismissed from the OTD Program. Students may appeal a grade by following the University graduate catalog's policy for grade appeals. Students will have to reapply for admission following remediation of a grade with a signed learning contract. Failure of a fieldwork or experiential component (residency) will be addressed in the same manner as stated above.

Refund Policies

Students who officially withdraw or who reduce their course credit load may be entitled to a refund of tuition according to the following schedule. Prior to the beginning of classes, full tuition is refunded. For withdrawals after the official beginning of classes, the date used to compute any refund is the official date of withdrawal. Any financial assistance to students is prorated. Students who have been dismissed may not appeal for refund of tuition.

<u>Semester</u>	<u>Summer</u>	<u>Tuition Refund</u>
First Week	First Class Day	90%
Second Week	Second Class Day	80%
Third Week	Third Class Day	60%
Fourth Week	Fourth Class Day	40%
Fifth Week	Fifth Class Day	20%

After these time frames no refund will be granted.

Students who are considering a reduction of their status from full-time to part-time or who are planning to withdraw during the semester should discuss those plans with the Office of Financial Aid, since most financial assistance is based on the number of hours enrolled and may be reduced in accordance with the number of hours maintained.

Tuition

2014-15	Typical Student Charges		
	Tuition per hour - \$850 (103 Total Hours)		
	TUITION	FEEs	TOTAL COST
Year 1	\$33,750	\$600	\$34,350
Year 2	\$33,750	\$600	\$34,350
Year 3	\$20,050	\$250	\$20,300
TOTALS	\$87,550	\$1,450	\$89,000

**Tuition charges distributed by term not by hours*

Tuition and fees are subject to change in subsequent semesters or if a student withdraws and wishes to re-enroll at a later date.

Courses in Occupational Therapy

OTD 700 Professional Development in Occupational Therapy

(3 credits; Fall)

The history and philosophical base of the occupational therapy profession are examined with meeting health and prevention initiatives for individual, family and societal demands. The varied leadership roles of the occupational therapy practitioner as practitioner, educator, researcher, policy developer, advocate, administrator, consultant and entrepreneur are analyzed.

Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 701 Occupational Participation and Engagement

(4 credits; Fall)

Application of the Occupational Therapy Practice Framework is introduced. Theoretical approaches to occupational therapy treatment are defined. Activity analysis and graded activity are developed in lab experiences. Students explore approaches for working with persons, organizations and populations as defined in the International Classification of Function (ICF).

Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 702 Research I: Critical Inquiry and Evidence Based Practice

(2 credits; Fall)

Research methods are introduced with skills developed in use of search engine databases, critical reasoning, logical thinking, argument analysis, quality of evidence and professional writing. Use of evidence based practice in occupational therapy is emphasized.

Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 703 Applied Kinesiology and Anatomy

(4 credits; Fall)

Principles of kinesiology are applied to the anatomical body functions and structures. Students develop skills in assessments and intervention strategies related to kinematics and kinetics.

Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 704 Professional Ethics and Advocacy in Health and Wellness

(3 credits; Fall)

Occupational therapy professional responsibilities for ethical delivery and occupational justice for delivery of health and wellness services are examined. Cultural awareness and advocacy for clients in different contexts are explored.

Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 705 Pathophysiology Influence on Occupation (2 credits; Fall)

Examination of pathological changes in the human body is analyzed through a systematic review. The role of occupation in the promotion of health and the prevention of disease and disability are developed for the individual, family and society to assure quality of life. Identification of the occupational therapy practitioner's role in conjunction with other health care specialists and community agencies is defined.

Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 706 Global Outreach and Missions (2 credits; January)

Cultural competency and advocacy skills are developed in designing and conducting mission work for global outreach and for underserved populations. Students develop awareness of sociocultural, socioeconomic and diversity factors that impede access to health services for individuals, populations and societies.

Prerequisites: Successful completion of Fall Semester Year 1 coursework of OTD program

OTD 710 Psychosocial Implications for Occupational Therapy (3 credits; Spring)

The student develops therapeutic use of self and group dynamics for use in occupational therapy assessment and intervention strategies for clients with psychosocial and cognitive deficits. Students develop skills in documentation, communication and client safety regulation awareness.

Prerequisites: Successful completion of Fall Semester Year 1 coursework of OTD program

OTD 711 Occupational Performance I: Adult (5 credits; Spring)

Adult assessment and intervention strategies are applied using evidence based practice and theoretical frameworks. The person, environment and occupation centered practice for differential diagnosis and wellness frame health and wellness service delivery for adults. Clinical application of physical modalities is assessed in case studies. Ergonomics for home, work and industry are defined. Students explore informatics related to electronic documentation and use of telehealth.

Prerequisites: Successful completion of Fall Semester Year 1 coursework of OTD program

OTD 712 Research II: Quantitative Methods (2 credits; Spring)

Quantitative research designs are analyzed and used to design a class quantitative study project. Students develop skills in selection, application and interpretation of basic descriptive, correlational and inferential quantitative statistics. Students learn about ethical research conduct and the importance of the institutional review board process.

Prerequisites: Successful completion of Fall Semester Year 1 coursework of OTD program

OTD 713 Neuroscience

(4 credits; Spring)

Neuroscience examines the central, autonomic and peripheral nervous system and how neurological conditions influence performance skills of motor and praxis, sensory-perceptual, emotional regulation, cognitive, communication and social skills.

Prerequisites: Successful completion of Fall Semester Year 1 coursework of OTD program

OTD 714 Fieldwork I and Seminar: Psychosocial

(2 credits; Spring)

The psychosocial fieldwork I is directed clinical observation and participation. Students apply classroom learning pertaining to psychosocial issues that limit engagement in occupation. Students participate in client-centered practice with a health care or wellness practitioner to develop professional behaviors and communication skills. Seminar is a processing time to analyze treatment strategies and process how to refine skills in service delivery as future occupational practitioners.

Prerequisites: Successful completion of Fall Semester Year 1 coursework of OTD program

OTD 720 Occupational Therapy in Leadership and Management

(3 credits; Summer)

Leadership theories and management strategies are developed through analysis of program development and evaluation of outcomes, case management, business planning, management skills, grant writing, information systems, health and public policy, advocacy, political activism, professional networks and social change initiatives.

Prerequisites: Successful completion of Spring Semester Year 1 coursework of OTD program

OTD 722 Research III: Qualitative Research Methods

(3 credits; Summer)

Qualitative research designs are analyzed and used to design a class qualitative study project. Students learn how to code, analyze and synthesize qualitative data. Students learn about developing interview skills and focus group data collection. Mixed method studies are introduced.

Prerequisites: Successful completion of Spring Semester Year 1 coursework of OTD program

OTD 730 Technology in Occupational Therapy

(5 credits; Fall)

Assessment and intervention strategies are developed in the context of environment and occupation using technology to enhance occupational performance at home, work, school and the community. Technology for community mobility and driving is addressed as it relates to occupational participation. Assistive and adaptive technology, ergonomics and use of universal design are utilized to meet individual and population needs.

Prerequisites: Successful completion of Summer Semester Year 1 coursework of OTD program

OTD 731 Occupational Performance II: Youth and Children
(5 credits; Fall)

Youth and children assessment and intervention strategies are applied using evidence based practice and theoretical frameworks. The person, environment and occupation-centered practice for differential diagnosis and wellness frame health and wellness service delivery for youth and children through the use of play, self-care and school-based treatment interventions.

Prerequisites: Successful completion of Summer Semester Year 1 coursework of OTD program

OTD 732 Research IV: Design
(2 credits; Fall)

Student groups design and implement a research study that meets the Institutional Review Board guidelines under the supervision of a faculty research mentor. Emphasis is on developing skills as a researcher and contributor to the profession in the area of science.

Prerequisites: Successful completion of Summer Semester Year 1 coursework of OTD program

OTD 733 Residency Development Seminar
(3 credits; Fall)

Students explore areas of professional interest in an area of advanced practice of their choosing under the guidance of a faculty advisor. Students explore community agencies and professional network of experts that may contribute to the design and development of an individual residency project.

Prerequisites: Successful completion of Summer Semester Year 1 coursework of OTD program

OTD 734 Fieldwork I: Youth and Children
(2 credits; Fall)

The children and youth fieldwork I is directed clinical observation and participation. Students apply classroom learning pertaining to youth and children's issues that limit engagement in occupation. Students participate in client-centered practice with a school-based, health care or wellness practitioner to develop professional behaviors and communication skills. Seminar is a processing time to analyze treatment strategies and process how to refine skills in service delivery as future occupational practitioners.

Prerequisites: Successful completion of Summer Semester Year 1 coursework of OTD program

OTD 735 Occupational Therapy in Education
(2 credits; Fall)

Students apply learning theories in developing and designing educational experiences for client, caregiver and students. Students participate in health promotion and develop educational tools. The educator role as a fieldwork supervisor in clinical practice and future faculty responsibilities are explored.

Prerequisites: Successful completion of Summer Semester Year 1 coursework of OTD program

OTD 740 Emerging Practice Areas (3 credits; January)

The profession of occupational therapy continues to assess and expand to address the needs of persons, populations and society. Students will be able to articulate the professional vision and identify strategies to participate in professional activities that support these initiatives. The student will define a professional development plan for their career as leader, practitioner, educator, researcher, policy developer, advocate, administrator, consultant and/or entrepreneur.

Prerequisites: Successful completion of Fall Semester Year 2 coursework of OTD program

OTD 741 Occupational Performance III: Older Adults (5 credits; Spring)

Older adult assessment and intervention strategies are applied using evidence based practice and theoretical frameworks. The person, environment and occupation-centered practice for differential diagnosis and wellness frame health and wellness service delivery for older adults. Clinical application of physical modalities is assessed in case studies. Comorbidities, cognitive declines, degenerative processes and end-of-life issues are evaluated. Impact intervention strategies through the use of compensatory or technology support for productive aging are assessed.

Prerequisites: Successful completion of Fall Semester Year 2 coursework of OTD program

OTD 742 Research V: Data Collection and Analysis (3 credits; Spring)

Student groups collect research data following institutional review board approved guidelines. Analysis of data is written as a scholarly report appropriate for presentation or publication in a peer-reviewed journal.

Prerequisites: Successful completion of Fall Semester Year 2 coursework of OTD program

OTD 743 Residency Project Design (3 credits; Spring)

Students develop their residency projects from OTD 733 with faculty advisor and expert mentor(s) consultation. The culminating project relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area that may include clinical practice, education, research, policy development, technology, leadership, mission work, advocacy, administration, consultation, grant writing or entrepreneur opportunities.

Prerequisites: Successful completion of Fall Semester Year 2 coursework of OTD program

OTD 744 Fieldwork I: Adult and Older Adults (2 credits; Spring)

The adult and older adult fieldwork I is directed at clinical observation and participation. Students apply classroom learning pertaining to adult and older adult issues that limit engagement in occupation. Students participate in client-centered practice with a community based, health care or wellness practitioner to develop professional behaviors and communication skills. Seminar is a

processing time to analyze treatment strategies and process how to refine skills in service delivery as future occupational practitioners.

Prerequisites: Successful completion of Fall Semester Year 2 coursework of OTD program

OTD 745 Professional Competency (2 credits; Spring)

Students engage in various skills, attitudes and knowledge testing scenarios to assess professional competencies in the areas of safe use of physical agent modalities, supervision of staff in job responsibilities and NBCOT practice exams.

Prerequisites: Successful completion of Fall Semester Year 2 coursework of OTD program

OTD 750 Fieldwork II (6 credits; Summer)

Fieldwork II is a 12-week, full-time opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions and evidence-based practice in the clinical or community setting.

Prerequisites: Successful completion of all coursework and fieldwork I.

OTD 760 Fieldwork II (6 credits; Fall)

Fieldwork II is a 12-week, full-time opportunity to carry out professional responsibilities under the supervision of a qualified occupational therapy practitioner serving as a role model. Students apply occupational therapy theory, research, assessments, treatment interventions and evidence-based practice in the clinical or community setting.

Prerequisite: Successful completion of OTD 750 Fieldwork II

OTD 770 Residency: Experiential Component (9 credits; Spring)

The residency is a 16-week, 640 hour project that has written objectives and assessment measures approved by the faculty advisor and expert mentor(s) in an area of advanced practice of the student's choice. The student must successfully meet or exceed these objectives and assessment criteria.

Prerequisites: Successful completion of all OTD coursework, fieldwork I and II.

THE FACULTY AND ADMINISTRATION

2013-2014

Sherilyn R. Emberton (2013-)

President of the University

BS, 1979, Stephen F. Austin State University; MA, 1981, Stephen F. Austin State University; EdD, 1999, Texas A & M University - Commerce.

David E. Alexander (2009-)

Assistant Professor of Philosophy

BA, 2003, Arizona State University; MA, 2005 and PhD, 2008, Baylor University.

Dawn E. Anderson (2013-)

Professor of Exercise Science

BA, 1984, University of Minnesota; MS, 1989, Iowa State University; PhD, 1992, Ball State University.

Tanner A. Babb (2010-)

Assistant Professor of Psychology

BA, 2004, Huntington University; MS Ed, 2007, Indiana University-Purdue University Fort Wayne; PhD, 2012, University of Toledo.

Bryan L. Ballinger (2005-)

Associate Professor in Digital Media Arts

BFA, 1990, Columbus College of Art and Design; MFA, 2005, Lesley University.

Chaney R. Bergdall (1975-2012)

Professor Emeritus of Bible and Religion

BA, 1969, Huntington University; MA, 1970, Jerusalem University College; MDiv, 1973, Trinity Evangelical Divinity School; PhD, 1986, Fuller Theological Seminary; graduate study, Grace Theological Seminary.

Jeffrey C. Berggren (1993-)

Vice President of Enrollment Management and Marketing

BS, 1984 and BS, 1989, John Brown University.

Thomas E. Bergler (2000-)

Professor of Ministry and Missions, Chair of the Division of Philosophy and Religious Studies

BS, 1986, University of Michigan; MA, 1995, Wheaton College; PhD, 2001, University of Notre Dame.

Amy J. Biegel (2012-)
Assistant Professor of Social Work
 BA, 1999, Indiana Wesleyan University; MSW, 2000, Indiana University.

William H. Bordeaux (1987-2012)
Professor Emeritus of Chemistry
 BA, 1968, Houghton College; DA, 1976, University of Miami; graduate study, North Carolina State University.

Susan J. Boyer (2002-)
Assistant Professor of Education
 BS, 1982, Gardner-Webb University; MA, 1997, Georgetown College; EdD, 2010, Ball State University.

Charles L. Brady (1959-86)
Associate Professor Emeritus of Business
 BS, 1946, Northwest Missouri State College; AM, 1952, University of Northern Colorado.

Dwight D. Brautigam (1987-)
Professor of History
 BA, 1979, Houghton College; MA, 1982, University of Kentucky; PhD, 1987, University of Rochester.

Justin R. Canul (2012-)
Visiting Instructor of Digital Media Arts
 BS, 2011, Huntington University; MFA, 2013, Ball State University.

Lance D. Clark (1993-)
Professor of Digital Media Arts Film and Communication
 BA, 1989, Huntington University; MA, 1991 and PhD, 2001, Regent University.

Ron L. Coffey (1986-)
Vice President for Student Life
 BS, 1981, Huntington University; MA, 1993, Ball State University; PhD, 2007, Indiana State University.

Rebecca L. Coffman (1993-)
Professor of Art
 BFA, 1985, Hardin-Simmons University; MFA, 1989, Texas Tech University.

Michael D. Cook (2009-)
Associate Professor of Counseling
 BS, 1988, Albany State University; MA, 1992 and PhD, 1997, New Orleans Baptist Theological Seminary.

Sharon L. Custer (1973-2009)

Assistant Professor Emerita of Business

BS, 1966, Huntington University; MS, 1975, University of Saint Francis; graduate study, Ball State University.

Jody K. Davenport (2007-)

Assistant Professor of Physical Education

BS, 1984, Manchester College; MS, 1990, Indiana University-Purdue University Fort Wayne; PhD, 2010, Capella University.

Jerry E. Davis (2007-)

Director of Graduate Counseling Program, Professor of Counseling

BS, 1977, Lancaster Bible College; MEd, 1979, Millersville University; PhD, 1992, Purdue University.

Daniel W. Dobbs (2013-)

Assistant Professor of Mathematics

BA, 2002, Northwestern College; MS, 2005, University of Wyoming; MS, 2008, University of Nebraska; PhD, 2013, University of Virginia.

Delbert D. Doughty, II (1996-)

Interim Vice President for Academic Affairs, Professor of English

BA, 1988 and MA, 1991, University of South Florida; PhD, 1995, Pennsylvania State University.

Jay R. Duffer (2008-)

Associate Professor of Theatre, Chair of the Division of Visual and Performing Arts

BME, 1991, Baylor University; MFA, 1995, University of Nevada, Las Vegas.

Kent D. Eilers (2009-)

Assistant Professor of Theology

BS, 1998, Calvin College; MA, 2004, Denver Seminary; PhD, 2009, University of Aberdeen.

Bruce D. Evans (1991-)

Professor of Biology

BS, 1985, University of Charleston; PhD, 1991, Emory University.

Mark R. Fairchild (1986-)

Professor of Bible and Religion

BS, 1976, Pennsylvania State University; BA, 1980, Toccoa Falls College; MDiv, 1982, Asbury Theological Seminary; MPhil, 1985 and PhD, 1989, Drew University.

Luke S. Fetters (1999-)

Professor of Ministry and Missions

BA, 1982 and MCM, 1984, Huntington University; MA, 1992, Wheaton College Graduate School; EdD, 2005, Ball State University.

Paul R. Fetters (1972-2002)

Professor Emeritus of Practical Theology, Dean Emeritus for the Graduate School

BA, 1955 and BD, 1959, Huntington University; MDiv, 1969, Eastern Baptist Theological Seminary; MS, 1975, University of Saint Francis; DMin, 1980, Fuller Theological Seminary; DD (hon.), 2003, Huntington University; graduate study, Wright State University and Regent University.

Dawn W. Ford (2012-)

Associate Professor of Digital Media Arts

BA, 1979, University of Maryland; MA, 2010, San Diego State University; MFA, 2013 National University.

Ruth A. Ford (2014-)

Director of Occupational Therapy and Professor of Occupational Therapy

BS, 1976, The Ohio State University; MSBS, 1994, Medical College of Ohio; EdD, 2004, Bowling Green State University.

A. Norris Friesen (1985-)

Professor of German, Director of Institutional Effectiveness

BA, 1972, Tabor College; MS, 1980, Kansas State University; PhD, 1991, Purdue University.

Anita L. Gray (2011-)

Director of Library Sciences

BA, 1982, Grand Rapids Baptist College; MSLS, 1992, Wayne State University.

Robert E. Hale (1961-1997)

Professor Emeritus of Physics

BS, 1951, Ball State University; MA, 1960, Western Michigan University; EdD, 1973, Ball State University; PedD (hon.), 1997, Huntington University; graduate study, University of California at Los Angeles, University of Kansas, University of Arizona, Ohio University.

Sarah J. Harvey (1981-)

Registrar

BA, 1978, Huntington University; MA, 1981 and graduate study, Ball State University.

R. William Hasker (1966-2000)
Distinguished Professor and Professor Emeritus of Philosophy
 AB, 1956, Wheaton College; BD, 1959, American Baptist
 Seminary of the West; PhD, 1961, University of Edinburgh;
 LHD (hon.), 2001, Huntington University; graduate study,
 Fuller Theological Seminary, University of California at
 Berkeley.

Vincent D. Hauptert (2010-)
Vice President for Advancement
 BS, 1990, Huntington University.

Herbert Jack Heller (2002-)
Assistant Professor of English
 BA, 1985, Bryan College; MA, 1989 and PhD, 1997, Louisiana
 State University.

Kurtis “Bo” K. Helmich (2012-)
Assistant Professor of Ministry and Missions
 BA, 1992, Stanford University; MDiv, 1998, University of
 Dubuque Theological Seminary; MA, 2008, University of
 Oxford; ABD, Duke University.

Julie A. Hendryx (2012-)
Interim Vice President for Business and Finance/Treasurer
 BS, 1999, Huntington University; MS (MBA), 2009,
 University of Saint Francis.

F. Collin Hobbs (2013-)
Assistant Professor of Biology
 BS, 2004, University of Wisconsin; PhD, 2013, Indiana
 University.

Stephen D. Holtrop (1992-)
Dean of Graduate and Professional Programs
 BA, 1982, Calvin College; MA, 1988 and PhD, 1992,
 University of Iowa.

W. Kenneth Hopper (1990-)
Assistant Professor of Art
 BS, 1975 and MA, 1980, Ball State University; graduate study,
 Purdue University.

Troy D. Irick (2002-)
*Assistant Professor of Business and Economics, Vice President
 of HU Ventures, Inc.*
 BS, 1985, Huntington University; MA, 2008, Crown College;
 Certificate of Advanced Graduate Study, 2011, Regent
 University; Certified Public Accountant.

Francis L. Jones (1971-2011)

Professor Emeritus of Mathematical Sciences

BA, 1966, Huntington University; MS, 1967 and PhD, 1971, Michigan State University; graduate study, Ball State University.

Karen E. Jones (1997-)

Professor of Ministry and Missions

BS, 1978 and MS, 1982, Southwest Missouri State University; MA, 1993 and PhD, 1998 Southwestern Baptist Theological Seminary.

Robert E. Kaehr (1976-2010)

Director of Library Services and Associate Professor Emeritus

BA, 1965, Huntington University; MA, 1972, Northern Arizona University; MLS, 1976, George Peabody College; graduate study, Indiana University.

George W. Killian, Jr. (2001-)

Associate Professor of Music

BA, 1988, Anderson University; MM, 1991, Ball State University; DMA, 2000, Arizona State University.

J. Stephan Leeper (2005-)

Associate Professor of Digital Media Arts

BFA, 1990, School of the Museum of Fine Arts – Boston and Tufts University; MFA, 2007, The Art Institute of Boston at Lesley University.

Jeffrey L. Lehman (1998-)

Professor of Computer Science, Chair of the Division of Natural and Mathematical Sciences

BA, 1991, Bluffton College; MS, 1993, Illinois State University; PhD, 2004, Nova Southeastern University.

W. Todd Martin (1999-)

Professor of English

BA, 1989, William Jewell College; MA, 1991, Wake Forest University; PhD, 1998, Baylor University.

Carla J. MacDonald (2005-)

Associate Professor of Social Work

BSW, 1979, Manchester College; MSW, 1981, Indiana University; MBA, 1991, University of Saint Francis; EdD, 2012, Indiana Wesleyan University.

David W. McEowen (1997-)

Associate Professor in Business

BS, 1970, Purdue University; MBA, 1984, University of Saint Francis; graduate study, Rochester Institute of Technology.

Ann C. McPherren (1981-)
Vice President for University Planning and Strategy, Professor of Business and Economics
 BA, 1978, Huntington University; MS, 1982 and EdD, 1992, Ball State University; graduate study, Indiana University.

Barbara E. Michel (2008-)
Assistant Professor of Art
 BA, 1989 and 1992, Purdue University; MA, 1997, Indiana University-Purdue University Indianapolis; graduate study, Purdue University.

Paul E. Michelson (1974-)
Distinguished Professor and Professor of History
 AB, 1967, Emporia State University; AM, 1969 and PhD, 1975, Indiana University.

Kevin D. Miller (2002-)
Professor of Communication
 BA, 1987, Eastern Mennonite University; MA, 1992, Ohio State University; PhD, 2002, University of Kentucky.

Ruth E. Nalliah (1995-)
Professor of Chemistry
 BA, 1989, Bluffton College; PhD, 1995, University of Toledo.

Randy L. Neuman (1982-)
Associate Director of Library Services and Assistant Professor of Library Science
 AB, 1980, Huntington University; MLS, 1981, University of Michigan; graduate study, Ball State University.

John T. Noble (2012-)
Assistant Professor of Bible and Religion
 BA, 1998, Taylor University; MDiv, 2005, Gordon-Conwell Theological Seminary; PhD, 2013 Harvard University.

James M. O'Donnell (1993-2012)
Associate Professor Emeritus of Business and Economics and Executive-in-Residence
 AB, 1970, Brown University; MEd, 1973, Rhode Island College; MBA, 1979, Columbia University.

Tamara K. O'Hearn (2012-)
Visiting Assistant Professor of English
 BA, 1987, University of Virginia; MA, 1989, James Madison University; PhD, 1995, Ball State University.

Terrell M. Peace (1998-)
Professor of Education and Director of Teacher Education
 BS, 1973, Clemson University; MRE, 1980 and PhD, 1984, Southwestern Baptist Theological Seminary.

Evelyn J. Priddy (1990-)

Professor of Education

BS, 1972, Huntington University; MS, 1976, Indiana University; EdD, 1989, Ball State University.

Nancy L. Richison (2013-)

Instructor of Nursing

BS, 1992, Huntington University; BSN, 2004, Indiana Wesleyan University; MSN, 2009, Indiana University-Purdue University, Indianapolis.

Michael W. Rowley (1998-)

Associate Professor of Speech Communication

BA, 1991 and MA, 1992, University of Central Florida; PhD, 1997, Florida State University.

Matthew D. Ruiz (2006-)

Assistant Professor in Exercise Science

BS, 1999, Lipscomb University; MS, 2002, Springfield College; PhD, 2008, University of Minnesota.

Mary E. Ruthi (1978-80; 1983-)

Professor of Sociology, Chair of the Division of Business and Social Science

BA, 1972, Sterling College; MA, 1975 and PhD, 1978, University of Nebraska at Lincoln.

Marlene J. Schleiffer (1973-2005)

Professor Emerita of Music

BSM, 1959, Summit Christian College; MM, 1962 and PhD, 1973, Indiana University.

Diana C. Shenefield (2009-)

Assistant Professor of Nursing

ASN, 1991, Indiana University-Purdue University Fort Wayne; BSN, 2004 and MA, 2008, Indiana Wesleyan University; EdD, 2012, Capella University.

Gerald D. Smith (1967-2009)

Professor Emeritus of Physics and Chemistry and Vice President and Dean Emeritus of the University

BS, 1964, Huntington University; PhD, 1972, Purdue University; LHD (hon.), 1998, Huntington University; graduate study, University of Washington, Michigan State University, Ball State University, Louisiana State University.

Timothy O. Smith (2007-)

Associate Professor of History

BA (Hons), 1996, University of Leicester; MA, 1997, School of Oriental and African Studies, University of London; PhD, 2005, University of East Anglia; FRHistS, 2008, Fellow of the Royal Historical Society.

Patricia R. Spedden (1983-2010)

Professor Emerita of Music

BMus, 1973, Centenary College; MM, 1975, University of Maine; DA, 1982, Ball State University.

Cynthia L. Steury (1980-82; 1986-)

Professor of Education, Chair of the Division of Education, Kinesiology and Recreation Management

BS, 1971, Huntington University; MA, 1974, Bowling Green State University; EdD, 1997, Ball State University.

Timothy L. Troyer (2012-)

Assistant Professor of Chemistry

BA, 1996, Goshen College; MS, 1999, University of Michigan; PhD, 2008, Vanderbilt University.

Constance L. Updike (1988-2013)

Associate Professor Emerita of Recreation Management

BS, 1971, Manchester College; MS, 1977, Indiana University; graduate study, University of Saint Francis, Indiana University, Ball State University.

Linda K. Urschel (1984-)

Professor of English, Chair of the Division of Humane Studies

BS, 1980 and MAT, 1984, Indiana University; PhD, 1992, Ball State University.

Jeffrey B. Webb (1999-)

Professor of History

BA, 1987, Baldwin-Wallace College; MA, 1989, Cleveland State University; PhD, 2001, University of Chicago.

Winfield B. Wetherbee (1977-2011)

Professor Emeritus of Mathematical Sciences

BS, 1967, Wheaton College; MS, 1969 and PhD, 1973, Clarkson University.

Anita J. Wickersham (1983-)

Associate Professor of Accounting and Business

BA, 1980, Huntington University; MBA, 1988 and graduate study, Ball State University; Certified Public Accountant.

Margaret A. Winter (2008-)

Director of Nursing Program, Associate Professor of Nursing

BS, 1991, University of Illinois; MA, 1994 Northern Illinois University; EdD, 2008, Nova Southeastern University.

Carl D. Zurcher (1950-1989)

Professor Emeritus of Speech

BA, 1948, Huntington University; MA, 1950, Northwestern University; PhD, 1973, Purdue University; LHD (hon.), 1989, Huntington University.

Faculty Named Chairs

Mark R. Fairchild..... *Edwina Patton Chair in the Arts and Sciences*
 Jeffrey B. Webb *Luke J. Peters Chair in the Arts and Sciences*

Undergraduate Adjunct Instructors

2013-2014

Joshua D. Addressi, BS *digital media arts*
 Christopher J. Burton, BS *physical education*
 Elise E. Chadwick, BA *Spanish*
 Deborah K. Cherry, MS *mathematics*
 Melissa A. Duffer, MFA *theatre*
 Paul R. Fetters, PhD *Bible and religion*
 Laura M. Gerig, PhD *psychology*
 Dale G. Gerke, BS *business, digital media arts*
 Ronald G. Goetz, MA *psychology*
 Melissa A. Guse, MS *mathematics*
 Nathan T. Hartman, BS *digital media arts*
 Thomas G. Hofrichter, MFA *theatre*
 Emily A. Horne, MA *sociology*
 Rebekah D. Hubley, BA *art*
 Jonathan H. Krull, BA *philosophy*
 Shoshannah L. McKinney, MA *TESOL*
 John J. O'Rourke, BS *digital media arts*
 Ty S. Platt, MS *physical education*
 RuthAnn Price, MA *ministry and missions*
 Keith A. Reynolds, MA *communication*
 Kathryn S. Rhodes, MA *education*
 Donald L. Sherman, MA *physical education*
 Mary C. Zellers, BS *theatre*

Adjunct Faculty in Music

2013-2014

Eric D. Clancy, BA *jazz*
 John R. Gardner, BME *clarinet*
 Ji-Young Jeoung, PhD *piano*
 Joni C. Killian, MM *voice, vocal pedagogy, diction,
 aural skills, and women's chorale*
 Janet M. MacKay-Galbraith, MM *flute*
 Douglas A. McElhaney, MA *brass*
 Marlene J. Schleiffer, PhD *oboe*
 Phil Schurger, MM *guitar*
 Elizabeth A. Smith, MA *piano, violin, viola, and aural skills*
 Patricia R. Spedden, DA *piano*

Graduate School Adjunct Faculty 2013-2014

Annita K. D'Amico, PhD	<i>youth ministry leadership</i>
A. Norris Friesen, PhD.....	<i>counseling</i>
Vickie J. Gayed, RN, NP	<i>counseling</i>
Steven P. Gerali, PhD	<i>youth ministry leadership</i>
Laura M. Gerig, PhD	<i>counseling</i>
Stuart D. Hall, MA, LMHC	<i>counseling</i>
Cathy M. Jantzen, MS, LMHC	<i>counseling</i>
Scott J. Larson, PhD.....	<i>youth ministry leadership</i>
Margaret A. Machlan, MSW, LCSW, LCAC.....	<i>counseling</i>
Scott L. Makin, MA	<i>counseling</i>
Jennifer R. Mertz-Turner, MA, MAC, LMHC, RPT-S, LCAC	<i>counseling</i>
Walt Mueller, PhD.....	<i>youth ministry leadership</i>
Katrina C. Ott, MSW, LCSW	<i>counseling</i>
Charles P. Redwine, DMin, LFMT, LAC.....	<i>counseling</i>
Rene D. Rochester, EdD	<i>youth ministry leadership</i>
Ray A. Seilhamer, DMin.....	<i>counseling</i>
Martha J. Smith, MS Ed, LMHC	<i>counseling</i>
Roger A. Vezeau, MA	<i>youth ministry leadership</i>

ADMINISTRATIVE OFFICERS AND STAFF

2013-2014

Office of the President

President of the University	Sherilyn R. Emberton
Administrative Secretary	Cynthia H. Geders

Senior Leadership Team

President of the University	Sherilyn R. Emberton
Interim Vice President for Academic Affairs	Delbert D. Doughty
Interim Vice President for Business and Finance/Treasurer	Julie A. Hendryx
Vice President for Advancement	Vincent D. Hauptert
Vice President for Student Life	Ronald L. Coffey
Vice President of Enrollment Management and Marketing	Jeffrey C. Berggren
Vice President for Strategy and Graduate/Adult Programs	Ann C. McPherran

Academic Services

Interim Vice President for Academic Affairs	Delbert D. Doughty
Administrative Assistant to the Vice President for Academic Affairs	Cathy J. Trout
Dean of Graduate and Adult Programs	Stephen D. Holtrop
Registrar	Sarah J. Harvey
Assistant Registrar	Beth A. Dubois
Coordinator of Registration Services	Susan K. Akins
Assistant to the Registrar	Alicia S. Ayoub
Associate Director of the Institute for TESOL Studies	Shoshannah L. McKinney
Director of Institute Effectiveness	A. Norris Friesen
Director of Library Services	Anita L. Gray
Associate Director of Library Services	Randy L. Neuman
Assistant in Library Services	Patricia A. Jones
Library Secretary	Debra J. Springer
Circulation Coordinator	Jean T. Michelson
Director of Teacher Education	Terrell M. Peace
Director of Clinical Experience	Kathy S. Rhodes
Secretary to the Education Department	Beth R. West
Learning Center Secretary	Kathryn C. Eckert
Teacher Education Licensing Advisor	Sarah J. Harvey

Director of Social Work Education.....	Carla J. MacDonald
Director of Theatre Programs.....	Jay R. Duffer
Director of Music Programs.....	George W. Killian
Music Secretary.....	Nancy J. Barnes
Director of Nursing Program.....	Margaret A. Winter
Coordinator, Nursing Learning Lab.....	Pamela J. Anderson
Coordinator, Nursing Learning Lab.....	Jodi Eckert
Administrative Secretary, Nursing Department.....	Holly D. Tester
Digital Media Arts Assistant.....	Sandra L. Hartle
DMA Studio Supervisor.....	Nathan T. Hartman
Faculty Marshal.....	Jeffrey L. Lehman
Assistant Faculty Marshal.....	Anita J. Wickersham

Graduate and Professional Programs

Vice President for Strategy and Graduate/Adult Programs.....	Ann C. McPherran
Dean of Graduate and Adult Programs.....	Stephen D. Holtrop
Director of Occupational Therapy.....	Ruth A. Ford
Director of Graduate Counseling Program.....	Jerry E. Davis
Director of MA in Youth Ministry Leadership.....	David D. Rahn
Administrative Secretary, Department of Occupational Therapy.....	Nicole L. Arivett
Program Assistant for Graduate Counseling Program.....	Lori J. Garde
Coordinator of YML Program.....	Melissa A. Bennetts
Graduate Admissions Counselor.....	Rebecca Cline
Online Advisor.....	Brenda S. Knipp
Associate Director of Professional Programs.....	Julienne K. Goetz
Graduate and Professional Programs Admissions Consultant.....	Sara Baldwin
Assistant Director for Graduate and Professional Programs Enrollment.....	Sara M. Diehl
Assistant Registrar for Professional Programs.....	Tonya L. Horvath
Curriculum Assistant for Professional Programs.....	Nina Newton
Program Coordinator for Professional Programs.....	Debra C. Burton
Admissions Counselor for Professional Programs and Columbia City Site Coordinator.....	Gloria J. Reimer
Online Admissions Coordinator.....	Nichole M. Surbaugh
Online Course Designer.....	Amber J. Prather
HU Ventures.....	Troy D. Irick

Campus Ministries

Campus Pastor	Arthur L. Wilson
Administrative Assistant for Campus Ministries	Amber E. Rensberger

Student Life

Vice President for Student Life	Ronald L. Coffey
Administrative Assistant to the Vice President for Student Life	M. Margaret Pasko
Associate Dean of Student Life	Martha J. Smith
Associate Dean of Student Life	Jesse M. Brown
Director of Career Development and Counseling	Martha J. Smith
Director of Horizon Leadership Program	Jesse M. Brown
Secretary to Student Services and Campus Ministries	Amber E. Rensberger
Director of Learning Assistance	Kris L. Chafin
Director of Enterprise Resource Center	J. Kay Schwob
Experiential Learning Coordinator	Joanne K. Green
Director of Residence Life and Student Programs	Jesse M. Brown
Coordinator of Student Activities/ Multicultural Activities	Kyle J. Metzger
Area Coordinator and Advisor for International Students/Wright Resident Director	Andrew T. Vaught
Baker/Roush Residence Director	Mallory K. Jones
Hardy Residence Director	Danielle K. Shafer
Miller and Meadow Halls Resident Director	Hannah R. Chupp
Livingston Hall Resident Director	Kahle Wilcox
Student Senate President	Luke McConnell
Director of Athletics	Lori L. Culler
Coordinator of Recreational Programming	Russell W. Lawson
Athletic Department Secretary	Lori L. Ingle
Sports Information Director	Joanne K. Green
Coordinator of Eligibility	Lori L. Culler
Assistant for Auxiliary Athletic Services	Michael D. Frame
Director of Campus Police	Barry A. Cochran
Sodexo Food Services Food Services General Manager	Blair Stairs
Sodexo Food Services Catering Manager	Beth Keith
Sodexo Food Services Catering Coordinator	Elaine Bailey

Admissions

Vice President of Enrollment Management and Marketing	Jeffrey C. Berggren
Director of Undergraduate Admissions	Nathan J. Perry

Admissions Office Manager.....	Karol S. Caley
Admissions Receptionist-Secretary.....	Sandra K. Marion
Campus Visit Coordinator.....	Carlene M. Peters
Admissions Counselor.....	Susanne Watson
Admissions Counselor.....	Katie L. Martin
Admissions Counselor.....	Andrew J. Freehauf
Admissions Counselor.....	David A. Solloway
Executive Director of Student Success.....	Scott W. Raymond
Director of Volunteer Service and Outreach Ministry.....	Grace E. Kaufman
Director of Financial Aid.....	Robert E. Sommers
Financial Aid Loan Counselor.....	Cynthia M. Kreps
Financial Aid Secretary.....	Debra D. James
Financial Aid Counselor.....	Molly M. Edgel

Institutional Advancement

Vice President for Advancement.....	Vincent D. Haupt
Administrative Assistant for Advancement.....	Barbara M. Baker
Switchboard Operator and University Relations Office Assistant.....	Anita J. Hughes
Data Entry Processor.....	Darlene A. Fairchild
Advancement and Alumni Office Assistant.....	Linda M. Schmitz
Director of Alumni.....	Margaret A. Roush
Senior Gift Planning Advisor.....	Richard W. McConnell
Managing Director of Development Operations.....	Beth M. Lahr
Development Officer and Director of Community Relations.....	Mark Schenkel
Development Officer and Director of Gift Planning.....	Peter Schownir
Director of Communications.....	Heather R. Barkley
Associate Director for Media Relations.....	Ashley C. Smith
Graphic Designer.....	Julie M. Babb

Business Services

Interim Vice President for Business and Finance/Treasurer.....	Julie A. Hendryx
Administrative Assistant for Business and Finance.....	Pamela S. Rudy
Controller and Director of Financial Services.....	Connie C. Bonner
Assistant Director of Financial Services.....	Shelia A. Hacker
Accounts Payable and Student Payroll Processor.....	Polly R. Tribolet
Student Accounts Clerk.....	Kristina D. Wust
Accounting Clerk.....	Tana L. Fortney
Director of Human Resources and Auxiliary Services.....	Rachel L. Wust

Mailing Services Coordinator.....	Amy L. Johnson
Tree of Life Bookstore Manager	Lisa M. Snyder
Team MJV Custodial Services Manager	Brenda Emley
Director of the Merillat Centre for the Arts/Conferences and Events	Stephen A. Pozezanac
Director of Physical Plant.....	Jerry A. Gressley
Physical Plant Secretary	Susan E. Stong
Maintenance Technician - Electrician	Chad A. Ralston
Maintenance Technician	Steven L. Alexander
Maintenance Technician	Todd J. Carroll
Maintenance Technician	Mark D. Hesting
Maintenance Technician	David E. Pearson
Director of Technology Services	Adam L. Skiles
Technology Services Office Manager	Wendy L. Gower
Systems Administrator.....	Paul R. Nalliah
Senior Data Base Programmer - Analyst.....	Sylvia K. Reed
Data Base Programmer/Analyst	Brad F. Clampitt
Programmer/Analyst.....	Jason D. Boothman
Network Administrator.....	John M. Wagner
Network/Broadcast Engineer.....	Robert C. Landon
Help Desk/Computer Labs Coordinator.....	Veronica R. Brocher

Athletics and Coaching Staff

Director of Athletics	Lori L. Culler
Athletic Secretary	Lori L. Ingle
Head Athletic Trainer	Beth A. Herrell
Assistant Athletic Trainer.....	Christopher J. Burton
Sports Information Director	Joanne K. Green
Baseball, Men.....	Michael D. Frame
Basketball, Men.....	Ty S. Platt
Basketball, Women.....	Lori L. Culler
Bowling, Men and Women.....	James S. Bischoff
Cheerleading.....	Jennifer L. Carrell
Cross Country, Men and Women	Thomas R. King
Golf, Men	Mark D. Green
Soccer, Men.....	Russell W. Lawson
Soccer, Women.....	Chris A. Tillett
Softball, Women.....	Doug P. Gower
Tennis, Men.....	Kreg Eckert
Tennis, Women.....	Roger D. Ferguson
Track, Men and Women	Thomas R. King
Volleyball, Women.....	Amy L. Settle

HUNTINGTON UNIVERSITY

BOARD OF TRUSTEES

2013-2014

University Governance

The Board of Trustees is responsible for the direction and management of all assets and programs of the University. The Board formulates and determines the general, educational and financial policies as are deemed necessary for the administration and development of the University in accordance with its stated purposes. The Board selects the President who serves as chief executive officer of the University and is responsible for all University educational and managerial affairs.

The University is firmly committed to the lordship of Jesus Christ and evangelical Christianity as the foundation for its educational philosophy and operation. All trustees, excluding Ex Officio Trustees, and all regular employees of the University shall (i) possess a genuine and personal relationship with Jesus Christ as evidenced by a vital witness and spiritual maturity, (ii) evidence an evangelical commitment, (iii) actively participate in a local church congregation and (iv) subscribe to the Huntington University Statement of Faith.

The Board of Trustees may be comprised up to 39 active, voting members. Trustees are elected by the Board and members of the Higher Education Leadership Team of the Church of the United Brethren in Christ, USA. The President of the Huntington University Foundation, the President of the Alumni Association of Huntington University and the President of the Student Senate are ex officio members. Elected members serve four year terms.

Officers of the Board

Kelly K. Savage *Chair*
Herbert A. Schumm *Vice Chair*
Nancy L. Hull *Secretary*

Term Expires in 2014

Carol A. Clark
physician *Anderson, Indiana*
Luke M. McConnell
student *Huntington, Indiana*
Larry M. New
president *Yorktown, Indiana*
Chad S. Pryor
director of legal services *Indianapolis, Indiana*

Edward E. Souers <i>accountant</i>	<i>Fort Wayne, Indiana</i>
Edward C. Vessels <i>leadership consulting</i>	<i>Roanoke, Indiana</i>
Luther C. Whitfield <i>senior pastor</i>	<i>Fort Wayne, Indiana</i>
C. Robin Wright <i>senior vice president for commercial lending</i>	<i>Columbia City, Indiana</i>

Term Expires in 2015

Jerry L. Clore <i>dentist</i>	<i>Grand Rapids, Michigan</i>
Owen C. Gordon <i>president</i>	<i>Mandeville, Jamaica</i>
Dale L. Hauptert <i>independent advisor</i>	<i>South Whitley, Indiana</i>
Nancy L. Hull <i>English professor</i>	<i>Belmont, Michigan</i>
Larry L. Lance <i>executive director</i>	<i>Fort Wayne, Indiana</i>
Emmett W. Lippe <i>retired superintendent/CEO</i>	<i>Harrison, Michigan</i>
Jane A. Schenkel <i>retired teacher</i>	<i>Huntington, Indiana</i>
Herbert A. Schumm <i>vice president of medical affairs</i>	<i>Spencerville, Ohio</i>
Ethel P. Wynder <i>social worker/homemaker</i>	<i>Huntington, Indiana</i>

Term Expires in 2016

Ronald P. Baker <i>physician</i>	<i>Berrien Springs, Michigan</i>
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Ronald J. Freeman <i>president</i>	<i>Portland, Indiana</i>
Calvin D. Hawkins <i>judge, Lake Superior Court</i>	<i>Gary, Indiana</i>
Richard D. Merillat <i>retired executive</i>	<i>Naples, Florida</i>
Thomas L. Tyler <i>retired president and director</i>	<i>Granger, Indiana</i>

Term Expires in 2017

Lars P. Andersen <i>physician</i>	<i>Saint Johns, Michigan</i>
J. Michael Caley* <i>senior pastor</i>	<i>Byron Center, Michigan</i>
Thomas A. Clounie* <i>business owner</i>	<i>Huntington, Indiana</i>

Gary L. Dilley*	<i>senior pastor</i>	Huntington, Indiana
Brooks L. Fetters*	<i>mayor</i>	Huntington, Indiana
Rae A. Gonterman	<i>senior vice president</i>	Roanoke, Indiana
Dalton M. Jenkins*	<i>senior pastor/controller</i>	Yonkers, New York
Nancy K. Lamport	<i>senior inventory manager</i>	Peoria, Illinois
Monte J. Lightner	<i>principal</i>	Roanoke, Indiana
Brian D. Nofzinger*	<i>shareholder, CPA</i>	Blissfield, Michigan
Kelly K. Savage*	<i>vice president for human resources</i>	Grandville, Michigan
W. Phillip Whipple*	<i>bishop</i>	Huntington, Indiana

*Higher Education Leadership Team of the
Church of the United Brethren in Christ.

Chairman Emeriti

Donald L. Duff	<i>retired executive</i>	Huntertown, Indiana
C. Ray Miller	<i>retired bishop</i>	Fort Wayne, Indiana

Trustees Emeriti

Paul B. Baker	<i>retired minister</i>	Chambersburg, Pennsylvania
Paul E. Lehman	<i>business executive</i>	Chambersburg, Pennsylvania
David N. McGinnis	<i>business owner</i>	Ada, Michigan
Harold E. Pontious	<i>retired broker</i>	Babson Park, Florida
Kenneth W. Savage	<i>accountant</i>	Grandville, Michigan
Nancy L. Stouffer	<i>business executive</i>	Chambersburg, Pennsylvania
Howard A. Whaley	<i>retired executive</i>	Castle Rock, Colorado

Honorary Trustee

Ruth Merillat	<i>business executive</i>	Adrian, Michigan
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President's Advisory Council on Excellence (PACE)

PACE members are appointed and serve under the direction of the President of the University.

Jim Banks, <i>state senator</i>	Columbia City, Indiana
Cynthia L. Brady, <i>educator</i>	Syracuse, Indiana
Dan M. Challa, <i>attorney</i>	Grand Rapids, Michigan
Gary L. Clay, <i>bank president</i>	Van Wert, Ohio
Brian Emerick, <i>chief executive officer</i>	Columbia City, Indiana
Steve Fetters, <i>general contractor</i>	Auburn, Indiana
Thomas A. Feusse, <i>chief executive officer</i>	Reynoldsburg, Ohio
Marj Hiner, <i>retired business owner</i>	Huntington, Indiana
Phillip G. Howard, <i>architect</i>	Indianapolis, Indiana
William Kurtz, Jr., <i>business owner</i>	Woodburn, Indiana
Michael F. Magsig, <i>corporate executive</i>	New York City, New York
Brad McDonald, <i>business owner</i>	Huntington, Indiana
Philip R. Menzie, <i>school executive</i>	Pierceton, Indiana
Beth A. Mills, <i>business owner</i>	Fishers, Indiana
Steven Platt, <i>self-employed</i>	Huntington, Indiana
Ricardo Robles, <i>corporate sr vice president</i> ..	Charlotte, North Carolina
Royce Ruckman, <i>retired CPA</i>	Huntington, Indiana
Jeffrey A. Shepherd, <i>regional sales director</i>	Carmel, Indiana
Gregory A. Smitley, <i>chief executive officer</i>	Leo, Indiana
Darlene Stanley, <i>business owner</i>	Huntington, Indiana
Jenna L. Strick, <i>executive director</i>	Huntington, Indiana
Ryan M. Warner, <i>bank president</i>	Huntington, Indiana
Mark A. Wickersham, <i>executive director</i>	Huntington, Indiana

PACE Advisory Members

Sherilyn R. Emberton.....	President
Vincent D. Haupt	Vice President for Advancement

Constituent Support

The University depends upon the interest and generosity of its various constituencies in providing resources for current and future operations. Current annual gifts are very important in meeting the necessary obligations of the institution. Deferred gifts and investments in the form of cash, bonds, securities, life insurance, annuities and real estate build a vital and solid foundation for future growth and operation.

Current income is provided by student tuition and fees, which provide three-fourths of the operating revenue, and by gifts from generous supporters, from alumni and from the church. Additional revenue is provided by annuities and life estates and by a modest endowment.

Persons desiring to remember Huntington University in their wills, to receive information on estate planning or deferred giving or to become involved in a major gift for current fund or capital campaign are invited to call or write the president for a personal response.

Disclaimer

The provisions of this Catalog are not to be regarded as a contract between any student and the University. Course content and University regulations governing admissions, tuition and campus life are under constant review and revision.

The University reserves the right to change any provision, regulation or requirement set forth herein and the right to withdraw or amend the content of any courses described herein as may be required or desirable by circumstances.

Final editing responsibility for this Catalog lies with Registrar Sarah J. Harvey. Questions related to interpreting policies should be addressed to the Academic Dean of the University.

Nondiscrimination Policy

Huntington University is a not-for-profit exempt organization as described in Section 501 (c) (3) of the Internal Revenue Code. In compliance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, Huntington University does not discriminate on the basis of race, color, national origin or sex in its policies, practices or procedures. It maintains a policy of nondiscrimination on the basis of handicap in its educational programs, admissions procedures and its employment practices, in compliance with ADA Amendments Act of 2008. It is committed to providing the optimum employee safety and health in keeping with sound business practice and the requirements of the 1970 Occupational Safety and Health Act. The student's right of privacy in regard to disclosure of personal data is assured in conformity with existing legislative requirements. Huntington University complies with all relevant federal and state nondiscrimination laws and is an equal opportunity institution. Inquiries should be directed to the Office of the President of Huntington University.

Accommodation Policy

In compliance with Section 504 of the Rehab Act and the ADA Amendments Act of 2008, Huntington University makes reasonable accommodations for students with disabilities. The director of the Learning Center coordinates services for students with disabilities at the University. Any student who has a learning, neurological, orthopedic, sensory, psychological or other condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the Learning Center in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

Accreditations

The Higher Learning Commission and a member of the North Central Association of Colleges and Schools, 30 North Central LaSalle Street, Suite 2400, Chicago, IL 60602, (800) 621-7440 (1961, 2014)

National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 200, Washington, DC 20036-1023, (202) 466-7496 (1994, 2005)

Indiana Department of Education, Division of Professional Standards, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-1953 (1917)

The Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA, 22314, (703) 683-8080 (February 2009 retroactive to February 2006, 2014)

Commission on Collegiate Nursing Education, 1 Dupont Circle NW, Washington, DC, 20036, (202) 887-6791 (2011)

Indiana State Board of Nursing, 402 West Washington Street, Room W072, Indianapolis, IN, 46204, (317) 234-2043 (2007)

Granted Candidacy Status and Proceeding with the Accreditation Process

Accreditation Council for Occupational Therapy Education, The American Occupational Therapy Association, Inc., 4720 Montgomery Ln, Ste 200 Bethesda, MD 20814-3449, Phone (301) 652-6611 Department extensions Accreditation - x2914, TDD: 1-800-377-8555, Fax: 301-652-7711