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### Graduate RESIDENTIAL
*(Business Administration, Counseling)*

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Graduate ONLINE  
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# Graduate Occupational Therapy

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<td>1/8/24</td>
<td>5/17/24</td>
<td>12/25/23</td>
<td>2/2/24</td>
<td>4/12/24</td>
</tr>
<tr>
<td>SP Session 1</td>
<td>1/8/24</td>
<td>2/16/24</td>
<td>12/25/23</td>
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<tr>
<td>SP Session 2</td>
<td>1/29/24</td>
<td>5/17/24</td>
<td>1/15/24</td>
<td>2/2/24</td>
<td>4/12/24</td>
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<tr>
<td>SP Session 3</td>
<td>1/29/24</td>
<td>3/22/24</td>
<td>1/15/24</td>
<td>3/8/24</td>
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<tr>
<td>Summer 2024</td>
<td>5/20/24</td>
<td>8/23/24</td>
<td>5/6/24</td>
<td>5/23/24</td>
<td>6/19/24</td>
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<tr>
<td>May Session</td>
<td>5/20/24</td>
<td>5/31/24</td>
<td>5/6/24</td>
<td>5/20/24</td>
<td>5/29/24</td>
</tr>
<tr>
<td>SM Session 2</td>
<td>7/15/24</td>
<td>8/16/24</td>
<td>7/1/24</td>
<td>7/16/24</td>
<td>8/6/24</td>
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</table>
Graduate Calendar of Breaks

*This calendar of breaks only applies to students in the Residential Counseling and the Doctorate of Occupational Therapy programs.*

### 2020-2021

<table>
<thead>
<tr>
<th>Fall 2020</th>
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<tbody>
<tr>
<td>Labor Day (Offices Closed - No Classes)</td>
<td>Mon, Sep 7</td>
</tr>
<tr>
<td>No Mid-Semester Break (Counseling Only) -</td>
<td></td>
</tr>
<tr>
<td>Due to COVID-19</td>
<td>Classes Continue on Normal Schedule</td>
</tr>
<tr>
<td>Thanksgiving Break (OTD Only)</td>
<td>Wed-Fri, Nov 25-27</td>
</tr>
<tr>
<td>Thanksgiving Break (Counseling Only)</td>
<td>Wed-Fri, Nov 25-27</td>
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<table>
<thead>
<tr>
<th>Spring 2021</th>
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</thead>
<tbody>
<tr>
<td>No Spring Break - Due to COVID-19</td>
<td>Classes Continue on Normal Schedule</td>
</tr>
<tr>
<td>Good Friday (Offices Closed - No Classes)</td>
<td>Fri, Apr 2</td>
</tr>
<tr>
<td>Easter Monday (No Classes)</td>
<td>Mon, Apr 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2021</th>
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<tbody>
<tr>
<td>Memorial Day Break (Offices Closed - No Classes)</td>
<td>Mon, May 31</td>
</tr>
<tr>
<td>Fourth of July Break (Offices Closed - No Classes)</td>
<td>Mon, Jul 5</td>
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### 2021-2022

<table>
<thead>
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<td>Mid-Semester Break (Counseling Only)</td>
<td>Mon-Tue, Oct 18-19</td>
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<tr>
<td>Thanksgiving Break (OTD Only)</td>
<td>Mon-Fri, Nov 22-26</td>
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<tr>
<td>Thanksgiving Break (Counseling Only)</td>
<td>Wed-Fri, Nov 24-26</td>
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</table>

<table>
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<th>Spring 2022</th>
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<tbody>
<tr>
<td>Spring Break</td>
<td>Mon-Fri, Mar 14-18</td>
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<tr>
<td>Good Friday (Offices Closed - No Classes)</td>
<td>Fri, Apr 15</td>
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<tr>
<td>Easter Monday (No Classes)</td>
<td>Mon, Apr 18</td>
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<table>
<thead>
<tr>
<th>Summer 2022</th>
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</thead>
<tbody>
<tr>
<td>Memorial Day Break (Offices Closed - No Classes)</td>
<td>Mon, May 30</td>
</tr>
<tr>
<td>Fourth of July Break (Offices Closed - No Classes)</td>
<td>Mon, Jul 4</td>
</tr>
<tr>
<td>2022-2023</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2022</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Labor Day (Offices Closed - No Classes) | Mon, Sep 5  
| Mid-Semester Break (Counseling Only)    | Mon-Tue, Oct 17-18  
| Thanksgiving Break (OTD Only)           | Mon-Fri, Nov 21-25  
| Thanksgiving Break (Counseling Only)    | Wed-Fri, Nov 23-25  
| **Spring 2023**    |  
| Spring Break       | Mon-Fri, Mar 13-17  
| Good Friday (Offices Closed - No Classes) | Fri, Apr 7  
| Easter Monday (No Classes)              | Mon, Apr 10  
| **Summer 2023**    |  
| Memorial Day Break (Offices Closed - No Classes) | Mon, May 29  
| Fourth of July Break (Offices Closed - No Classes) | Tue, Jul 4  

<table>
<thead>
<tr>
<th>2023-2024</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall 2023</strong></td>
</tr>
</tbody>
</table>
| Labor Day (Offices Closed - No Classes) | Mon, Sep 4  
| Mid-Semester Break (Counseling Only)    | Mon-Tue, Oct 16-17  
| Thanksgiving Break (OTD Only)           | Mon-Fri, Nov 20-24  
| Thanksgiving Break (Counseling Only)    | Wed-Fri, Nov 22-24  
| **Spring 2024**    |  
| Spring Break       | Mon-Fri, Mar 25-29  
| Easter Monday (No Classes)              | Mon, Apr 1  
| **Summer 2024**    |  
| Memorial Day Break (Offices Closed - No Classes) | Mon, May 27  
| Fourth of July Break (Offices Closed - No Classes) | Thu, Jul 4  

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General Information

Beginnings

Huntington University is a comprehensive Christian university offering graduate and undergraduate programs in more than 70 academic concentrations. The 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, which had been 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, fire destroyed the Hartsville campus. 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, the Board received an unsolicited proposal 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, Merillat 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 Fort Wayne, Indiana, and Peoria, Arizona. The Fort Wayne location on the campus of Parkview Hospital Randallia houses graduate programs, and the Peoria location serves undergraduate students in digital media arts and sport management programs and graduate students in the doctorate of occupational therapy program.

Accreditations

Higher Learning Commission
230 South LaSalle Street, Suite 7-500, Chicago, IL 60604
Phone: 800-621-7440
(1961, 2014)

Education

National Council for Accreditation of Teacher Education (NCATE)
1140 19th Street NW, Suite 400, Washington, DC, 20036
Phone: 202-223-0077
(1994, 2013)

Indiana Department of Education, Office of Educator Licensing and Development
115 West Washington Street, South Tower, Suite 600, Indianapolis, IN 46204
(1917)
Nursing

Baccalaureate Degree in Nursing Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530, Washington, DC 20036
Phone: 202-887-6791
(2011, 2016)

Indiana State Board of Nursing
402 West Washington Street, Room W072, Indianapolis, IN 46204
Phone: 317-234-2043
(2007, 2016)

Occupational Therapy Assistant

Accreditation Council for Occupational Therapy Education
The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711
(2020)

Doctorate in Occupational Therapy - Indiana

Accreditation Council for Occupational Therapy Education
The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711
(2016)

Doctorate in Occupational Therapy - Arizona
(Applied for Candidacy Status)

Accreditation Council for Occupational Therapy Education
The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: 301-652-6611 Department extensions Accreditation - x2042
TDD: 1-800-377-8555
Fax: 301-652-7711

Social Work

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)
Memberships

- Academic Libraries of Indiana
- AgriNovus Indiana
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- Association for Christians in Student Development
- Association of Business Administrators of Christian Colleges
- Association of Christian Distance Education
- Better Business Bureau of Northern Indiana
- Broadcast Education Association
- Central Association of College and University Business Officers
- Christian Adult Higher Education Association
- Christian Leadership Alliance
- Christian Library Consortium
- Christian Scholar’s Review
- College and University Professional Association for Human Resource
- College Broadcast, Inc.
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- Council for the Accreditation of Educator Preparation
- Council of Independent Colleges
- Council on Social Work Education
- Crossroads League
- EDUCAUSE
- Higher Education Systems and Services Consortium
- Huntington County Chamber of Commerce
- 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 Center for Nursing
- Indiana Commission of Higher Education
- Indiana State Board of Nursing
- Internet2
- Jerusalem University College
- Loan Repayment Assistance Program (LRAP) Association
- LYRASIS
- Midwest Archives Conference
- Midwest Library Collaborative for Library Services
- Mu Kappa International
- NAFSA: Association of International Educators
- National Association of CX/JX Users (NACU)
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 principal 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.

Accommodation Policy

In compliance with Section 504 of the Rehab Act and the ADA as amended, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) 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 ACE in person, by phone at 260-359-4290 or by e-mail at ace@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 disability in its educational programs, admissions procedures and its employment practices, in compliance with Section 504 of the Rehabilitation Act and the 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.
Public Relations Policy

In an effort to promote Huntington University, University Relations frequently disseminates information, including photographs, regarding activities on campus to the media as well as to the general public through the University's website. This information includes, but is not limited to, graduation announcements; athletic, theatre and music involvements; general campus photos; and images from various activities on campus.

University Relations only releases information designated as directory information by the University. University Relations may release directory information to the media and publish that same information on the University’s website without the student's prior consent. (See Student Records and Privacy for a definition of directory information.) Permission is required, however, for photos or videos of subjects who are primarily being featured in advertisements or promotions, in which a person's name, image and/or likeness are being used in the context that implies endorsement. Persons may request that information not be disclosed to the media or placed on the website by completing a request in the University Relations office.

All information, photographs and graphics generated by University Relations are property of the University and must be used within the guidelines in which they are released. "Huntington University” is a registered trademark protected by Federal law. The name, logo and symbols of the University may only be used in connection with officially-sanctioned activities, functions and events, and may not be used in any manner contrary to the University's mission and Community Life Agreement. Any use of "Huntington University” or any form thereof on any social media sites must be approved by a member of the University's Administration or University Relations, and full editing rights must be provided to at least one of those members. Social media sites include but are not limited to Facebook, Instagram, Twitter, Pinterest, Skype, YouTube, LinkedIn, and SnapChat.

Sexual Assault Policy

Huntington University is deeply committed to providing a safe academic, working and living environment for its students, faculty and staff. Huntington University does not tolerate sex discrimination, including harassment, stalking, sexual misconduct or sexual violence in any form. These behaviors are demeaning and interfere with the rights of others to pursue their education in an atmosphere that is safe and respectful. Overt acts of harassment and assault, any sexual contact without consent and any gender-based violence are strictly prohibited.

Huntington University encourages all victims of sexual assault to report such incidents to the Student Life Office or the Huntington Campus Police. The decision to file a report with the Huntington Campus Police or any other local, county, or state law enforcement agency is to be made by the victim. Filing a report with the police does not commit the victim to any subsequent course of action. While follow-up options are presented and discussed, the final decisions are left to the victim. Student Life personnel will help victims contact the police if assistance is requested. Following a sexual assault, the victim’s physical well-being is a primary concern because of the risk of sexually transmitted diseases, pregnancy, and/or physical injuries, which may not be apparent. All victims should seek immediate medical attention; however, even if time has passed, it is important to seek medical care.

Further information about policies, procedures, confidentiality, and resources is available at www.huntington.edu/student-life/health-safety.
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.
Faculty and Staff

The Faculty and Administration
2019 - 2020

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.

Joshua D. Addessi (2014- )
Instructor of Digital Media Arts
BS, 2010, Huntington University.

David E. Alexander (2009- )
Associate Professor of Philosophy

Evelyn Andersson (2019- )
Professor of Occupational Therapy, Director of OTD Program - Arizona
MS, 1994, Columbia University; PhD, 2004, Texas Women's University.

Tanner A. Babb (2010- )
Associate Dean of Academic Affairs, Associate Professor of Psychology
BA, 2004, Huntington University; MS Ed, 2007, Indiana University-Purdue University Fort Wayne; PhD, 2012, University of Toledo.

Jessica O. Baggerman (2017- )
Assistant Professor of Agriculture
BS, 2012, Oklahoma State University; MS, 2014 and PhD, 2017, Texas Tech University.

Tyanne N. Bailey (2005- )
Assistant Professor of Education, Director of Teacher Education Program (Undergraduate and Graduate)
BS, 2004, Huntington University; MA, 2006, Ball State University.

Aaron J. Baker (2018- )
Assistant Professor of Chemistry
BS, 2011, Ohio Northern University; PhD, 2016, Michigan State University.

Bryan L. Ballinger (2015- )
Professor in Digital Media Arts
BFA, 1990, Columbus College of Art and Design; MFA, 2005, Lesley University.

Rebekah A. Benjamin (2015- )
Associate Professor of Psychology
BA, 2004 and Secondary Education Graduate Certificate, 2005, Indiana Wesleyan University; MA, 2009 and PhD, 2012, University of Georgia.
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.

Thomas E. Bergler (2000-)
Professor of Ministry and Missions
BS, 1986, University of Michigan; MA, 1995, Wheaton College; PhD, 2001, University of Notre Dame.

Sara E. Best (2015-)
Assistant Professor of Occupational Therapy
BA, 2000, Castleton State College; OTD, 2011, Belmont University.

Jane M. Bitting (2019-)
Assistant Professor of Education
BA, 2000, Indiana University; MS, 2011, Purdue University.

Connie C. Bonner (1991-1997; 2013-)
Vice President for Finance/Treasurer
BS, 1984, University of Arizona; Certified Public Accountant.

William H. Bordeaux (1987-2012)
Professor Emeritus of Chemistry
BA, 1968, Houghton College; DA, 1976, University of Miami; graduate study, North Carolina 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.

Lance D. Clark (1993-)
Associate Dean of the Arts, Professor of Digital Media Arts Film and Communication, Chair of the Division of School of the Arts

Ron L. Coffey (1986-)
Vice President for Student Life
BS, 1981, Huntington University; MA, 1993, Ball State University; PhD, 2007, Indiana State University.

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.

Professor of Counseling
BS, 1977, Lancaster Bible College; MEd, 1979, Millersville University; PhD, 1992, Purdue University.
Jayme R. Dee (2016- )  
Assistant Professor of Nursing  
BS, 2005, University of Saint Francis; MSN, 2018, Jacksonville University.

Russell J. Degitz (2019- )  
Chief Operating Officer  

Aleksandar Drobnjakovic (2017- )  
Assistant Professor of Counseling  

Kevin L. S. Drury (2016- )  
Assistant Professor of Mathematics  
BS, 1996, Virginia Tech; MFS, 1998; Yale University; PhD, 2004, University of Chicago.

Jodi D. Eckert (2014- )  
Assistant Professor of Nursing  
ADN, 1998, Indiana-Purdue University, Fort Wayne; BSN, 2014 and MSN, 2016, Western Governors University.

Chelsey L. Edwards (2020- )  
Assistant Professor of Occupational Therapy  
MOT, 2012, University of North Dakota; OTD, 2020, Rocky Mountain University of Health Professions.

Kent D. Eilers (2009- )  
Professor of Theology, Chair of the Division of Humanities and Christian Thought  

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  

Professor of Ministry and Missions, Vice President for Academic Affairs and Dean of the Faculty  
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.

Deborah S. Fitzcharles (2018- )  
Instructor of Occupational Therapy Assistance  
AA, 1996, Florida State College; AS, 2000, University of Saint Francis; BS, 2008, Harrison College; MS, 2015, Argosy University.
Ruth A. Ford (2014- )  
*Associate Dean for Health Sciences, 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 Volunteer Service and Outreach Ministry*
BA, 1972, Tabor College; MS, 1980, Kansas State University; PhD, 1991, Purdue University.

Michelle A. Fulkerson (2020- )  
*Assistant Professor of Nursing*

Gregory Sean Gates (2018- )  
*Instructor of Broadcast Media*
BS, 1989, West Virginia University.

Laura M. Gerig (2019- )  
*Associate Professor of Psychology*
BA, 1991, Taylor University; MA, 1992 and PhD, 1996, Ball State University.

Anita L. Gray (2011- )  
*Director of Library Sciences*
BA, 1982, Grand Rapids Baptist College; MSLS, 1992, Wayne State University.

Sarah J. Harvey (1981- )  
*Registrar*
BA, 1978, Huntington University; MA, 1981 and graduate study, Ball State University.

*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.

Herbert Jack Heller (2002- )  
*Associate Professor of English*

Patricia A. Henton (2017- )  
*Assistant Professor of Occupational Therapy*
BS, 1989, University of Western Ontario; OTD, 2015, Rocky Mountain University of Health Professions.

Shoshannah L. Hernandez (2019- )  
*Visiting Assistant Professor of Education*
BS, 2003, Huntington University; MA, 2008, Azusa Pacific University; EdD, 2020, Annaheim University.

F. Collin Hobbs (2013- )  
*Associate Professor of Biology*
BS, 2004, University of Wisconsin; PhD, 2013, Indiana University.
Andrew J. Hoffman (2017- )  
Assistant Professor of Mathematics  
BA, 2010, Wabash College; MS, 2013 and PhD, 2017, 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, Director of MA in Ministry Program  
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.

Mandy L. Kellums Baraka (2016- )  
Assistant Professor of Graduate Counseling  

George W. Killian, Jr. (2001- )  
Associate Professor of Music  
BA, 1988, Anderson University; MM, 1991, Ball State University; DMA, 2000, Arizona State University.

John D. LeBlanc (2018- )  
Instructor of Worship Leadership and Outreach Coordinator  
BA, 1994, Cedarville University; MA, 2013, Liberty University Baptist Theological Seminary.

Jeffrey L. Lehman (1998- )  
Professor of Computer Science  

David B. Lewis (2019- )  
Associate Professor of Business and Ministry and Missions, Head Women's Soccer Coach  

Ryan L. Long (2019- )  
Assistant Professor of Theatre  
BA, 2004, Mount Vernon Nazarene University; MFA, 2013, Savannah College of Art and Design.

W. Todd Martin (1999- )  
Professor of English  
Carla J. MacDonald (2005- )  
Associate Professor of Social Work  

Michelle H. Mays (2019- )  
Assistant Professor of Occupational Therapy, Assistant Fieldwork Coordinator  
BA, 2002, Saint Mary's College, Notre Dame; OTD 2004, University of St. Augustine for Health Sciences.

David W. McEowen (1997-2014)  
Associate Professor Emeritus 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 Strategy and Graduate/Adult Programs, 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- )  
Associate Professor of Art  
BA, 1989 and 1992, Purdue University; MA, 1997, Indiana University-Purdue University Indianapolis; graduate study, Purdue University.

Paul E. Michelson (1974-2015)  
Distinguished Professor and Professor Emeritus of History  
AB, 1967, Emporia State University; AM, 1969 and PhD, 1975, Indiana University.

Fred L. Miller, III (2016- )  
Professor of Exercise Science  
BS, 2000, Huntington University; MA, 2003, Eastern New Mexico University; PhD, 2008, University of Houston.

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, Chair of the Division of Natural and Mathematical Sciences  
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.

James M. O'Donnell (1993-2012)  
Associate Professor Emeritus of Business and Economics and Executive-in-Residence  

Beth A. O'Rourke (2014- )  
Associate Professor of Occupational Therapy  
BS, 2008, Bowling Green State University; OTD, 2011, Belmont University.
Melanie L. Park (2017–)
*Assistant Professor of Education*
BS, 1993 and MS, 2001, Indiana University; EdD, 2016, Walden University.

Raymond A. Porter (2014–)
*Director of the Haupert Institute for Agricultural Studies, Associate Professor of Agriculture*
BS, 1981, Wheaton College; PhD, 1988, Cornell University; MA, 2013, Biola University.

Evelyn J. Priddy (1990-2016)
*Professor Emerita of Education*
BS, 1972, Huntington University; MS, 1976, Indiana University; EdD, 1989, Ball State University.

Theresa M. Reiff (2019–)
*Instructor of Occupational Therapy Assistance*
BA, 2018, Argosy University.

Nancy L. Richison (2013–)
*Assistant Professor of Nursing*
BS, 1992, Huntington University; BSN, 2004, Indiana Wesleyan University; MSN, 2009, Indiana University-Purdue University, Indianapolis.

Andrew Rivera (2019–)
*Assistant Professor of Occupational Therapy*
BS, 2013, Seton Hall University; OTD, 2017, Huntington University.

James Gregory Roth (2016–)
*Assistant Professor of Graphic Design*
BFA, 2011, Indiana University-Purdue University, Fort Wayne; MFA, 2013, Maine College of Art.

Michael W. Rowley (1998–)
*Associate Professor of Speech Communication*
BA, 1991 and MA, 1992, University of Central Florida; PhD, 1997, Florida State University.

Mary E. Ruthi (1978-80; 1983–)
*Professor of Sociology, Chair of the Division of Social Sciences and Education*
BA, 1972, Sterling College; MA, 1975 and PhD, 1978, University of Nebraska at Lincoln.

Marlene J. Schleiffer (1973-2005)
*Professor Emerita of Music*

Nicole R. Scheiman (2015–)
*Associate Professor and Director of Occupational Therapy Assistant Program*

Isaac Nathan Short (2014–)
*Associate Professor of Occupational Therapy*
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-)  
*Professor of History, Director of the Center for Non-Western Studies*  

Daniel F. Solms (2015-)  
*Vice President of Enrollment Management and Marketing*  
BS, 1994 and MS, 2002, Indiana Wesleyan University.

Jeanne L. Sowers (2018-)  
*Associate Professor of Occupational Therapy*  
BS, 1981, University of Kansas; MA, 1996, Texas Woman's University; OTD, 2004, Creighton University.

Patricia R. Spedden (1983-2010)  
*Professor Emerita of Music*  
BMus, 1973, Centenary College; MM, 1975, University of Maine; DA, 1982, Ball State University.

Heather Y. Z. St. Peters (2015-)  
*Assistant Professor of Organizational Leadership*  

Cynthia L. Steury (1980-82; 1986-2016)  
*Professor Emerita of Education*  
BS, 1971, Huntington University; MA, 1974, Bowling Green State University; EdD, 1997, Ball State University.

Samantha J. Sutorius (2016-)  
*Instructor of Social Work*  
BSW, 2010, Huntington University; MSW, 2012, Indiana University-Purdue University, Indianapolis.

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 (1984-2018)  
*Professor Emerita of English*  
BS, 1980 and MAT, 1984, Indiana University; PhD, 1992, Ball State University.

Jamesdean Visley (2019-)  
*Assistant Professor of Occupational Therapy*  
BS, 2012, University of Pittsburgh at Greensburg; OTD, 2017, Huntington University.

Christian J. Washington (2019-)  
*Assistant Professor of Animation*  
BS, 2013, Huntington University; MFA, 2016, Ball State University.
Joshua K. Watson (2019-)
*Assistant Professor of Exercise Science*
BS, 2013, Huntington University; MA, 2015, 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.

Matthew S. Webb (2016-)
*Instructor of Digital Media Arts, Film Production*
BA, 1998, Huntington University; MAT, 2008, Fuller Theological Seminary.

Stephen T. Weingart (2019-)
*Vice President for University Advancement*
BA, 1988, Malone College; MBA, 1995, Baldwin-Wallace College; graduate study, Case Western Reserve University, Weatherhead School of Management.

Winfield B. Wetherbee (1977-2011)
*Professor Emeritus of Mathematical Sciences*

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.

Adam J. Widener (2015-)
*Assistant Professor of Digital Media Arts/Broadcast Media*
BA, 2009, Huntington University.

Philip M. Wilson (2016-)
*Assistant Professor of Digital Media, Arizona Digital Media Program Director*
BA, 2008, San Jose State University; MA, 2012, San Diego State University.

Caitlyn E. Wright (2019-)
*Visiting Instructor of Nursing*
BS, 2008, Saint Mary's College, Notre Dame; MSNED, 2018, Purdue University.

Brock A. Zehr (2014-)
*Assistant Professor of Business*
BA, 1986, Anderson University; MBA, 2009, Indiana Wesleyan University; DBA, 2016, Walden 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
2019 - 2020
Bryan L. Ballinger
Karen E. Jones

Edwina Patton Chair in the Arts and Sciences
Luke J. Peters Chair in the Arts and Sciences

Special Appointments
2019 - 2020
Molly J. Rose, MA, MFA
Robert A. Waterson, PhD
Curtis W. Wood, BS

Visiting Assistant Professor of English
Visiting Assistant Professor of History
Visiting Instructor of Digital Media Arts

Undergraduate Adjunct Faculty - Huntington
2019 - 2020
Heather R. Applegate, MA
Lauren M. Arnold, BA
Julie M. Babb, BA
Jeffrey A. Blossom, BA
Elizabeth M. Bolinger, MA
Kara A. Branock, BSN
Christopher J. Burton, BS
Elise E. Chadwick, BA
Deborah K. Cherry, MS
Joan M. Courtney, MS
Charles D. Daugherty, EdS
James E. Decker, BFA
Andrew J. Edmonds, BA
Lynette D. Fager, BS
Peter M. Fairchild, MTS
Justin D. Faw, MS
Christopher M. Felton, BS
William E. Field, EdD
Daniel J. Freemyer, PhD
Brandon F. Furniss, MFA
Eric O. Geders, BA
Dale G. Gerke, MBA
Ronald G. Goetz, MA
Paul C. Griswold, BS
Ray R. Harris, MBA

ministry and missions
digital media arts
art
digital media arts
psychology
nursing clinical instructor
exercise science
Spanish
mathematics
education
education
digital media arts
theatre
communication
Bible and religion
criminal justice
chemistry
agriculture
Bible and religion
art
digital media arts
business, digital media arts
psychology
digital media arts
ministry and missions
Jessica L. Hatcher, MA  psychology
Zen D. Hess, MA  Bible and religion
Thomas G. Hofrichter, MA  theatre
Emily A. Horne, MA  sociology
Stephan A. Hughes, BS  digital media arts
Laura E. Jacobs, MA  psychology
Rebecca S. Knight, BA  communication
Kerry David Kohli, BA  agriculture
Kelli J. Kreider, MS  agriculture
Jonathan H. Krull, BA  Honors Program director, philosophy
Monte J. Lightner, JD  business
Brigitte Martin, MA  French
Clifton P. Martin, MS  physics
David R. McVoy, MPA  criminal justice
Sarah E. Miller Freehauf, MFA  TESOL
Janette L. Moore, MA  education
Paul R. Nalliah, MA  biology
Stephen C. Park, MA  biology
Christopher M. Parker, BS  business
Alison A. Pershing, BSN  nursing clinical instructor
Janine R. Petry, MA  Bible and religion
Stephen C. Petry, MA  Bible and religion
Meagan A. Phenix-Freewalt, MA  psychology
Annalee L. Rawley, MA  psychology
Kathryn S. Rhodes, MA  education
Karen M. Rottman, BSN  nursing clinical instructor
Adam K. Sahli, MFA  theatre
Matthew D. Stemen, MMin  ministry and missions
Kandra A. Tenuto, BS  theatre
Roger A. Vezeau, MA  ministry and missions
Mark A. Vincenti, MA  ministry and missions

Undergraduate Adjunct Faculty in Music - Huntington
2019 - 2020

Hillary B. Feibel, MM  oboe
Joni C. Killian, MM  voice, vocal pedagogy, diction, aural skills, and women’s chorale
Bradley D. Kuhns, MA  double bass
Douglas A. McElhaney, MA  brass
Edward D. Renz, BS  saxophone
Bryan T. Ringo, MA  brass
Cindy L. Romano, MA  piano
Elizabeth A. Smith, MA  piano, violin, viola, and aural skills
Todd D. Ward, MS  trumpet

Undergraduate Adjunct Faculty - Peoria
2019 - 2020

Antonia J. Berg, MA  digital media arts
Luis Bohorquez, II, BFA  digital media arts
Jeffery D. Del Nero, MFA  digital media arts
James K. Ellis, PhD  Bible and religion, ministry and missions
Damon M. Evans, BS  digital media arts
Gary E. Gillespie, MA  digital media arts
Lorraine M. Howland, MA  English
Ricardo Jimenez, MA  digital media arts
Troy W. Kinney, BS  digital media arts
Matthew R. Knopf, MDiv  Bible and religion
Eric J. Luce, BS  computer science
Charles Tyler McGhee, BS  art
Ashlee N. Momcilovich, PhD  biology
Jessica C. Owen, MFA  art
Jeffrey W. Parsons, BA  digital media arts
Jamie H. Sanfilippo, MA  communication
Daniel R. Sidler, BFA  art
Joy E. Solheim, BA  digital media arts
Penelope Thayer, PhD  digital media arts

Professional Programs Adjunct Faculty
2019 - 2020

Amy J. Biegel, MSW, LSCW  social work
Hope D. Brown, MA, LMHC  psychology
Heather R Burgette, MBA  business
Callie D. Buschman, MSW  social work
Julia F. Cooper, MLS, MBA  business
Anna Grace Coplen, BS  English
Tilija Drobnjakovic, EdDCES  psychology
Teresa A Fuller-O'Brien, MEd
Dale Gerke, MBA
Ronald G. Goetz, II, MA
Angela J. Grandlienard, MA, LHMC
Marci J. Hammel, MBA
Joel A. Harris, MA, LPC
Emily A. Horne, MA
Brian R. Jaworski, PhD
Mark W. Klinker, MBA
Cara R. Lewis, MSW
Julie M. Little, MSM, PhD
David W. McEown, MBA
Debra M Meyer, MNM
Lissa M. Miller, MSW
Brian C. Milton, MEd
Nina Newton, MA
Stephen C. Park, MS
Danielle M. Peterson, MSW, LCSW
RuthAnn Price, MA
Karen Redman, MA, M.Min
Tracey A. Riggle, MSW
Stephen J. Saddlington, MEd
Vanessa Schoon, MEd
Janice Kay Schwob, BA
Jeffrey F. Sherlock, EdD
Nicole W. Simpson, MSW
Autumn Teeple, BS, CPA
Steven G. Vance, MA
Sabrina D. Waterfield, MEd
Mark J. Wiley, JD
Christina J. Wooldridge, MA
Fei F. Yang, MA

Graduate School Adjunct Faculty
2019 - 2020
Andreas J Bienert, MA, CSAC, LPC, NCC
Melissa J. Blackmer, MEd, LMHC, LMFT
Hope D. Brown, MA, LMHC
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason J. Butler, PhD</td>
<td></td>
<td>organizational leadership</td>
</tr>
<tr>
<td>Rebecca Cline, MA, LMHCA</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Barry L. Davis, MS, CTC, MCS</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Alicia J. Digiulio, MA, MSEd, LMHCA</td>
<td></td>
<td>organizational leadership</td>
</tr>
<tr>
<td>Tilija Drobnjakovic, EdDCES</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Saundra L. Fredrickson, MA, LMHC</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Angela J. Grandlienard, MA, LHMC</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Perry C. Haan, DBA</td>
<td></td>
<td>business administration</td>
</tr>
<tr>
<td>Roger C. Hoversland, PhD</td>
<td></td>
<td>occupational therapy</td>
</tr>
<tr>
<td>Renee L. Jandorf, MEd</td>
<td></td>
<td>TESOL</td>
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<tr>
<td>Jeffrey W. Kennedy, DBA</td>
<td></td>
<td>business administration</td>
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<tr>
<td>Jill R Linder, MHS</td>
<td></td>
<td>occupational therapy</td>
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<tr>
<td>Scott R. Livingston, EdD</td>
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<td>organizational leadership</td>
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<tr>
<td>David W. Mays, Jr., MPAS, PA-C</td>
<td></td>
<td>occupational therapy</td>
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<tr>
<td>John W. Paff, MA</td>
<td></td>
<td>business administration</td>
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<tr>
<td>RuthAnn Price, MA</td>
<td></td>
<td>TESOL</td>
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<tr>
<td>Nathan P. Randolph, DSL</td>
<td></td>
<td>ministry</td>
</tr>
<tr>
<td>Charles P. Redwine, DMin, LFMT, LCAC</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Randall C. Rheinheimer, PhD</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>LeAnn Schackow, OTD OTR, CBI</td>
<td></td>
<td>occupational therapy</td>
</tr>
<tr>
<td>John P. Shealey, DBA</td>
<td></td>
<td>business administration</td>
</tr>
<tr>
<td>Jeffrey F. Sherlock, EdD</td>
<td></td>
<td>business administration and organizational leadership</td>
</tr>
<tr>
<td>Julie Snyder, OTD, CSRS, OTR</td>
<td></td>
<td>occupational therapy</td>
</tr>
<tr>
<td>James E Swanson, MA, LMHC</td>
<td></td>
<td>counseling</td>
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<tr>
<td>Richard C Thoman, EdD</td>
<td></td>
<td>ministry</td>
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<tr>
<td>Timothy R Valentino, DMin</td>
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<td>ministry</td>
</tr>
<tr>
<td>Joel A. Vilensky, PhD</td>
<td></td>
<td>occupational therapy</td>
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<tr>
<td>Eric A. Williams, PhD, LCMHCS, LMFT, NCC</td>
<td></td>
<td>counseling</td>
</tr>
<tr>
<td>Evan D. Wood, PhD</td>
<td></td>
<td>organizational leadership</td>
</tr>
<tr>
<td>Christina J. Wooldridge, MA</td>
<td></td>
<td>TESOL</td>
</tr>
</tbody>
</table>
Administrative Officers and Staff
2019 - 2020

Office of the President
President of the University
Sherilyn R. Emberton
Administrative Assistant
Peggy S. DeBolt

Senior Leadership Team
President of the University
Sherilyn R. Emberton
Vice President for Academic Affairs
Luke S. Fetters
Vice President for Finance/Treasurer
Connie C. Bonner
Vice President for University Advancement
Stephen T. Weingart
Vice President for Student Life
Ronald L. Coffey
Vice President for Enrollment Management and Marketing
Daniel F. Solms
Chief Operating Officer
Russell J. Degitz
Dean of Spiritual Life
Arthur L. Wilson

Academic Services
Vice President for Academic Affairs
Luke S. Fetters
Administrative Assistant to the Vice President for Academic Affairs
Cathy J. Trout
Associate Dean of Academic Affairs
Tanner A. Babb
Associate Dean of School of the Arts
Lance D. Clark
Director of Graduate and Professional Programs
Wendy S. B. Speakman
Director of Arizona Operations
Jeffrey C. Berggren
Registrar
Sarah J. Harvey
Assistant Registrar
Beth A. Dubois
Coordinator of Registration Services
Staci E. Rogers
Assistant to the Registrar
Alicia S. Ayoub
Director of Library Services
Anita L. Gray
Associate Director of Library Services
Randy L. Neuman
Information Literacy/User Services Librarian
Flav A. Karst
Library Administrative Assistant
Lori L. Ingle
Director of the Center for Non-Western Studies
Timothy O. Smith
Director of Honors Program
Jonathan H. Krull
Director of the Institute for TESOL Studies
Shoshannah L. Hernandez
Director of the Haupert Institute for Agricultural Studies
Raymond A. Porter
Director of Occupational Therapy Assistant Program
Nicole R. Scheiman
Director of Undergraduate Teacher Education Program
Tyanne N. Bailey
Director of Clinical Experience
Secretary to the Education Department
ABLE Program Coordinator
Teacher Education Licensing Advisor
Director of Social Work Education
Director of Nursing Program
Coordinator, Nursing Learning Lab/Simulation Center
Administrative Secretary, Nursing Department
Administrative Assistant, Business Department
Digital Media Arts Assistant
DMA Studio Supervisor
Music Secretary
Costume Shop Supervisor
Veritas Youth Theology Institute, Administrative Assistant
Faculty Marshal
Assistant Faculty Marshal

Arizona Operations
Director of Arizona Operations
Associate Director of Student Services
Digital Media Arts Director
Learning Technology Manager
Admissions Counselor
Pastor in Residence

Graduate and Professional Programs
Director of Graduate and Professional Programs
Graduate Programs Assistant
Assistant Registrar for Graduate and Professional Programs
Instructional Designer
Associate Dean of Health Sciences and OTD Director
Administrative Secretary, Department of Occupational Therapy
Program Assistant, OTD
Director of OTD Program – Arizona
Director of MBA Program
Administrative Assistant, MBA Program
Director of Graduate Counseling Program
Director of Graduate Teacher Education Program

Kathy S. Rhodes
Kari L. Rumple
Quinn P. Fetters
Sarah J. Harvey
Carla J. MacDonald
Jodi D. Eckert
Trionne Kiefer
Holly D. Tester
Amy S. Lippe
Jason C. Bleijerveld
Brian P. Farrell
Nancy J. Barnes
Kandra A. Tenuto
Jill C. La Mar
Jeffrey L. Lehman
Anita J. Wickersham
Jeffrey C. Berggren
Jamie H. Sanfilippo
Philip M. Wilson
Eric J. Luce
Tiffany R. Swartz
James K. Ellis

Wendy S. B. Speakman
Kimberly D. Nash
Tonya L. Horvath
Julienne K. Goetz
Ruth A. Ford
Jill R. Trosper
Kathryn A. Close
Evelyn Andersson
Brock A. Zehr
Amy S. Lippe
Aleksandar Drobnjakovic
Tyanne N. Bailey
Director of MA in Ministry Program
Karen E. Jones

Director of the Institute for TESOL Studies
Shoshannah L. Hernandez

Director of Graduate and Adult Admissions
Nathan D. Hawkins

Coordinator of Recruitment
Heather H. Dye

Recruitment Coordinator
Autumn A. DeMott

**Campus Ministries**

Dean of Spiritual Life/Campus Pastor
Arthur L. Wilson

Secretary to Campus Ministries
Rachel C. Hart

Director of Volunteer Services and Outreach Ministry
A. Norris Friesen

Director of Multicultural Student Affairs and Horizon Leadership Program
Daryl L. Singleton, Jr.

**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

Dean of Students
Brian R. Jaworski

Director of Career Development and Counseling
Martha J. Smith

Director of Horizon Leadership Program
Daryl L. Singleton, Jr.

Secretary to Student Services
Kelly A. Bordeaux

Director of Academic Center for Excellence
Erica A. Marshall

Administrative Secretary, Academic Center for Excellence
Melissa A. Gordon

Experiential Learning Coordinator
Heather Y. Z. St. Peters

Director of Residence Life and Student Programs
Brian R. Jaworski

Forester Village Resident Director
Zachary J. Herber

Wright/Miller Halls Resident Director
Evan H. Clark

Baker/Roush Resident Director
Mallory K. Harrigan

Hardy Resident Director/Coordinator of Student Activities
Lauren A. Frischman

Meadows and Livingston Halls Resident Director
Jessica L. Hatcher

Student Senate President
SangJin Woo

Director of Athletics
Lori L. Culler

Coordinator of Recreational Programming
Russell W. Lawson

Athletic Department Secretary
Sandra K. Marion

Sports Information Director
Joanne K. Green

Coordinator of Eligibility
Lori L. Culler

Assistant for Auxiliary Athletic Services
Michael D. Frame

Chief of Campus Police and Safety
Keirsh A. Cochran

Chartwells Director of Dining Services
Michael Miller
Admissions
Vice President for Enrollment Management and Marketing  Daniel F. Solms
Director of Undergraduate Admissions  Susanne Watson
Admissions Office Manager  Karol S. Caley
Campus Visit Coordinator  Carlene M. Peters
Senior Admissions Counselor  Nicholas C. Kight
Senior Admissions Counselor  Nicholas J. Harmsen
Admissions Counselor  Brayten M. Carpenter
Admissions Counselor  Adrianna L. Holst
Executive Director of Student Success  Scott W. Raymond
Director of Financial Aid  Lisa M. Montany
Assistant Director of Financial Aid  Joseph A. Mattox
Financial Aid Loan Counselor  Debra D. James

Institutional Advancement
Vice President for University Advancement  Stephen K. Weingart
Director of Development  J. Kay Schwob
Administrative Assistant for Advancement  Michelle M. Bolton
Switchboard Operator and University Relations Office Assistant  Anita J. Hughes
Data Entry Processor  Darlene A. Fairchild
Gift Accounting and Donor Relations Manager  Joye A. Ford
Director of Forester Fund  Marcy T. Hawkins
Director of Alumni Relations and Engagement  Danielle K. Shafer
Development Officer and Director of Gift Planning  Peter Schownir
Development Officer  Janelle L. Taylor
Director of Communications  Lynette D. Fager
Staff Writer/Project Manager  Nicole L. Manges
Graphic Designer  Raquel N. Kauffman
Website Content Manager  Joshua Y. Ringer

Business Services
Vice President for Finance/Treasurer  Connie C. Bonner
Chief Operating Officer  Russell J. Degitz
Administrative Assistant for Business and Finance  Pamela S. Rudy
Controller  Joseph A. Pretorius
Staff Accountant  Tamara L. Gass
Student Accounts Manager  Brandi D. Felton
Accounting Clerk  Claudia Tomlinson
Payroll Specialist
Rebecca J. Kersey
Human Resources Manager
Jean M. Cole
Mailing Services Coordinator
Amy L. Johnson
Follett Bookstore Manager
Lisa M. Snyder
Director of the Merillat Centre for the Arts/Conferences and Events
Stephen A. Pozezanac
National Management Resources Manager/Maintenance
Marcie Nofziger
Director of Information and Technology
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
Network/Broadcast Engineer
Robert C. Landon
Web Developer/Programmer/Analyst
Jason D. Boothman
Senior Technology Support Specialist
Timothy L. Bard
Technology Support Specialist
Christopher M. Erick

Athletics and Coaching Staff
Director of Athletics
Lori L. Culler
Athletic Secretary
Sandra K. Marion
Certified Athletic Trainer
Beth A. Herrell
Certified Athletic Trainer
Christopher J. Burton
Certified Athletic Trainer
Quinn Wiley
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
D. Michael Shockey
Cheerleading
Shawnna L. Smith
Cross Country, Men and Women
Nicholas E. Johnson
Golf, Men and Women
Richard L. Sholund
Soccer, Men
Russell W. Lawson
Soccer, Women
David B. Lewis
Softball, Women
Doug P. Gower
Tennis, Men
Kreg Eckert
Tennis, Women
Roger D. Ferguson
Track, Men and Women
F. Joel Childs
Volleyball, Women
Kelsey G. Herber
Governance

Huntington University Board of Trustees
2019-2020

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 of 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

Herbert A. Schumm, Chair
Monte J. Lightner, Vice Chair
Ronald J. Freeman, Secretary

Term Expires in 2020

Thad A. Abel, retired teacher, Grandville, Michigan
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Thomas A. Feusse, chief executive officer, Dublin, Ohio
Ronald J. Freeman, president, Portland, Indiana
Richard D. Merillat, retired executive, Naples, Florida

Term Expires 2021

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Todd H. Fetters*, bishop, Huntington, Indiana
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Martin T. Pennington*, lead pastor Northwood, Ohio

Term Expires 2022

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Carol A. Clark, retired physician Orange Beach, Alabama
Candace E. Curie, business owner Gaithersburg, Maryland
Dennis R. Miller, senior pastor Fort Wayne, Indiana
C. Robin Wright, senior vice president Columbia City, Indiana

Term Expires 2023

Brian W. Hughes, chief executive officer/president Rossford, Ohio
Rex D. Schrader, president Columbia City, Indiana
Herbert A. Schumm, vice president medical education/physician engagement Loveland, Ohio

*Higher Education Leadership Team of the Church of the United Brethren in Christ.

Chairman Emeriti

Donald L. Duff, retired executive Huntertown, Indiana
C. Ray Miller, retired bishop Fort Wayne, Indiana
Kelly K. Savage, retired executive Grandville, Michigan

Trustees Emeriti

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Kenneth W. Savage, accountant Grandville, Michigan
Nancy L. Stouffer, business executive Moneta, Virginia
Thomas L. Tyler, retired president Granger, Indiana
Howard A. Whaley, retired executive Castle Rock, Colorado

Honorary Trustee

Ruth Merillat, retired business executive Naples, Florida
President’s Advisory Council on Excellence (PACE)
2019-2020

PACE members are appointed and serve under the direction of the President of the University.

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Victoria L. Boyd-Devine, president  Huntertown, Indiana
Cynthia L. Brady, educator  Syracuse, Indiana
Gary C. Furst, corporate vice president  Fort Wayne, Indiana
Marj Hiner, retired business owner  Huntington, Indiana
Phillip G. Howard, architect  Indianapolis, Indiana
Brian W. Hughes, president/chief executive officer  Rossford, Ohio
Juli Johnson, hospital president  Huntington, Indiana
Michael F. Magsig, corporate executive  New York City, New York
Philip R. Menzie, business manager  Pierceton, Indiana
Adrian Miller, managing director  Indianapolis, Indiana
Brian D. More, chief financial officer  Columbia City, Indiana
Steven D. Platt, self-employed  Huntington, Indiana
Chad S. Pryor, director of legal services  Westfield, Indiana
Brandon M. Schall, senior vice president  Carmel, Indiana
Jeffrey A. Shepherd, corporate vice president  Fort Wayne, Indiana
Carol L. Shuttleworth, retired business owner  Fort Wayne, Indiana
Corey Smith, educator  Fort Wayne, Indiana
Darlene Stanley, business owner  Huntington, Indiana
J. Mark Tullis, retired business executive  Spencerville, Indiana
Edward C. Vessels, president  Roanoke, Indiana
Ryan M. Warner, bank president  Huntington, Indiana
Mark A. Wickersham, executive director  Huntington, Indiana

PACE Advisory Members
Sherilyn R. Emberton  President
Stephen T. Weingart  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.
Graduate and Professional Programs Information

History of Graduate and Professional Programs

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 program, which includes 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. In the fall of 2015, the Huntington University Institute for Counseling and Leadership added an online Master of Arts in Counseling and Leadership as well as credentials in executive coaching, counseling and leadership. The Master of Business Administration degree commenced in 2017 offering both face-to-face and online components.

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 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

As an arm of career services, Huntington University's Enterprise Resource Center (ERC) advances relationships with businesses, government, not-for-profits, and social service agencies, including churches, to provide students opportunities to explore or advance career goals. Activities such as internships, practica, job shadows, and class-related observation extend classroom learning through professional experiences. With the help of the ERC, students can create professional documents, undergo interviews and assessment, and work alongside professionals associated with a wide range of majors and interests.

Academic Center for Excellence

The Academic Center for Excellence (ACE), located on the second floor of the RichLyn Library on the Huntington campus, provides academic support to students in individual or small group settings. The ACE staff coordinate peer tutoring, by appointment, with trained peer tutors in a wide variety of courses. In addition, the ACE director provides individualized assistance to students in evaluating and improving study habits and skills such as time management and test taking. The ACE 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. The entire library staff is dedicated to supporting the academic mission of Huntington University by teaching and helping students discover how to access, evaluate, and ethically use information.

The library houses over 300,000 items including books, e-books, journals, audio-visual materials, and printed and recorded music. All materials are indexed in the library’s internet accessible discovery tool. Over 100 research databases are provided to support the various major disciplines with hundreds of thousands full text scholarly journal articles and research documents. Additional sources are available through a fast and efficient interlibrary loan system which provides access to materials around the state and from libraries across the nation.

Other vital collections include the Curriculum Materials Center containing teaching materials, juvenile literature and educational kits; a United States Selective Depository of government documents and information; and the United Brethren Historical Center which houses the archives of the Church of the United Brethren in Christ as well as the archives of Huntington University. The library also displays a portion of the Wilson fine art collection, providing a rich learning resource to patrons.

The library is arranged to accommodate multiple studying and learning styles. The Main level of the library enhances collaborative study, while the arrangement of the upper level encourages quiet study. The atrium in the lower level of the library overlooks Lake Sno-Tip and offers a pleasant environment in which to study.
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. 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 business administration, human resource management, marketing, not-for-profit leadership and psychology. A bachelor of social work degree is offered in social work. 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 and online. 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 Clinical Mental Health Counseling

The master of arts in clinical mental health counseling program is designed to lead to a Licensed Mental Health Counselor (LMHC) in the state of Indiana and may also meet licensure requirements outlined by individual state boards of counseling. Before enrolling in the master of arts in clinical mental health counseling program at Huntington University, students should consult the rules and regulations regarding Mental Health Counseling or Professional Counseling for their particular state. The program is offered in two different formats: 60 hours or 48 hours. In order to be licensed in Indiana, students must complete 60 hours in the clinical mental health counseling program. Students who plan to practice in another state besides Indiana or who choose another ministry or career that does not require licensure have the option to complete 48 hours in the clinical mental health counseling program. A campus-owned free clinic for the community provides practical clinical experiences for all counseling students.

Courses are offered year round online or in a residential setting on the Huntington University main campus. See the graduate clinical mental health counseling section of the catalog for details.

Master of Arts in Mental Health Studies

The master of arts in mental health studies program is designed for students (by permission) who are not able to successfully complete the clinical requirements of the master of arts in clinical mental health counseling. The program does not meet the requirements for professional licensure but allow students to complete a graduate degree.
Master of Arts in Organizational Leadership

The master of arts in organizational leadership provides students with the skills and experience to not only effectively understand the processes and strategies necessary to be successful in business, but also the human element involved in all business. The curriculum allows students to gain an in-depth understanding of both the theoretical and practical aspects of leadership, helping them to connect with people and foster motivation in the workplace.

This two-year program is offered online in a convenient seven-week structure.

Credential Programs

Huntington University offers credential programs in counseling, executive coaching and organizational leadership. The credential programs are designed for individuals wanting to further their development and add new skills, but a master’s degree is not a fit for them. Many of the courses taken in the credential programs will fulfill requirements in the master’s programs if students decide to pursue a degree at a later date. The credential programs are offered in two levels: professional and advance. The professional credential programs require 12 credit hours and the advance credential programs require 18 credit hours.

All credential programs are offered online in a full-time or part-time format. The counseling credential program is also offered in a residential setting on the Huntington University main campus.

Master of Business Administration

The master of business administration features an experience and project-based approach to education. The MBA curriculum is designed to help educate leaders in large and small businesses and non-profit organizations develop knowledge and abilities to lead people and enterprises. Students will learn from advanced coursework, while engaging simultaneously in practical hands-on experience through local companies, non-profit organizations and Huntington University ventures.

This two-year program is offered in a HyFlex format providing both face-to-face and online components. International students are required to be onsite one night each week with the remaining coursework completed online. All other MBA students have the option to complete their participation credit through attending class onsite one night each week, attending synchronously online, or through asynchronous participation.

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. A certification in Teaching English to Speakers of Other Languages (TESOL) is also offered.

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 prepare 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 areas: pastoral leadership and ministry/TESOL.

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.

The master of arts in ministry/TESOL prepares students to utilize teaching English to speakers of other languages as a ministry. This program prepares students for all of the necessary components of ministry while equipping students with tools and resources from managing and teaching within an English teaching program. Students will be prepared to lead ministry initiatives with peoples of various backgrounds and cultures and teach English with excellence.

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 in Fort Wayne and at the Huntington University location in Peoria, Arizona, 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.
Admissions Information

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 AdultEd@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

In Professional Programs, courses with a grade of C or above are transferable. Graduate programs and some majors in Professional Programs require a higher minimum grade for transfer work. Only those courses which are appropriate to programs offered at Huntington will be transferred. The program director 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. For transfer policies specific to your intended program, see that program's section of the academic catalog.

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.

**Prior Education and Training of Veterans**

Huntington University requires veterans who have previous education and training to request transcripts from all prior institutions, including military training, traditional college coursework, and vocational training. Previous transcripts will be evaluated, and credit will be granted, as appropriate.

**Transient Students**

Students who are regularly enrolled at another post-secondary institution may earn a limited number of credits at Huntington University to apply toward their degree program at the other institution. Transient students do not need to make a 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 that were enforced 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.
Academic Information

Degrees Offered

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

In the Graduate Programs, students may be awarded one of the following: a credential, a master of arts degree, a master of business administration degree, a master of education degree or a doctor of occupational therapy degree.

Professional Programs

Professional Programs offer an accelerated degree program for working adults leading to either an associate of science degree, a bachelor of science degree, or a bachelor of social work degree.

Associate of Science

- Organizational Management

Bachelor of Science

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

Bachelor of Social Work

- Social Work

Graduate Programs

The Graduate Programs offer areas of study leading to a credential, a master of arts degree, a master of education degree and a doctorate in occupational therapy degree.

Credential Programs

- Counseling
- Organizational Leadership
- Executive Coaching
Master of Arts

- Clinical Mental Health Counseling
- Mental Health Studies
- Ministry/TESOL
- Organizational Leadership
- Pastoral Leadership

Master of Business Administration

- Business Administration

Master of Education

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

Doctor of Occupational Therapy

- Occupational Therapy

Graduation Information

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.

Commencement exercises for students in the Professional Programs are held annually in mid-May. Commencement exercises for students in Graduate programs are held annually in mid-May and for some programs in mid-August.

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 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 for the May ceremony and by June 1 for the August ceremony (emergency requests excepted.)
Students intending to complete degree requirements during the summer may be permitted to participate in Commencement exercises in May as summer graduates (with a graduation date of August 15) provided they have no more than nine hours of coursework remaining at the time of Commencement. Students who wish to be summer 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 that have already begun at the time of Commencement and are scheduled to be completed before August 10 will not be included in the nine-hour maximum. Students may be listed as summer graduates one time. Students whose names are published in the Commencement bulletin as summer graduates who fail to complete requirements as planned will not be listed in the bulletin again until all degree requirements are completed.

Students who take final coursework off campus must have final official transcripts to the Office of the Registrar by August 10 (in order to comply with federal reporting rules). Otherwise, they will be awarded their degree at the next official graduation date after they provide the necessary documentation.

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 Graduate and Professional Programs should submit a Plan of Study for Degree Completion by December 1 of the academic year of graduation. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent Achievement</td>
</tr>
<tr>
<td>B</td>
<td>Commendable Achievement</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory Achievement</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AU</td>
<td>Record of Audit</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 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 in 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.

**Graduate Courses for Undergraduate Students**

With the approval of the student’s academic advisor and the graduate program director, an undergraduate student of at least junior status may take up to six total credits of graduate level coursework from approved graduate courses in Huntington University's master's programs. The graduate credits may be used to fulfill degree requirements when the student enrolls in a Huntington University's master's degree program. These graduate credits will count as elective credits in the undergraduate program and should not be used to substitute for required courses in a major or minor. (Undergraduate courses cannot be used toward meeting graduate degree requirements.) Tuition for graduate courses taken by undergraduates will be charged at the undergraduate rate.

**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. An independent study should be undertaken only by a student who is primarily self-motivated and requires minimal supervision by the faculty member.

A *directed study* is an individualized offering of a regular course, which the student has been unable to schedule but is required in the student's program. Course assignments will be outlined by the faculty member. Periodic meetings 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.
Grade Reports and Transcripts

Final semester grades are processed by the Office of the Registrar and are made available to the students on the Huntington University portal at my.huntington.edu. Students who do not have access to the Internet at the time final grades are available may request copies of their grades, in writing, from the Office of the Registrar. **Final grades are released to the student only by the Office of the Registrar.**

Students, who have met all financial obligations, may obtain, without charge, official copies of their complete transcripts. Official transcripts bear the seal and signature of the registrar. In compliance with Federal law, students are required to submit signed requests for each transcript requested. Request can be made electronically through the portal or in writing to the Office of the Registrar. Students may also print their own unofficial academic records for personal use from the portal.

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

**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:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Less than 26 semester hours earned</td>
</tr>
<tr>
<td>Sophomore</td>
<td>26 but less than 58 hours earned</td>
</tr>
<tr>
<td>Junior</td>
<td>58 but less than 92 hours earned</td>
</tr>
<tr>
<td>Senior</td>
<td>92 or more hours earned</td>
</tr>
</tbody>
</table>
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.

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 assignment, the exam or the course. Depending on the seriousness of the academic integrity violation, and in the case of a pattern of violations, further penalties may include disciplinary probation, suspension or dismissal from the University.

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.
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 the program must be made within two weeks of the formal posting of semester grades by the registrar. The director 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 program. The burden is on the student to show that the grade is arbitrary and capricious in light of the evidence.

      1. A written explanation of the basis for challenging the grade
      2. Copies of all relevant graded assignments and examinations
      3. A copy of the course syllabus as distributed to the class

   d. The director may ask the professor to provide similar documentation when necessary.
   
e. The director will examine the evidence provided to determine whether the grade was arbitrarily or capriciously assigned.

      1. If the determination is that the grade was not arbitrarily or capricious, the director will sustain the professional judgment of the faculty member and the grade will stand. The director will communicate this decision to the faculty member, division chair, and the student.
      2. In the event that the grade assignment is determined to have been arbitrary or capricious, the director will recommend that the faculty member change the grade. The new grade will be determined by the faculty member and the director.

   f. Any appeal of the decision will be referred to a panel consisting of three members of the Graduate and Professional Programs Committee. The panel'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 either the director of the program or 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 program director and 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.

When the faculty member involved is the program director, all appeals should be taken to the director of graduate and professional programs who will present the appeal to the Graduate and Professional Programs Committee for resolution. The decision of the Committee is final and not subject to further appeal.

*For students residing in and taking classes in Arizona: If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 West Adams Street #3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.azppse.gov.

Interpreting Credit Hours and Course Descriptions

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.
# Financial Information

## Financial Details

### 2020-2021 Tuition, Fees and Student Accounts

#### Professional Programs Tuition and Fees

<table>
<thead>
<tr>
<th>Tuition and Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per Credit Hour</td>
<td>$390</td>
</tr>
<tr>
<td>TESOL Certificate Tuition per Credit Hour</td>
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</tr>
<tr>
<td>Audit Charge per Hour</td>
<td>$346</td>
</tr>
<tr>
<td>Tutorial Charge per Credit Hour (plus tuition)</td>
<td>$346</td>
</tr>
<tr>
<td>Visitor Charge per Course (No Record)</td>
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<tr>
<td>Online Semester Technology Fee</td>
<td>$100</td>
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<tr>
<td>Graduation Fee</td>
<td>$120</td>
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#### Graduate Tuition and Fees

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Doctorate in Occupational Therapy Tuition per Credit Hour</td>
<td>$895</td>
</tr>
<tr>
<td>MA Clinical Mental Health Counseling Tuition per Credit Hour (including Online)</td>
<td>$535</td>
</tr>
<tr>
<td>MA Organizational Leadership Tuition per Credit Hour</td>
<td>$505</td>
</tr>
<tr>
<td>MA Pastoral Leadership Tuition per Credit Hour</td>
<td>$410</td>
</tr>
<tr>
<td>MA Ministry/TESOL Tuition per Credit Hour</td>
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</tr>
<tr>
<td>MBA Business Administration Tuition per Credit Hour</td>
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<tr>
<td>MEd Education Tuition per Credit Hour</td>
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<tr>
<td>MEd TESOL Education Tuition per Credit Hour</td>
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<tr>
<td>Graduate TESOL Certificate Tuition per Credit Hour</td>
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<tr>
<td>Audit Charge per Hour</td>
<td>$346</td>
</tr>
<tr>
<td>Tutorial Charge per Credit Hour (plus tuition)</td>
<td>$346</td>
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#### Special Student Fees

<table>
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<tr>
<th>Fee</th>
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<tr>
<td>Professional Programs Application Fee*</td>
<td>$20</td>
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<tr>
<td>Graduate Programs (Except for OTD) Application Fee*</td>
<td>$30</td>
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<tr>
<td>Doctorate of Occupational Therapy Application Fee*</td>
<td>$50</td>
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*One-time nonrefundable fee which must accompany application for admission.*

<table>
<thead>
<tr>
<th>Fee</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Doctorate of Occupational Therapy Student Deposit</td>
<td>$500</td>
</tr>
<tr>
<td>Doctorate of Occupational Therapy Program Fee (Years 1 and 2)</td>
<td>$600</td>
</tr>
<tr>
<td>Doctorate of Occupational Therapy Program Fee (Year 3)</td>
<td>$250</td>
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<tr>
<td>Doctorate of Occupational Therapy Block Tuition (Years 1 &amp; 2)</td>
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<tr>
<td>Doctorate of Occupation Therapy Block Tuition (Year 3)</td>
<td>$22,040</td>
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</table>
### Payment of Student Accounts

For students in the Professional Programs, first semester tuition is **due 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.

### GI Bill® Delayed Payment Policy for Chapter 31 and Chapter 33 Students

Any student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits are entitled to the following.

Covered students will be permitted to attend or participated in the education during the period beginning on the date on which individual provides to the VA representative a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Vetera...
1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

For covered students there will not be any assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Financial Aid: Graduate and Professional Programs

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 University 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 University 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 students in need 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 University. The University is approved for educational training of veterans and their families under US Code Title 38, Section 3675. 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.
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 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 business administration, human resource management, marketing, not-for-profit leadership and psychology. Students may also earn 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.

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.

Missions, Goals, Objectives

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 lifestyle 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 their chosen field of study
• 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 from a Christian worldview, leading to degrees and/or certification, which will make possible a better quality of living.

Core Values
Student Learning: We are focused on 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 at 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 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.
- Take classes with a small group of students throughout the program, benefitting from mutual support and encouragement.

Admissions Policies and Procedures

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. Work experience of 5+ years, preferred with employer verification form and/or resume as supporting documentation
2. Cumulative grade point average of 2.0 (on 4.0 scale) or better on all 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.

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 University 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 (Professional Programs Application Forms).
2. Pay the $20 application fee.
3. Submit an official transcript from high school or GED if you have less than 24 college level credits. Submit an official transcript for each college or university you previously attended.
4. Submit resume and/or employer verification form as supporting documentation of work experience of 5+ years.
5. After transcript(s) has been received and evaluated by the Admissions Committee, work with an Admissions Counselor to finalize enrollment.
6. Complete online orientation.

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

Readmission to Professional Programs

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

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.

CLEP and DSST

The University 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 University, 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 three month (90 calendar days) waiting period to retake an exam; the DSST waiting period is also 90 days.
To receive university credit, the student must be enrolled or completing a program of study at Huntington University 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 University 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 University’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 PONSI approved or by examination) may be earned without specific limits except that the major courses and designated core curriculum courses maybe 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.

Degree Information

Graduation Requirements

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.
To be granted a bachelor's degree from Huntington University, 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 University.

**Associate of Science Degree**

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 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, bachelor of science, or bachelor of social work degree.

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

**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. Honors will be listed in the graduation bulletin with the designation "Honors anticipated upon completion of requirements."

Academic Policies

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.

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. Students will not be allowed to enroll in more than 12 semester credit hours while on academic probation.
Minimum Grade Point Average for Range of Semester Hours Attempted:

<table>
<thead>
<tr>
<th>GPA</th>
<th>Hours Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.70</td>
<td>less than 26 hours attempted</td>
</tr>
<tr>
<td>1.80</td>
<td>26 but less than 42 hours</td>
</tr>
<tr>
<td>1.90</td>
<td>42 but less than 58 hours</td>
</tr>
<tr>
<td>2.00</td>
<td>58 or more hours</td>
</tr>
</tbody>
</table>

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

Any student whose semester GPA falls below a 1.0 may be placed on probation or dismissed from the University even though the cumulative average is satisfactory.

A student, who does not meet a minimum of 2.0 while on probation, may be allowed to remain on probation for an additional semester or be dismissed from the University. A student who has been dismissed may apply for readmission after two semesters.

“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.

A student may also be placed on a probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the Program Director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within specified time period may result in dismissal from the program.

Registration and Attendance

Registration and Advising

New students are required to complete a new student orientation. At orientation, information regarding textbook 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.

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

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 [moodle.huntington.edu](http://moodle.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 week of a course will result in automatic withdrawal from the course.

**Adding, Dropping and Withdrawing from an Online Course**

To add, drop or withdraw from a course, students may do so by contacting the academic advisor in the Professional Programs office.

**Adding an Online Course**

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

**Dropping an Online Course**

Students may only drop an online course if they have not participated in **any** manner on the course web site. Students who drop will receive no record of the course on their transcripts and their GPA will not be impacted.

**Withdrawing from an Online Course**

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

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

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before class begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within the first week of class</td>
<td>40%</td>
</tr>
<tr>
<td>After the start of the second week of class</td>
<td>0%</td>
</tr>
</tbody>
</table>

*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.

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% tuition and fees.

Failed Class

If a class is failed, the student shall be assessed the tuition again when repeating the 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.
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 University educational experience upon which a student’s major builds to develop specific knowledge and skills for professional life.

Associate of Science

The Core Curriculum for the Professional Programs' associate of science degree 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 232 Old Testament Survey 3
- BRX 252 New Testament Survey 3
- Other Bible Course 3

**Christian Faith (1 course)**
- MIX 285 Understanding the Christian Faith 3

**Fine Arts (choose 1 course)**
- ARX 115 Introduction to Art 3
- Other Art Course 3

**History (choose 1 course)**
- HSX 111 History of the U.S. I 3
- HSX 112 American History Since 1945 3
- Other History Course 3

**Social Science (choose 1 course)**
- PYX 111 Introduction to Psychology 3
- SOX 111 Principles of Sociology 3
- SOX 223 Social Problems 3
- Other Social Science Course 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
- Other Science Course 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 and Bachelor of Social Work

The Core Curriculum for the Professional Programs' bachelor of science degrees and bachelor of social work degree consists of a minimum total of 30 hours by completing the following requirements. Computer Applications (3 credits) or demonstrated competency of computer applications is a prerequisite for enrollment in all Professional Programs due to the online nature of course offerings.

*Courses may only be used to fulfill one requirement.

Foundational College Competencies (2 courses)
  ENX 133 Introduction to Writing  3
  SPX 211 Professional Presentations  3

Religious Studies (3 courses)
  MIX 285 Understanding the Christian Faith  3
  OM 353 Ethics in the Workplace  3
  (Or a *Bible, *philosophy, or religion course if OM 353 is not required in the major)

  Choose 1 course from:
  *BRX 232 Old Testament Survey  3
  *BRX 252 New Testament Survey  3
  *Other Bible course  3

Humanities (choose 1 course)
  ARX 115 Introduction to Art  3
  Other Art Course  3
  ENX 151 Introduction to Literature  3
  ENX 131 Detective Fiction  3
  Other Literature Course  3
  *HSX 111 History of the U.S. I  3
  *HSX 112 American History Since 1945  3
  *Other History Course  3
  Foreign Language Course  3
  Media Arts Course  3
  Music Course  3
  *Philosophy Course  3
  Theatre Course  3
Social Sciences (choose 2 courses)

OM 217 Principles of Microeconomics 3
Other Economics Course 3
PYX 111 Introduction to Psychology 3
Other Psychology Course 3
SOX 111 Principles of Sociology 3
SOX 223 Social Problems 3
Other Sociology Course 3
*HSX 111 History of the U.S. I 3
*HSX 112 American History Since 1945 3
*History Course 3
Public Policy Course 3

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

Natural and Mathematical Sciences (2 courses)

Natural Science (1 course)

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
Other Science Course 3

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

Mathematical Science (1 course)

OM 323 Statistics for Managers 3
Other Math Course 3

Curriculum and Courses

Associate of Science Degree

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

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, 211, 213, 215, 217, 231, 243, 303, 323, 351, 353, 413, 421, 438, 450; OL 330 and 345. 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, 420, and 430.

In addition to completing the common courses, students seeking the major in not-for-profit leadership complete MKX 340; OL 301, 325, 350, 410, and 415.

Students seeking the bachelor of science degree in psychology complete OM 323, 353; PYX 111, 211, 215, 265, 321, 351, 381, 382, 411, 461, 485; SOX 321; and six elective hours from the following courses or other approved courses: HR 320, OM 303, PYX 230, and SOX 333. Students will also take the following specific core requirements in preparation for the major: BIX 111 and SOX 111 or 223.

**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. A minimum GPA of 2.5 is required in the major.

**Certificate in Teaching English to Speakers of Other Languages**

Students of any major may choose to complete a certificate in Teachers of English to Speakers of Other Languages (TESOL). Graduates with a bachelor’s degree and a 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 Institute for TESOL Studies.
Courses in Accounting

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.

Courses in Art

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.

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 232 Old Testament Survey
(3 credits)

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.

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 Resources

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 United States 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.

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

(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 Advertising

(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, psychological influences, pricing, media selection, and social influences. The development of advertising campaigns will be introduced. Emphasis will also be placed on promotion mix; decision tools; and legal, social, and ethical considerations in relation to advertising and sales.

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.
MKX 430 Brand and Content Management  
*(3 credits)*
This course will help students understand the importance of developing and maintaining control of their organization's brand for the overall promotion, recognition, and sales of the organization. Students will gain practical knowledge to efficiently manage and preserve an organization's brand. Strategies surrounding brand development, brand positioning, brand experience, brand fatigue, and brand crises will be introduced. This course will also address understanding on how to develop and maintain content within the brand and within promotional materials.

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 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. 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. 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. 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 301 Introduction to Nonprofit Management**
*(3 credits)*
This introductory course will provide an overview of America's nonprofit sector. It will examine the unique organizational structure of a nonprofit, including a high-level overview of the nature of leadership and management in the nonprofit sector; fundraising and financial management; governance and the respective roles of the board, employees, and volunteers; community relations; and assessment.

**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 330 Organizational Change**
*(3 credits)*
This course is a results-oriented business course that balances focus on the evolving marketplace conditions with individual requirements for creating a change-adaptive culture and assist with creating a culture that is performance enhancing. Topics to be covered: building a change-adaptive culture that can adapt to whatever changes it encounters; impact and opportunity for improved performance; individual accountability for driving the culture toward customer satisfaction; change by design, default or defiance; leadership competencies that are conducive to effective culture change and using change as a source of energy.

**OL 345 Principles of Leadership**
*(3 credits)*
Students will examine different leadership philosophies, styles, and principles, expanding their own understanding of leadership and the differences between leadership and management. This course will provide methods for being a more effective and inspiring leader that is focused on serving others while encouraging growth and development within those that they lead.

**OL 350 Nonprofit Leadership and Governance**
*(3 credits)*
Study of various techniques for leading and exercising influence within the nonprofit organization, including employees, volunteers, and individuals served by the organization. This course will examine a comprehensive review of the roles and functions of governing boards and how to assess and improve the effectiveness of the board, volunteers, employees, and overall governance of the nonprofit organization.

**OL 410 Financial Management and Fundraising**
*(3 credits)*
This course will address the financial management of nonprofit organizations as well as the theory and practice of philanthropy. Students will also be introduced to the fundamentals of fundraising, earned income approaches, and external relations, including the development of viable funding strategies for creating a sustainable nonprofit.

**OL 415 Public Policy**
*(3 credits)*
This course will help students understand the synergies between public policy and nonprofits. Students will examine how policy influences nonprofits as well as how nonprofits impact policy. This course is designed to prepare students to interact effectively with governmental organizations, focusing on the unique relationships that nonprofits experience with different sectors of the population, including other nonprofits, government organizations and agencies, and the private sector.
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 Foundations of Management  
*(3 credits)*  
Through real world references provided by the text, videos, and current management related articles, students will be introduced to management concepts and practices. This course will address the key management process components of planning, organizing, leading, and controlling; and will do so with a contextual focus of current key management challenges, including international management, ethical considerations, employee motivation, value creation, and supply chains.

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. Students will apply their computing concepts and software skills to a real-world project.

OM 231 Introduction to Research  
*(3 credits)*  
This course will introduce the language of research, ethical research principles, challenges in research, and elements of the research process. This course will also focus on the analytical techniques used in research. Topics may 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.

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 253 Human Resource Administration
(3 credits)
Students will explore recruiting and selection, effective use and development of job descriptions, performance management, compensation and benefits and labor relations in the effective management of human resources. Special attention is given to all the employment laws involved in these various functions. This course delivers the impact of effective human resource management.

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 Organizational Culture and Behavior
(3 credits)
A study of culture and how it affects an organization, including the behavior of employees and those the organization serves. This course will discuss the components of a healthy organizational culture as well as toxic culture, including what actions and behaviors can help in ensuring a healthy culture exist and what steps can be taken to reverse a toxic culture within an organization.

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 the Workplace
(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 theses-type written report and oral presentation demonstrating individual competence.
Prerequisite: Senior standing

OM 490 Independent Study
(1 to 4 credits)
A study of various aspects of organizational management, the subject area of which will be determined by the instructor according to student interest.
Prerequisite: Consent

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 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 and 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**  
*(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. 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.

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, textbook study techniques, concentration, memory and vocabulary.
SSX 497 Professional Experience
(2 to 8 credits)
A field experience for students in Professional Programs (post-high school), which provides the opportunity to apply theoretical knowledge in a practical setting.

Two credit hours is granted for each year of field experience up to a maximum of eight credit hours.
Prerequisite: Consent

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
(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 into 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: PYX 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: BIX 111, PYX 211, 215, and SOX 321

SWX 496 Senior Practicum and Seminar
(12 credits)
This course is 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 and at least three years of successful practice experience. The actual field placement is preceded by a comprehensive evaluation and orientation to the field placement. Professional seminars will be held throughout the practicum experience with professors and peer students. Required hours in the filed placement is 400 hours. This course is open only to social work majors who have satisfactorily completed all required courses in the social work major.
Prerequisite: Completion of all courses required in the social work major

Courses in TESOL

TEX 233 Foundations of TESOL/ELs
(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 and 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 236 Teaching English Usage: Vocabulary, Pronunciation, and Grammar  
(3 credits)  
This course explores the pedagogical issues related to teaching ELs vocabulary, pronunciation, and grammar. Students will explore different factors, including the influence of first languages, that impact development of vocabulary and pronunciation as well as proper usage of English grammar structures. Students will learn teaching strategies for classroom implementation as well as appropriate forms of assessment for language usage. 
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.

TEX 396 TESOL Practicum  
(3 credits)  
Students will participate in a 90-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. 
Prerequisite: TEX 233
Business Administration

Huntington University's master of business administration (MBA) features an experience and application-based approach to learning. The MBA curriculum is designed to help educate leaders in all businesses and non-profit organizations develop knowledge and abilities to lead people and enterprises. Students will learn from advanced coursework, while engaging simultaneously in experiential and application-based learning activities.

This two-year program is offered in a HyFlex format providing both face-to-face and online components. International students are required to be onsite one night each week with the remaining coursework completed online. All other MBA students have the options to complete their participation credit through attending class onsite one night each week, attending synchronously online, or through asynchronous participation.

Mission, Vision and Distinctives

Mission and Vision

Students in the Huntington University's MBA program are likely viewed as leaders and find themselves called upon to guide others in personal and/or professional settings. Many have been drawn to the world of business because of skills they possess, interests they have and a desire to have a positive impact on people and the world around them.

Our vision for the MBA program is to facilitate both personal and professional growth in a way that combines real-world business knowledge with students’ faith and values. We aim to do so by presenting relevant content, faith integration, experiential learning, engaging delivery and a trip abroad to build cultural awareness.

- Relevant Content: The program is designed to prepare high-performing leaders for the challenges of today’s business environment. Our desire is to prepare students each with unique skills and abilities to deliver the quality work that today’s professionals seek.
- Faith-focused: Across the curriculum, we emphasize the integration of one’s Christian faith and business calling. We recognize that the business field offers unique opportunities, and we challenge students to develop spiritually while they pursue their expertise and understanding of business.
- Experiential Learning: Throughout the 12 courses students gain practical skills and knowledge by completing projects and applying themselves to solving current problems. Students will be active in learning and will apply their knowledge as a part of the program.
- Convenient and Engaging Delivery Method: The program offers courses in a hybrid format (face-to-face and online components). The face-to-face meetings provide students the chance to build relationships and interpersonal skills. Yet, understanding the lifestyles of busy professionals, the MBA program has a strong, online focus and content which allows for efficiency and convenience.
- Enriching Cross-cultural Experience: During the second year of the program, students will embark on a 7-10-day global business study course. Students will experience cultural differences (and similarities) in the business world as well as embrace the ambience and history of places outside the United States.
Distinctives

- Practical application and value creation for participants and project clients
- Transforming emerging business practices into relevant learning experience
- Online learning experiences with engaging sessions as well as face-to-face interaction Global business study tour

Admissions Policies

MBA Program Admission Requirements

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

- A completed application form (Graduate Program Application)
- A non-refundable $30.00 application fee that accompanies the application
- Official transcripts from all colleges/universities attended with an undergraduate cumulative GPA of at least 3.0. (Students with a lower GPA may apply for provisional admission based on additional documentation and approval of the Program Director.)
- A professional résumé, summarizing life and work experiences
- Two recommendation forms, preferably including at least one academic reference.
- Applicants may be interviewed or asked to submit professional references.
- 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 Programs. 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 Business Administration 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.

Degree Information

Graduation Requirements

All master of business administration students must complete the following to be eligible for graduation:

- Earn 36 graduate credit 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 December 1 of the academic year of graduation
- Attend the 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.
Academic Policies

Academic Calendar

The MBA program offers courses in a three-term format. Courses are taught during fall (late August through December), spring (January through April), and summer (May through mid-August).

Cancelling Classes

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

Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will be placed on academic probation for the following semester that they are in attendance at Huntington University. 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, students may be dismissed from the graduate program. Graduate students 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.

A student may also be placed on probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the program director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within the specified time period may result in dismissal from the program.

Registration and Attendance

Registration and Advising

Registration for graduate students is open until one week prior to the first meeting day for a class. All students are registered by the Office of Graduate Programs. Students may view their schedule on the student 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

Residential

Students are expected to participate in all class activities. 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.

Online/HyFlex

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

Students are expected to participate weekly in the online classroom. Failure to participate in the first week of a course will result in an automatic drop from the course.

Adding, Dropping and Withdrawing from a Residential Course

To add, drop, or withdraw from a course, students may do so by contacting the assistant for Graduate Programs.

Adding and Dropping a Residential 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 semester (prorated for courses that do not follow the regular semester schedule and for special terms).

Withdrawing from a Residential Course

After the drop period, students may withdraw from a course. Students who withdraw from a course through the tenth week of the fall or spring semesters or the second week of summer semester (prorated for courses that do not follow the regular semester schedule and for special 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 fall or spring semesters or the second week of the summer semester 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 are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Adding, Dropping and Withdrawing from an Online/HyFlex Course

To add, drop, or withdraw from a course, students may do so by contacting the assistant for Graduate Programs.

Adding an Online/HyFlex Course

Students may add courses to their schedule in consultation with their academic advisor. A course cannot be added less than one week before the start date of the semester/session.
Dropping an Online/HyFlex Course

Students may only drop an online/HyFlex course if they have not participated in any manner on the course web site. Students who drop will receive no record of the course on their transcripts and their GPA will not be impacted.

Withdrawing from an Online/HyFlex Course

Students who have participated in an online/HyFlex 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 are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status._

Withdrawal from Graduate Programs

To withdraw from the Graduate Programs, students must notify the Office of Graduate Programs. 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 for MBA Residential Classes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Class Begins</td>
<td>100%</td>
</tr>
<tr>
<td>First Week</td>
<td>90%</td>
</tr>
<tr>
<td>Second Week</td>
<td>80%</td>
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<tr>
<td>Third Week</td>
<td>60%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>40%</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>20%</td>
</tr>
<tr>
<td>After Fifth Week</td>
<td>0%</td>
</tr>
</tbody>
</table>

Refund Deadlines for MBA Online Classes (7 Weeks)

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Class Begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within the First Week of Class</td>
<td>40%</td>
</tr>
<tr>
<td>After the Start of the Second Week of Class</td>
<td>0%</td>
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</tbody>
</table>
*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.

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

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.

Curriculum and Courses

The Master of Business Administration Program is designed to be completed in two years and has both face-to-face and online components. Students pursuing a master of business administration degree complete 36 credit hours from MB 501, 502, 503 or 513, 504, 505, 506, 507, 508, 509, 510, 514, 515, 590, and 595 (maximum of 3 credit hours).

Courses in Business Administration

GR 011 Graduate Student Orientation
(0 credits)
New students will be enrolled in an online orientation module when accepted into a graduate program (excluding OTD students). Online learning provides a very flexible learning environment that requires students to take ownership for learning. This course is designed to be self-paced and will introduce students to the online learning management system, University policies and ensure students know how and where to seek assistance and support.

MB 501 Leading Leaders
(3 credits)
Effective leaders drive performance, build lasting value and make positive impacts on those around them. Leaders invest in the next generation of leaders and must deliver results. This course focuses on leader development using proven leadership models, current research trends, leader assessments, change management and best practices in leading and mentoring high-potential leaders. Participants will gain practical experience with selected leaders in existing organizations and corporations.

MB 502 Building Healthy Culture and Performance
(3 credits)
Leaders define and shape the cultures of the organization. Several factors contribute to an organization's culture, which impacts individual and collective behaviors and the work environment. Primary course topics include cultural components, core values, organization culture similarities and differences, transmission of culture, subcultures, culture change, behaviors and culture, business as mission and leading organization culture. Learning experiences include the study of culture in several existing organizations and corporations.
MB 503 Global Business Study Tour  
(*3 credits*)  
Today's leaders frequently encounter business challenges and opportunities that require global awareness, intercultural competency and skills. This experiential course is designed for participants to experience cultural differences through a combination of business and corporate meetings, historic site visits, and unique cultural opportunities. Most study tours are 7-10 days in length and require international travel. Course may be repeated as an approved elective course.

MB 504 Business Development and Sustainability  
(*3 credits*)  
Organizations need leaders who can build sustainable business models established through successful business development strategies. This course includes such areas as market opportunity analysis, business value and risk, understanding new growth initiatives, stewardship of resources and the Triple Bottom Line. Practical applications include preparing effective business proposals, materials and visuals needed for various presentations and meetings.

MB 505 Management Strategies  
(*3 credits*)  
Strategic, organizational and leadership foundations are presented in this course, which provide perspectives for resource allocation, organizational culture, processes, products and brand decisions. Three phases of strategy are addressed - formulation, integration and implementation - within the context of dynamic and competitive environments. Course experiences include applications to business and nonprofit industries that assist faith-focused leaders in designing and implementing management strategies and business plans for growth sustainability.

MB 506 Performance Optimizing Organizations  
(*3 credits*)  
Sustainable organizations are often identified by their high performance in several strategic areas. Such optimizing organizations are committed to consistency, efficiencies and quality across the company. Primary topics in performance optimizing are examined, including performance measurement, motivation and human worth, quality control, quality improvement, analysis tools and implementing optimizing initiatives. Experiential learning opportunities emphasize the importance of the four phases of process management: assess, plan, prepare and execute.

MB 507 Business Creativity and Innovation  
(*3 credits*)  
This applications-based course prepares participants to become more effective and appreciative leaders of creativity and innovation in organizations. Innovation helps ensure organizational relevance and often leads to sustainable competitive advantage. Practical experiences in this course include the application of proven creative techniques and the development of a new product or service concept.

MB 508 Business Research Methods  
(*3 credits*)  
This course is designed to develop an understanding and appreciation of business research through practical experiences and applications. Participants will be introduced to common research methods, research design, effective proposals, literature reviews, market profiles, question development, sampling strategies, data collection methods, data analysis and report presentation. Both qualitative and quantitative research methods are examined, including ensuring validity and reliability in studies. Proposals for research projects for an existing organization will be the major assignment for this course.
MB 509 Product Design and Life Cycle Strategies
(3 credits)
Effective product management strategies are essential to any organization. Specific areas of study include new product development, generating new product ideas, market entry strategies, diffusion, market adopters and managing product life cycles. Application of relevant tools and analysis methods for product decision making are emphasized. Attention is given to both physical productions and services.

MB 510 Emerging Trends in Marketing and Branding
(3 credits)
This course is designed to review new and relevant marketing and brand management strategies across several industry sectors. Recent trends are identified which impact value propositions, market positioning, consumer behaviors, brand strategies, customer relationship management, ethical behaviors and distribution networks. Lessons learned from today's market leaders are examined through case applications and company projects.

MB 513 Global Business Perspectives
(3 credits)
This course is designed to develop a broad understanding of global issues faced by business practitioners in the modern world. In addition, a "consulting" project will help students develop a deep understanding of issues involved in doing business in a specific country. The "macro" issues of history, political structure, culture, and economy are covered as well as "micro" issues like global production and supply chain management, marketing, import/export management, and human resource management.

MB 514 Understanding and Analyzing Financial Statements
(3 credits)
In this course, students will examine financial accounting terminology and concepts, Generally Accepted Accounting Principles (GAAP), and financial statement analysis for decision-making. Emphasis will focus on recognizing the components and interrelationships between the balance sheet, income statement, and cash flow statement and applying financial analysis tools such as common size statements, ratios, and trend analysis. Accounting and financial statement manipulation, fraud detection, and deterrence measures are additional course topics.

MB 515 Financial Decision-Making
(3 credits)
This course provides an overview of financial terminology, concepts, and decision-making models and tools. Topics include: time value of money principles, risk and return relationships, budgeting decisions, managing working capital, pro-forma financial statements, breakeven analysis, sensitivity analysis, and other financial decision-making concepts. Application of the financial tools for investment decisions will be made in consideration of the Triple Bottom Line framework of profit, people, and planet.

MB 590 Independent Study
(3 credits)
A study of various aspects of business, the subject area of which will be determined by the instructor according to student interest.
Prerequisite: Consent

MB 595 Fellowship
(0 to 3 credits)
A business-related field experience, which provides an opportunity for the student to apply theoretical knowledge in a practical setting. Students will utilize the fellowship for career and skill development. A maximum of three credit hours may be applied to the required 36-hour MBA curriculum.
Prerequisite: Consent
Graduate Christian Ministry Programs

Huntington University's Graduate Christian Ministry programs prepare 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 pastoral leadership or ministry/TESOL.

Admissions Policies

Christian Ministry Program Admission Requirements

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

- A completed application form (Graduate Program Application)
- A non-refundable $30.00 application fee that accompanies the application
- Official transcripts from all colleges/universities attended with an undergraduate cumulative GPA of at least 3.0 (Students with a lower GPA may apply for provisional admission based on additional documentation and approval of the Program Director.)
- A professional résumé, summarizing life and work experiences
- 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 Programs. 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 Ministry 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.

Christian Ministry Program Prerequisites

Students pursuing the master of arts degree in pastoral leadership or ministry/TESOL should have the following prerequisites:

- 3 credit hours of coursework in Old Testament
- 3 credit hours of coursework in New Testament
- 3 credit hours of coursework in Christian doctrinal studies
Degree Information

Graduation Requirements

Candidates for the master of arts degree in pastoral leadership or ministry/TESOL must meet these general requirements:

- Earn 33 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 December 1 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.

Academic Policies

Academic Calendar

The Graduate Christian Ministry Program is a two-year online program offered in a seven-week structure with each course offered every other year.

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.

Academic Probation and Dismissal

Any regularly enrolled graduate students whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will be placed on academic probation for the following semester that they are in attendance at Huntington University. 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, students may be dismissed from the graduate program. Graduate students 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.

A student may also be placed on probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the program director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within the specified time period may result in dismissal from the program.
Registration and Attendance

Registration and Advising

Registration for graduate students is open until one week prior to the first meeting day for a class. All students are registered by the Office of Graduate Programs. Students may view their schedule on the student 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

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

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

Adding, Dropping and Withdrawing from an Online Course

To add, drop, or withdraw from a course, students may do so contacting the assistant for Graduate Programs.

Adding an Online Course

Students may add courses to their schedule in consultation with their academic advisor. A course cannot be added less than one week before the start date of the semester/session.

Dropping an Online Course

Students may only drop an online course if they have not participated in any manner on the course web site. Students who drop will receive no record of the course on their transcripts and their GPA will not be impacted.

Withdrawing from an Online Course

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

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*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.

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

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.

Curriculum and Courses

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 MI 500, 510, 515, 520, 525, 530, 600 and 610. In addition, students complete nine additional hours from MI 505, 535, 540, 542, 570, and 580.
Master of Arts in Ministry/TESOL

The master of arts in ministry/TESOL prepares students to utilize teaching English to speakers of other languages as a ministry. This program prepares students for all of the necessary components of ministry while equipping students with tool and resources for managing and teaching within an English teaching program. Students will be prepared to lead ministry initiatives with peoples of various backgrounds and cultures and teach English with excellence.

Students pursuing a master of arts in ministry/TESOL complete MI 500, 505, 510, 515, 600, and 610. In addition, students complete TE 522, 533, 534, 535; and three additional hours from the ministry program.

Courses in Graduate Christian Ministry

GR 011 Graduate Student Orientation
(0 credits)
New students will be enrolled in an online orientation module when accepted into a graduate program (excluding OTD students). Online learning provides a very flexible learning environment that requires students to take ownership for learning. This course is designed to be self-paced and will introduce students to the online learning management system, University policies and ensure students know how and where to seek assistance and support.

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 542 Seminar in Ministry
(3 credits)
The course will focus on theological and practical knowledge related to a specific area of ministry practice. Students will develop an annotated bibliography of theoretical and practical scholarship, participate in a one-day symposium, engage in online discussion, and create a working theology of effective ministry practice. Sections of MI 542 will correspond with the Idea to Action Symposium Series offered by the graduate ministry program each fall and spring.
Students may take up to two sections of MI 542 in fulfillment of directed electives for the MA in Pastoral Leadership.
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 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 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

(3 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.
Clinical Mental Health Counseling

The master of arts in clinical mental health counseling program, offered in Huntington and Fort Wayne, Indiana, as well as online, 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.

Each state has regulations related to therapy practice, internships and mental health licensing. Students should become familiar with regulations in their state of residence. In particular, students should become knowledgeable of state regulations regarding distance (online) education and specific course and internship requirements. Students are responsible for understanding unique licensure requirements of their state.

Mission and Distinctives

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.
- A 48 credit hour program for students who are from states with different credit requirements or those not seeking 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. Online classes meet 7 weeks in an accelerated format.
- 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.

Admissions Policies

Credential Programs Admission Requirements

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

- A completed application form (Credential Program Application)
- 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 desired.)
- A professional résumé, summarizing life and work experiences
Clinical Mental Health Counseling Program Admission Requirements

To be considered for admission to the Graduate Clinical Mental Health 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 (Graduate Program Application)
- 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 desired.)
- Two recommendation forms with at least one preferably being an academic reference A completed supplemental application returned to the Graduate School
- A professional résumé, summarizing life and work experiences

Master of Arts in Clinical Mental Health Counseling Prerequisites
(Your undergraduate degree should include):

- 3 credit hours of coursework in biblical studies
- 3 credit hours of coursework in General/Introduction to Psychology, Abnormal Psychology, Introduction to Clinical Psychology, or Personality Theories/Theories of Counseling
- 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 who have been admitted to the Graduate School who wish to take courses at other graduate institutions must receive prior approval from the director of the Graduate Clinical Mental Health Counseling Program before enrolling in a course to ensure that credits will be transferred. Students will be asked to provide relevant materials for their transfer courses. Students in the clinical mental health 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. No transfer credits will be accepted for the credentialing programs.

Licensure Completion Students

Huntington University's graduate clinical mental health 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.
Degree Information

Graduation Requirements

All graduate clinical mental health counseling students, completing the 60 credit hours format, must complete the following to be eligible for graduation and to meet the educational requirements for licensure in Indiana.

- 45 credit hours of foundation coursework
- 6 credit hours of mental health concentration
- 9 credit hours of clinical training
- Submit an application for graduation form by December 1 of the academic year of graduation
- Attend the commencement exercises for the conferral of the degree

This is a total of 60 credit hours, which includes 700 hours of clinical experience (required for licensure). (Half of these hours must be direct client contact.)

All graduate clinical mental health counseling students, completing the 48 credit hours format, must complete the following to be eligible for graduation.

- 33 credit hours of foundation coursework
- 6 credit hours of mental health concentration
- 9 credit hours of clinical training
- Submit an application for graduation form by December 1 of the academic year of graduation
- Attend the commencement exercises for the conferral of the degree

For students enrolled in the 48 hours clinical mental health counseling program, a total of 700 hours of clinical experience is required. (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.

Credential students do not participate in the official graduation ceremony but have a separate ceremony the week of graduation.

Academic Policies

Academic Calendar

The residential clinical mental health counseling program offers courses in a three-term format. Courses are taught during fall (late August through early December), spring (January through April), and summer (offered in either 6 or 12-week classes from late April/early May through mid-August).

The online clinical mental health counseling program offers courses in a 7-week accelerated format. Two consecutive sessions are taught during fall (late August through early December), spring (January through April), and summer (late April/early May through mid-August).
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.

Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will be placed on academic probation for the following semester that they are in attendance at Huntington University. 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, students may be dismissed from the graduate program. Graduate students 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.

A student may also be placed on probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the program director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within the specified time period may result in dismissal from the program.

Registration and Attendance

Registration and Advising

Registration for graduate students is open until one week prior to the first meeting day for a class. All students are registered by the Office of Graduate Programs. Students may view their schedule on the student 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

Residential

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, students who miss a third or more of class time fail the course. See the relevant student handbook for program-specific attendance policies.

Online

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

Students are expected to participate weekly in the online classroom. Failure to participate in the first week of a course will result in an automatic drop from the course.
Adding, Dropping and Withdrawing from a Residential Course

To add, drop, or withdraw from a course, students may do so by contacting the assistant for Graduate Programs.

Adding and Dropping a Residential 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 semester (prorated for courses that do not follow the regular semester schedule and for special terms).

Withdrawing from a Residential Course

After the drop period, students may withdraw from a course. Students who withdraw from a course through the tenth week of the fall or spring semesters or the second week of summer semester (prorated for courses that do not follow the regular semester schedule and for special 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 fall or spring semesters or the second week of the summer semester 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 are receiving financial aid must remain continuously enrolled and maintain full- or part-time enrollment status.

Adding, Dropping and Withdrawing from an Online Course

To add, drop, or withdraw from a course, students may do so by contacting the assistant for Graduate Programs.

Adding an Online Course

Students may add courses to their schedule in consultation with their academic advisor. A course cannot be added less than one week before the start date of the semester/session.

Dropping an Online Course

Students may only drop an online course if they have not participated in any manner on the course web site. Students who drop will receive no record of the course on their transcripts and their GPA will not be impacted.

Withdrawing from an Online Course

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Class Begins</td>
<td>Before Class Begins</td>
<td>100%</td>
</tr>
<tr>
<td>First Week</td>
<td>First Class Day</td>
<td>90%</td>
</tr>
<tr>
<td>Second Week</td>
<td>Second Class Day</td>
<td>80%</td>
</tr>
<tr>
<td>Third Week</td>
<td>Third Class Day</td>
<td>60%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>Fourth Class Day</td>
<td>40%</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>Fifth Class Day</td>
<td>20%</td>
</tr>
<tr>
<td>After Fifth Week</td>
<td>After Fifth Class Day</td>
<td>0%</td>
</tr>
</tbody>
</table>

Refund Deadlines for Online Classes

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before class begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within the first week of class</td>
<td>40%</td>
</tr>
<tr>
<td>After the start of the second week of class</td>
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</tr>
</tbody>
</table>

*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.

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

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.
Curriculum and Courses

Master of Arts in Clinical Mental Health Counseling

The master of arts in clinical mental health counseling is offered in two different formats: 60 hours or 48 hours. In order to be licensed in Indiana, students must complete 60 hours in the clinical mental health counseling program. Students who plan to practice in a state other than Indiana or who choose another ministry or career that does not require licensure have the option to complete 48 hours in the clinical mental health counseling program. The graduate clinical mental health counseling curriculum meets or exceeds state licensure requirements for Licensed Mental Health Counselor (LMHC).

All students completing the master of arts in clinical mental health counseling must be involved in the CN 600 Personal Development Skills Process Group. CN 600 combines a three-day residency with online coursework. In addition, all students are required to identify with the counseling profession by maintaining annual membership in at least one professional organization (student membership) and by participating in at least one conference/seminar/workshop while enrolled in the program.

Students pursuing the 60 hours in the master of arts in clinical mental health counseling must also complete CN 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 640, 641, 649, 650, 651, and 652.

Students pursuing the 48 hours in the master of arts in clinical mental health counseling must also complete CN 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 650, 651, and 652.

Student Readiness Evaluation

In the semester prior to a student’s scheduled registration for CN 650 Supervised Practicum, the director of clinical experiences will send out a Student Readiness Evaluation to all faculty, full-time and adjunct. Students will receive feedback after the initial review process has been conducted. If a concern has been indicated, the student will be notified. If remediation is necessary, the student will be required to meet with the program director, or the director of clinical experiences, to review the remediation process. For more information regarding the Student Readiness Evaluations for CN650, please see the Student Handbook.

Master of Arts in Mental Health Studies

By permission, students may complete the master of arts in mental health studies if the students are not able to successfully complete the clinical requirements of the master of arts in clinical mental health counseling. The master of arts in mental health studies does not meet the requirements for professional licensure, but allows students to complete a graduate degree. To earn the master of arts in mental health studies, students are required to complete CN 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, and two elective courses from CN 640, 641, 642, 643, 644, 645, 646, and 649.

Credential in Counseling

The Credential in Counseling provides students with the ability to help others heal and grow. Students are given the skills and techniques to facilitate productive relationships that allow others to better know themselves and reach their potential. The Credential in Counseling focuses on the relational aspects of counseling, in combination with task-based, targeted skills that allow students to become successful counseling practitioners. Students may complete one of the following levels in the Credential in Counseling program: Professional or Advanced. The Professional Counseling Credential requires the completion of 12 credit hours from CN 600, 601, 603, and 606. The Advanced Counseling Credential requires the completion of 18 credit hours from CN 600, 601, 603, 606, 611, and 612.
Courses in Counseling

CN 600 Personal Development Skills Process Group
(3 credits)
Students will participate in a process group training experience led by a trained faculty facilitator. They will grow in the critical relational skills that are necessary to lead well, have stimulating interactive times and receive targeted feedback. Students will have a confidential place for personal character development.

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 models of the helping relationship. This course is a study of counseling theories, basic and advanced interventions, and techniques 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.

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 602 and 603

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)  
This course is designed to help students develop an understanding of the philosophical foundations of the helping process and the application of basic (active listening, attending, building rapport, and demonstrating empathy) and advanced (the integration of skills with counseling theory, case conceptualization, treatment planning, providing corrective experiences, and the development of personal counseling approach) counseling skills within a multicultural framework.  
Prerequisite: CN 610

CN 612 Clinical Psychopathology and Diagnosis  
(3 credits)  
The study of abnormal behavior, personality disorders and psychopathological conditions specific to developmental phases throughout the life span. A thorough examination of etiology and diagnosis of mental disorders according to the current edition of the Diagnostic and Statistical Manual for mental and emotional disorders and an understanding of the International Classification of Diseases. Students will learn advanced therapy techniques that build character structure in their clients leading to symptom reduction.  
Prerequisites: CN 601 and 603

CN 613 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.

CN 618 Level 1 Clinical Training: Gottman Method Couples Therapy  
(3 credits)  
A thorough examination of the data generated by Dr. John Gottman's research that offers a scientifically-based glimpse into the anatomy of couple relationships. Students will explore the Gottman Sound Relationship House theory and how to achieve the three main goals of the Gottman Method: modify conflict, enhance friendship and create shared meaning. Students will acquire beginning therapeutic skills and tools to help couples build stronger, happier relationships. The integration of the Gottman Method with the Christian world view will be studied.
CN 619 Level 2 Clinical Training: Gottman Method Couples Therapy  
(3 credits)  
The study of advanced therapeutic interventions using the Gottman method. Students will investigate inventories used to assess a couple's Friendship, Conflict and Shared Meanings profile. A thorough examination of strategies to help couples with the five comorbidities that are associated with distressed couples will be discussed. An investigation of how these advanced principles integrate with the Christian world view is included.  
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 613

CN 625 Advanced Evaluation and Diagnosis of Mental and Emotional Disorders  
(3 credits)  
This course focuses on the evaluation of mental and emotional statuses and includes the use of assessment procedures in diagnosis and treatment planning. This course will include administration and interpretation of individual and group standardized tests of mental ability, and personality and measurement. In this era of managed health care and continued emphasis on documentation and justification of mental health care, it is crucial that individuals entering the counseling field have a solid understanding of the origins and environmental factors that influence the development and evaluation of mental disorders, prevention, and diagnosis and treatment planning. This course will build on previously learned basics of assessment and psychopathology towards the implementation of related skills in clinical work.

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 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 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, 602, 603, 606, 610, and 611

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)*  
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 651*

CN 653 Advanced 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 652*

CN 654 Internship Completion  
*(1 to 3 credits)*  
This course is a continuation of the Internship experience. This course becomes necessary if the student has not completed the required 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 direct hours needed (2 credit hours); or 100 or more direct hours needed (3 credit hours).  
*Students are permitted to take CN 654 only once. The Program Director reserves the right to make exceptions to this policy due to extenuating circumstances.*  
*Prerequisite: CN 652*

CN 660 Independent Study in Counseling  
*(1 to 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.  
*Prerequisite: Consent*

GR 011 Graduate Student Orientation  
*(0 credits)*  
New students will be enrolled in an online orientation module when accepted into a graduate program (excluding OTD students). Online learning provides a very flexible learning environment that requires students to take ownership for learning. This course is designed to be self-paced and will introduce students to the online learning management system, University policies and ensure students know how and where to seek assistance and support.
Master of Education

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.

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.

Admissions Policies

Admission Criteria

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.

Degree Information

Graduation Requirements

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 December 1 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.

Academic Policies

Academic Calendar

The Master of Education Program offers courses in a three-semester format. Courses are taught during fall (late August through December), spring (January through April), summer (May through mid-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.
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. Students will be placed on academic probation for the following semester that they are in attendance at Huntington University. 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, students may be dismissed from the graduate program. Graduate students 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.

A student may also be placed on probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the program director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within the specified time period may result in dismissal from the program.

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.

Registration and Attendance

Registration and Advising

Registration for graduate students is open until one week prior to the first meeting day for a class. All students are registered by the Office of Graduate Programs. Students may view their schedule on the student 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

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

Students are expected to participate weekly in the online classroom. Failure to participate in the first week of a course will result in an automatic drop from the course.

Adding, Dropping and Withdrawing from an Online Course

To add, drop, or withdraw from a course, students may do so by contacting the assistant for Graduate Programs.

Adding an Online Course

Students may add courses to their schedule in consultation with their academic advisor. A course cannot be added less than one week before the start date of the semester/session.

Dropping an Online Course

Students may only drop an online course if they have not participated in any manner on the course web site. Students who drop will receive no record of the course on their transcripts and their GPA will not be impacted.

Withdrawing from an Online Course

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

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

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*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.**

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

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.

Curriculum and Courses

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.

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, 525, 533, 534, 535, 536; ED 599, 654 and 655.

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.

Certificate in Teaching English to Speakers of Other Languages (TESOL)

Students may choose to complete a **certificate in Teaching English to Speakers of Other Languages (TESOL)**. Graduates with a bachelor’s degree and a 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 a **certificate in TESOL** must complete TE 522, 533, 534, 535, and 596. Students who complete the requirements of the **certificate in TESOL** will be awarded a TESOL certificate issued by the Institute for TESOL Studies.

A grade of **C-** or higher is required for all courses in the TESOL program.

Certificate in Teaching English as a Foreign Language (TEFL)

Students may also choose to complete a **certificate in Teaching English as a Foreign Language (TEFL)**. This certificate is issued by the Institute for TESOL Studies and is for anyone who wants to work with English language learners overseas in a non-native English-speaking country. To receive a **certificate in TEFL**, students must complete TE 599 (for credit) in the graduate program or TEFL (for non-credit) in the undergraduate program. The TEFL certificate course is only offered during the summer and may not fulfill requirements in the TESOL certificate.

For more information, contact the Institute for TESOL Studies or visit the website: [www.huntington.edu/tesol](http://www.huntington.edu/tesol).

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  
(2 to 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  
(2 to 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 reading 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 reading 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 Reading in Early Adolescent Science Education  
(3 credits)  
This course includes individual reading 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 reading 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 language arts instruction in the middle school 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
(2 to 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
(2 to 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
(2 to 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
(2 to 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
(2 to 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 work 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
(2 to 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
(2 to 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
(2 to 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
(2 to 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
(2 to 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
(2 to 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 655A Writing the TESOL Research Proposal  
(3 credits)  
Students will identify, plan and write a proposal for a field-based research project in a TESOL setting. Proposal will be submitted to the Huntington University Institutional Review Board for approval.  
Prerequisites: ED 599 and consent

ED 655B Field-Based Research Project in TESOL Education  
(5 credits)  
Students will implement and complete their approved field-based research project. A written document detailing the research methodology, findings and application of findings is required.  
Prerequisite: ED 655A

GR 011 Graduate Student Orientation  
(0 credits)  
New students will be enrolled in an online orientation module when accepted into a graduate program (excluding OTD students). Online learning provides a very flexible learning environment that requires students to take ownership for learning. This course is designed to be self-paced and will introduce students to the online learning management system, University policies and ensure students know how and where to seek assistance and support.

Graduate Courses in Teaching English to Speakers of Other Languages

TE 522 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. 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 525 Differentiated Instruction and Assessment for ELs in a Diverse Classroom  
(3 credits)  
This course prepares students for the cycle of differentiating instruction and assessment based on various English language learner needs. Students will learn to assess language learners’ proficiency levels, SLA stages, individual differences, and achievement of content and language objectives. Students will also learn to differentiate instruction based on assessments and continue the cycle of reassessing and then modifying and implementing instruction.

TE 533 Foundations of TESOL/ELs  
(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. 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)  
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)  
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 536 Teaching English Usage: Vocabulary, Pronunciation, and Grammar  
(3 credits)  
This course explores the pedagogical issues related to teaching ELs vocabulary, pronunciation, and grammar. Students will explore different factors, including the influence of first languages, that impact development of vocabulary and pronunciation as well as proper usage of English grammar structures. Students will learn teaching strategies for classroom implementation as well as appropriate forms of assessment for language usage.  
Prerequisite: TE 533

TE 596 TESOL Practicum  
(3 credits)  
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

TE 599 TEFL Certification  
(3 credits)  
This certification course will introduce students to the field of Teaching English to Speakers of Other Languages, explore factors that impact learning languages, examine best teaching practices and principles, and develop instructional skills to prepare teachers for language learning settings.  
This course may not be used to fulfill requirements in the TESOL certification.
Doctorate in Occupational Therapy

Occupational Therapy Faculty and Adjunct Faculty 2020-2021

Huntington, Indiana

Full-Time Faculty

Ruth Ford, EdD, MSBS, OTR/L, CLIPP, FAOTA
  Associate Dean of Health Sciences, OTD Program Director
Sara Best, OTD, OTR/L, CAS
  Assistant Professor, Academic Fieldwork Coordinator
Laura Gerig, PhD
  Associate Professor
Patricia Henton, OTD, OTR/L, ICA, CEIM
  Assistant Professor
Michelle Mays, OTD, CHT, PAMS, CEES
  Assistant Professor
Andrew Rivera, OTD, OTR/L, CLIPP
  Assistant Professor, Capstone Coordinator (Fall Cohort)
Nathan Short, OTD, OTR/L, CHT, CEES
  OTD Assistant Director, Associate Professor
Jeanne Sowers, OTD, MA, OTR, CAPS, CEES
  Associate Professor
Jamesdean Visely, OTD, OTR/L
  Assistant Professor, Capstone Coordinator (Spring Cohort)

Part-Time Faculty

Reagan Bergstresser-Simpson, OTD
Joel Vilensky, PhD

Adjunct Faculty

Roger Hoversland, PhD
Beth O’Rourke, OTD, OTR/L, BCPR
Courtney Sasse, PhD, MA EDL, MS, OTR/L, MA DPS
LeAnn Schackow, OTD, OTR, CBI
Julie Snyder, OTD, MOT, OTR, CSRS
Peoria, Arizona

Full-Time Faculty

Evelyn Andersson, PhD, OTR/L  
*OTD Program Director, Arizona*

Chelsey Edwards, OTD, OTR/L, CLT  
*Academic Fieldwork Coordinator*

Additional Faculty, TBA

Part-Time Faculty

TBA

Adjunct Faculty

TBA

Program Description

The entry level doctoral degree in Occupational Therapy (OTD), offered at Huntington University’s Parkview Hospital Randallia campus in Fort Wayne, Indiana, and at the Huntington University - Arizona site in Peoria, Arizona, 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 areas of specialization. The Huntington, Indiana, OTD program is one the first fully accredited, entry-level doctoral programs in the country. The Peoria, Arizona, OTD program builds upon this program and is currently in the applicant stage for the Accreditation Council for Occupational Therapy Education (ACOTE). The Huntington University OTD programs will qualify students to sit for the national certification examination in occupational therapy (NBCOT). Program candidates may apply for admission after completing a bachelor’s degree. Our goal is to provide a Christian learning environment where servant leadership is 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 (capstone). 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 of Occupational Therapy programs are as follows:

- 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 programs at Huntington University is to equip doctoral students of occupational therapy to impact persons, groups, and populations utilizing occupation and evidence-based practice for quality of life, health, and well-being across the lifespan from a Christ-centered foundation.
Program Distinctives

- The program is one of the first OTD programs in the USA.
- 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.
- Specialty pathways develop areas of advanced practice through student led groups.
- Local, regional, and international service missions allow students to apply clinical skills across the lifespan.
- Professors are licensed occupational therapists and interprofessional practice faculty with specialty credentials across the spectrum of practice.
- Fieldwork provides students with multiple real-world clinical experiences.
- Courses in leadership prepare students for possible supervisory roles in this quickly growing field.
- Capstone projects that develop advance practice skills in an area of interest.
- Strong emphases in the science of OT and research to meet professional responsibility for scholarship. Knowledge translation is shared through student and faculty publications of research and clinical experiences.

Accreditation

Huntington University's Indiana Doctorate of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). The Arizona Doctorate of Occupational Therapy Program is in the applicant stage of accreditation by ACOTE.

Additional information related to current accreditation status can be obtained from:

The American Occupational Therapy Association, Inc.
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929 Phone: 301-652-6611
Department extensions Accreditation - x2042 TDD: 1-800-377-8555
Fax: 301-652-7711
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.
- 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 required. (Huntington University may, on a case-by-case basis, admit students to the OTD program who have not completed the final requirements for their bachelor's degree.)
- 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. (For courses completed during the Spring semester, 2020, Huntington University will permit courses in which students earned a satisfactory (S), pass (P), or other designation of satisfactory performance to fulfill prerequisite requirements.)
- 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. (Candidates may contact the Admissions officer to discuss alternative means to achieve observation hours if needed.)
- 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 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.nbicot.org. NBCOT, One Bank Street, Suite 300, Gaithersburg, MD 20878; Phone: (301) 990-7979; E-mail: info@nbicot.org; 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, all 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
- Anatomy and Physiology II with lab 4 semester credits
- Biology with lab/Chemistry with lab/Physics 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 (Fall and Spring Cohorts) 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.

**Advanced Placement and Experiential Learning**

Advanced Placement (AP) and experiential learning are not options in the Huntington University OTD program to align with the OTD curricular completion of all accreditation standards as outlined in the ACOTE Standards.

**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 Programs. 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.
Degree Information

Period of Study

Students being accepted to the Huntington University OTD program must have a minimum of three FTE academic years in undergraduate work. The addition of the three FTE years in the Huntington University OTD program is required to meet the minimum of six FTE academic years for ACOTE compliance.

Progression in the OTD Program

Coursework is developmental in nature and requires coursework to be sequential as listed in the OTD Completion Plan. Completion of fieldwork and experiential component (capstone) must be completed within 24 months or 2 years from didactic coursework. Timeline from matriculation to graduation should not exceed six years.

Retention

Students compliant with grade requirements and OTD program policies and procedures as documented in the student manual will advance toward graduation through satisfaction of each semester requirements.

Graduation Requirements

The OTD requires the completion of 111 credit hours in a sequenced three-year sequence. For the first two years, the course loads range between 40-47 hours. The final year involves 24 hours total for fieldwork and capstone requirements and a three-hour online course.

Academic Policies

Academic Calendar

The OTD Program offers courses in a three-term format. For the fall admission cycle, courses are taught during fall (late August through early December), spring (January through early May), and summer (late May through August). For the spring admission cycle, courses are taught during spring (January through early May), summer (late May through August), and fall (late August through early December).

Cancelling Classes

The Graduate School reserve 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

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.
Suspension

Students are expected to meet the academic standard and professional behavior expectations of the OTD program. Temporary suspension due to academic performance and/or professional behavior issues is not an option in the OTD program. Students may be dismissed from the program (see Probation and Dismissal Policy) or withdraw from class for financial, personal, and medical reasons but will be required to be readmitted based on interview and meeting documented timeline for readmission.

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 capstone:

Students who earn a course grade below C- will be automatically dismissed from the OTD Program. Students may appeal a grade by following the Graduate and Professional Programs 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 (capstone) will be addressed in the same manner as stated above. Upon acceptance of the University appeal process, remediation of a grade failure in a course(s), lab, fieldwork, and/or capstone will be specified in the learning agreement based on the amount of missed or incomplete work and time required to meet the course(s) standard.

A student may be placed on probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the program director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within the specified time period may result in dismissal from the program.

University Readmission Policy

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 place 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 the student returns.

University Repeating a Course Policy

Students may repeat courses in which they have received an unsatisfactory grade of D, F or U. With the permission of the academic dean, 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.
University Appeal Policy

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 the program must be made within **two weeks of the formal posting of semester grades by the registrar**. The director 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 program. The burden is on the student to show that the grade is arbitrary and capricious in light of the evidence.

      1. A written explanation of the basis for challenging the grade
      2. Copies of all relevant graded assignments and examinations
      3. A copy of the course syllabus as distributed to the class

   d. The director may ask the professor to provide similar documentation when necessary.

   e. The director will examine the evidence provided to determine whether the grade was arbitrarily or capriciously assigned.

      1. If the determination is that the grade was not arbitrarily or capricious, the director will sustain the professional judgment of the faculty member and the grade will stand. The director will communicate this decision to the faculty member, division chair, and the student.

      2. In the event that the grade assignment is determined to have been arbitrary or capricious, the director will recommend that the faculty member change the grade. The new grade will be determined by the faculty member and the director.

   f. Any appeal of the decision will be referred to a panel consisting of three members of the Graduate and Professional Programs Committee. The panel'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 either the director of the program or 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 program director and 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.

When the faculty member involved is the program director, all appeals should be taken to the director of graduate and professional programs who will present the appeal to the Graduate and Professional Programs Committee for resolution. The decision of the Committee is final and not subject to further appeal.

*For students residing in and taking classes in Arizona: If the complaint cannot be resolved after exhausting the institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 West Adams Street #3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: www.azppse.gov.

Registration and Attendance

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. Per the OTD student manual policy, a student missing 20% or more of class time may result in automatic failure of the course.
Adding, Dropping and Withdrawing from a Course

Adding a Course

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

Dropping a Course

Students may drop a course through the fifth day of the fall or spring semester or the fourth class day of the summer semester (prorated for courses that do not meet the entire semester).

Withdrawing from a Course

Students may withdraw from a course (with a grade of W) through the tenth week of the fall or spring semester or the ninth week of the summer semester (prorated for courses that do not meet the entire semester).

Withdrawal from Graduate Programs

To withdraw from the Graduate Programs, students must notify the OTD program director. 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.

Financial Information and Assistance

Tuition for OTD Program (111 Credit Hours)

<table>
<thead>
<tr>
<th>Year</th>
<th>Credit Hours</th>
<th>Tuition</th>
<th>Fees</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>48 hours</td>
<td>$39,945</td>
<td>$600</td>
<td>$40,545</td>
</tr>
<tr>
<td>Year 2</td>
<td>45 hours</td>
<td>$39,945</td>
<td>$600</td>
<td>$40,545</td>
</tr>
<tr>
<td>Year 3</td>
<td>18 hours</td>
<td>$22,040</td>
<td>$250</td>
<td>$22,290</td>
</tr>
<tr>
<td>TOTALS</td>
<td>111 hours</td>
<td>$101,930</td>
<td>$1,450</td>
<td>$103,380</td>
</tr>
</tbody>
</table>

*Tuition charges distributed by term not by hours. The costs listed above do not include textbooks.

Tuition and fees are subject to change in subsequent semesters or if a student withdraws and wishes to re-enroll at a later date. Billing statements will be provided prior to each term outlining payment due dates.

Financial Aid

Financial aid is available mainly in the form of Unsubsidized Federal Direct Loans and Federal Graduate PLUS loans. Other options may include employer reimbursement, veterans' benefits or private loans.
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. 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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>First Class Day</td>
<td>90%</td>
</tr>
<tr>
<td>Second Week</td>
<td>Second Class Day</td>
<td>80%</td>
</tr>
<tr>
<td>Third Week</td>
<td>Third Class Day</td>
<td>60%</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>Fourth Class Day</td>
<td>40%</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>Fifth Class Day</td>
<td>20%</td>
</tr>
</tbody>
</table>

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.

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

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

Completion Plan and Courses

OTD Completion Plan - Fall Cohort

The three-year program (111 credit hours) completion plan for students starting in the fall semester is as follows:

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>19 s.h.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OTD 700</td>
<td>3</td>
<td>Professional Development in Occupational Therapy</td>
</tr>
<tr>
<td>OTD 701</td>
<td>4</td>
<td>Occupational Participation and Engagement</td>
</tr>
<tr>
<td>OTD 701L</td>
<td>0</td>
<td>Laboratory for OTD 701</td>
</tr>
<tr>
<td>OTD 702</td>
<td>2</td>
<td>Research I: Critical Inquiry and Evidence Based Practice</td>
</tr>
<tr>
<td>OTD 703</td>
<td>5</td>
<td>Applied Kinesiology and Anatomy</td>
</tr>
<tr>
<td>OTD 703L</td>
<td>0</td>
<td>Laboratory for OTD 703</td>
</tr>
<tr>
<td>OTD 704</td>
<td>2</td>
<td>Professional Ethics and Advocacy in Health and Wellness</td>
</tr>
<tr>
<td>OTD 705</td>
<td>3</td>
<td>Pathophysiological Influence on Occupation</td>
</tr>
<tr>
<td>Semester</td>
<td>Credits</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Spring Year 1</strong></td>
<td>21 s.h.</td>
<td></td>
</tr>
<tr>
<td>OTD 706</td>
<td>2</td>
<td>Global Outreach and Missions</td>
</tr>
<tr>
<td>OTD 710</td>
<td>3</td>
<td>Psychosocial Implications for Occupational Therapy</td>
</tr>
<tr>
<td>OTD 711</td>
<td>5</td>
<td>Occupational Performance I: Adult</td>
</tr>
<tr>
<td>OTD 711L</td>
<td>0</td>
<td>Laboratory for OTD 711</td>
</tr>
<tr>
<td>OTD 712</td>
<td>3</td>
<td>Research II: Quantitative Methods</td>
</tr>
<tr>
<td>OTD 713</td>
<td>4</td>
<td>Neuroscience</td>
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<tr>
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<td>Laboratory for OTD 713</td>
</tr>
<tr>
<td>OTD 714</td>
<td>2</td>
<td>Fieldwork I and Seminar: Psychosocial</td>
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<tr>
<td>OTD 715</td>
<td>2</td>
<td>Diagnostics</td>
</tr>
<tr>
<td><strong>Summer Year 1</strong></td>
<td>8 s.h.</td>
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</tr>
<tr>
<td>OTD 720</td>
<td>3</td>
<td>Occupational Therapy in Leadership and Management</td>
</tr>
<tr>
<td>OTD 721</td>
<td>2</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>OTD 722</td>
<td>3</td>
<td>Research III: Qualitative Methods</td>
</tr>
<tr>
<td><strong>Fall Year 2</strong></td>
<td>19 s.h.</td>
<td></td>
</tr>
<tr>
<td>OTD 730</td>
<td>5</td>
<td>Technology in Occupational Therapy</td>
</tr>
<tr>
<td>OTD 730L</td>
<td>0</td>
<td>Laboratory for OTD 730</td>
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<tr>
<td>OTD 731</td>
<td>5</td>
<td>Occupational Performance II: Youth and Children</td>
</tr>
<tr>
<td>OTD 732</td>
<td>2</td>
<td>Research IV: Design</td>
</tr>
<tr>
<td>OTD 733</td>
<td>3</td>
<td>Capstone Development Seminar</td>
</tr>
<tr>
<td>OTD 734</td>
<td>2</td>
<td>Fieldwork I and Seminar: Youth and Children</td>
</tr>
<tr>
<td>OTD 735</td>
<td>2</td>
<td>Occupational Therapy in Education</td>
</tr>
<tr>
<td><strong>Spring Year 2</strong></td>
<td>20 s.h.</td>
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</tr>
<tr>
<td>OTD 740</td>
<td>3</td>
<td>Professional Practice Areas</td>
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<tr>
<td>OTD 741</td>
<td>5</td>
<td>Occupational Performance III: Older Adult</td>
</tr>
<tr>
<td>OTD 742</td>
<td>3</td>
<td>Research V: Data Collection and Analysis</td>
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<tr>
<td>OTD 743</td>
<td>3</td>
<td>Capstone Project Design</td>
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<tr>
<td>OTD 744</td>
<td>2</td>
<td>Fieldwork I and Seminar: Adult and Older Adult</td>
</tr>
<tr>
<td>OTD 745</td>
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<td>Professional Competency</td>
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<td>OTD 746</td>
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<td>Pharmacology</td>
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<tr>
<td>OTD 750</td>
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<td>Fieldwork II</td>
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<tr>
<td>OTD 760</td>
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<td>Fieldwork II</td>
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<tr>
<td>OTD 770</td>
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<td>Capstone: Experiential Component</td>
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<tr>
<td>OTD 771</td>
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<td>Executive Function</td>
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</table>
OTD Completion Plan - Spring Cohort

The three-year program (111 credit hours) completion plan for students starting in the spring semester is as follows:

<table>
<thead>
<tr>
<th>Spring Year 1</th>
<th>19 s.h.</th>
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</thead>
<tbody>
<tr>
<td>OTD 700</td>
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<tr>
<td>OTD 701</td>
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<td>OTD 702</td>
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<td>OTD 703</td>
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<td>OTD 704</td>
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<table>
<thead>
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<tr>
<td>OTD 706</td>
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<tr>
<td>OTD 712</td>
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<thead>
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<td>OTD 713</td>
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<td>OTD 713L</td>
<td>0</td>
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<td>OTD 714</td>
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<td>OTD 715</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>OTD 730</td>
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<tr>
<td>OTD 730L</td>
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<td>OTD 731</td>
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<td>OTD 740</td>
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<tr>
<td>OTD 746</td>
<td>1</td>
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</tbody>
</table>
Courses in Occupational Therapy

OTD 700 Professional Development in Occupational Therapy
(3 credits)
The history, philosophical base, and sociopolitical climate of the occupational therapy profession are examined with meeting the dynamic nature of contemporary health and human services delivery systems for persons, groups, and populations. Role of the entry-level doctor of occupational therapy as a direct care provider, consultant, educator, manager, leader, researcher, advocate for the profession, and consumer are examined. Intraprofessional and interprofessional collaboration for ethical and legal responsibilities are analyzed.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 701 Occupational Participation and Engagement
(4 credits)
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, groups, and populations that align with the International Classification of Functioning, Disability, and Health (ICF).
Must be taken concurrently with OTD 701L.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 701L Laboratory for OTD 701
(0 credits)
Laboratory experience for OTD 701 Occupational Participation and Engagement.
Must be taken concurrently with OTD 701.

OTD 702 Research I: Critical Inquiry and Evidence Based Practice
(2 credits)
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. Students present scholarly reports as an evidence-based poster to other interprofessional and intraprofessional practitioners.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program
OTD 703 Applied Kinesiology and Anatomy
(5 credits)
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.
Must be taken concurrently with OTD 703L.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 703L Laboratory for OTD 703
(0 credits)
Laboratory experience for OTD 703 Applied Kinesiology and Anatomy.
Must be taken concurrently with OTD 703.

OTD 704 Professional Ethics and Advocacy in Health and Wellness
(2 credits)
Occupational therapy professional responsibilities for ethical and legal delivery of health and wellness services are examined. Cultural awareness and advocacy for clients in different contexts are explored. Students gain awareness of occupational therapy's role in health care system policies and sociopolitical climate to meet societal needs. Promotion of occupational therapy is developed through various learning activities.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 705 Pathophysiology Influence on Occupation
(3 credits)
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)
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 persons, groups, and populations. Students apply therapeutic use of self and develop group dynamic skills. Communication skills and teaching-learning strategies are developed for working with patients, families, communities, and members of the interprofessional team.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program

OTD 710 Psychosocial Implications for Occupational Therapy
(3 credits)
Students develop therapeutic use of self and group dynamics for use in occupational therapy mental health practice. Selection of occupations and activities, preparatory methods and tasks, education, training, and advocacy are applied to persons, groups, and populations within mental health. Assessment and intervention strategies for clients with psychosocial, functional cognitive, and behavioral health deficits that interfere with occupational performance are examined. Students develop skills in documentation, communication, and client safety regulation awareness.
Must be taken concurrently with OTD 710L.
Prerequisites: Successful completion of first semester year 1 coursework of OTD program

OTD 710L Laboratory for OTD 710
(0 credits)
Laboratory experience for OTD 710 Psychosocial Implications for Occupational Therapy.
Must be taken concurrently with OTD 710.
OTD 711 Occupational Performance I: Adult
(5 credits)
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.
*Must be taken concurrently with OTD 711L.*
*Prerequisites: Successful completion of first semester year 1 coursework of OTD program*

OTD 711L Laboratory for OTD 711
(0 credits)
Laboratory experience for OTD 711 Occupational Performance I: Adult.
*Must be taken concurrently with OTD 711.*

OTD 712 Research II: Quantitative Methods
(3 credits)
Quantitative research designs are analyzed and used to design a class quantitative research proposal. 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.
*Prerequisite: Successful completion of OTD 702*

OTD 713 Neuroscience
(4 credits)
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.
*Must be taken concurrently with OTD 713L.*
*Prerequisites: Successful completion of first semester year 1 coursework of OTD program*

OTD 713L Laboratory for OTD 713
(0 credits)
Laboratory experience for OTD 713 Neuroscience.
*Must be taken concurrently with OTD 713.*

OTD 714 Fieldwork I and Seminar: Psychosocial
(2 credits)
The psychosocial fieldwork I is directed clinical observation and participation within community and mental health settings. Students apply classroom learning pertaining to psychosocial issues that limit engagement in occupation, including mental illness, cognitive impairments, intellectual impairments, and developmental delay. Students participate in client-centered experiences with professionals in these fields to develop professional behaviors, therapeutic use of self, and communication skills. Fieldwork seminar allows students time to process their experiences, synthesize content learned in the classroom with real-life interactions, and discuss occupational therapy's role in community and mental-health settings.
*Prerequisites: Successful completion of first semester year 1 coursework of OTD program*
OTD 715 Diagnostic
(2 credits)
Students acquire the basic understanding of diagnostic imaging and laboratory testing. Students will develop skills for interpreting x-ray films, magnetic resonance (MRI) and computed tomography (CT) imaging in addition to advanced imaging techniques such as SPECT, PET, US, bone scans, and video-fluoroscopy. Emphasis will be placed on the application of diagnostic results on functional performance and occupational therapy plan of care development. Students evaluate and develop treatment strategies for dysphagia and disorders of feeding and eating to enable performance.
Prerequisite: Good standing in the Doctorate of Occupational Therapy Program

OTD 720 Occupational Therapy in Leadership and Management
(3 credits)
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.
Prerequisite: Good standing in the Doctorate of Occupational Therapy Program

OTD 721 Lifespan Development
(2 credits)
Students analyze human development throughout the lifespan. Developmental milestones of human growth and development are studied from birth to older adult. By understanding typical human development, students build a foundation for assessment and intervention of atypical development conditions along with the impact on occupational performance in the pediatric, adult, and older adult populations.
Prerequisite: Good standing in the Doctorate of Occupational Therapy Program

OTD 722 Research III: Qualitative Research Methods
(3 credits)
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.
Prerequisite: Successful completion of OTD 712

OTD 730 Technology in Occupational Therapy
(5 credits)
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.
Must be taken concurrently with OTD 730L.
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 730L Laboratory for OTD 730
(0 credits)
Laboratory experience for OTD 730 Technology in Occupational Therapy.
Must be taken concurrently with OTD 730.
OTD 731 Occupational Performance II: Youth and Children
(5 credits)
Occupational performance of youth and children will be explored through experiential learning, classroom experiences, hands-on labs, and patient simulations. Students will develop an understanding of evaluation and intervention strategies for youth and children by applying evidenced-based practice and theoretical frameworks. Students will utilize person, environment, and occupation-centered practice for determining differential diagnosis and will investigate health and wellness service delivery for youth and children. Students will demonstrate competency in pediatric standardized assessments upon completion of the course.
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 732 Research IV: Design
(2 credits)
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 OTD 722

OTD 733 Capstone Development Seminar
(3 credits)
Students explore areas of professional interest in an area of specialization of their choosing under the guidance of the capstone coordinator. Students explore community agencies and professional network of experts that may contribute to the design and development of an individual, capstone project.
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 734 Fieldwork I and Seminar: Youth and Children
(2 credits)
The children and youth fieldwork I is directed clinical observation and participation in settings which serve pediatric populations, including schools, childcare centers, after-school programs, home health, and outpatient therapy. Students apply classroom learning pertaining to issues that limit engagement in occupation for youth and children. Students develop professional behaviors, communication skills, and abilities to assess developmental delays and develop plans of care to increase occupational participation. Fieldwork seminar allows students to explore assessment methods and client-centered interventions while synthesizing fieldwork experience with classroom content.
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 735 Occupational Therapy in Education
(2 credits)
Students examine principles of instructional design and the teaching-learning process using educational methods and health literacy education. Learning theories are used to structure educational experiences for client, caregiver, and students. Students participate in health promotion by developing educational tools. The educator role as a fieldwork educator in clinical practice and future faculty responsibilities are explored.
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 740 Professional Practice Areas
(3 credits)
Students develop consultant roles for traditional and non-traditional practice areas by conducting needs assessments and identifying occupational therapy strategies to address the needs of persons, groups, programs, organizations, or communities. Students identify, analyze, and evaluate contextual factors on the delivery of occupational therapy services in a service project, doctoral capstone exploration, or credential workshop.
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program
OTD 741 Occupational Performance III: Older Adults  
(5 credits)  
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 and impact intervention strategies through the use of compensatory or technology support for productive aging.  
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 742 Research V: Data Collection and Analysis  
(3 credits)  
Student groups collect quantitative and/or qualitative research data following institutional review board approved guidelines. Analysis of data is written as a scholarly report appropriate for presentation or for publication in a peer-reviewed journal that supports clinical practice.  
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 743 Capstone Project Design  
(3 credits)  
The student further refines the capstone project from OTD 733 with consultation with the capstone coordinator, faculty advisor, and expert mentor(s). The capstone project relates theory to practice and demonstrates synthesis of specialty knowledge in a practice area which may include clinical practice, research, administration, leadership, program and policy development, advocacy, education, and theory development.  
Prerequisites: Successful completion of OTD 733

OTD 744 Fieldwork I and Seminar: Adult and Older Adults  
(2 credits)  
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, and to hone their skills in evaluation, development of plans of care, and interventions with clients with a variety of deficits and diagnoses. Fieldwork seminar allows students time to analyze and practice treatment strategies and process how to refine skills in service delivery as future occupational practitioners through detailed, hands-on simulation.  
Prerequisites: Successful completion of year 1 coursework of OTD program

OTD 745 Professional Competency  
(3 credits)  
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 OTD 731

OTD 746 Pharmacology  
(1 credit)  
Students acquire the basic knowledge of the effects of common classes of medications, including indications for use, adverse side effects, and contraindications. Students develop knowledge to understand the effects medications have on functional performance and clinical indications for use. Common medication clinical indications will include cognitive disorders, mental health disorders, cardiopulmonary diseases, endocrinology conditions, neurologic disorders, and orthopedic diseases. Students assume responsibility to help reduce medical errors, secondary to pharmaceutical use, through interprofessional communication and collaboration.  
Prerequisite: Acceptance into the Doctorate of Occupational Therapy Program
OTD 750 Fieldwork II
(6 credits)
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. Students will demonstrate the skills of an entry-level generalist practitioner upon completion of the rotation.

Prerequisites: Successful completion of all coursework and Fieldwork I

OTD 760 Fieldwork II
(6 credits)
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. Students will demonstrate the skills of an entry-level generalist practitioner upon completion of the rotation.

Equivalent to OTD 760A (3 credits) and OTD 760B (3 credits).
Prerequisite: Successful completion of OTD 750

OTD 770 Capstone: Experiential Component
(9 credits)
The capstone is a 14-week, 560-hour experience that has written objectives and assessment measures approved by the faculty advisor and expert mentor(s) in an area of specialization of the student's choice. Literature review, needs assessment, goals/objectives, and an evaluation of the capstone experience are required. The student must successfully meet or exceed these objectives and assessment criteria.

Equivalent to OTD 770A (5 credits) and OTD 770B (4 credits).
Prerequisites: Successful completion of all OTD coursework, Fieldwork I and II.

OTD 771 Executive Function
(3 credits)
The executive function course is designed to transition the student to the professional level of accountability for personal and professional communication, budgeting, financing, interviewing skills, contract negotiations, and NBCOT exam preparation. Students will further refine their curriculum vitaes, and professional develop plans to prepare for post-graduation employment as an occupational therapist.

Prerequisites: Successful completion of year 1 coursework and fall semester year 2 coursework of OTD program

OTD 790 Independent Study
(1 to 3 credits)
This is an elective course designed for the OTD student to gain additional knowledge, skills and attitudes necessary for areas of specialization or remediation. Students may require additional specialty training for fieldwork preparatory or remediation skill development. Another application for independent study may include precertification, certifications or specialty areas for capstone or future career placement in advance practice. The course may be offered in small group format or individually as deemed appropriate by faculty and OTD Director.

Prerequisite: Consent
Organizational Leadership

Huntington University's master of arts in organizational leadership centers on professional competence, personal transformation, and powerful impact. The program offers a unique focus on training leaders to sharpen both character qualities and professional competencies. The emphasis on faith and work, emotional intelligence, change-management, team building, and strengthening organizational culture coupled with developmental experiences helps leaders learn to implement best practices and pursue accountability.

Mission and Vision

We are committed to educating thousands of best-in-class business leaders, ministry leaders, and counselors impacting the world for Christ, trained by a Competence-Plus-Character model, which is biblically based, research-supported, and skills oriented. The Institute’s tasks are to provide top-tier, which is experientially learned, faculty who are scholar practitioners and personal and administrative support to train to become a high-level professional. Your tasks are to diligently learn the content, interact with us and your classmates, and to grow your competence and your character.

Admissions Policies

Credential Programs Admission Requirements

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

- A completed application form (Credential Program Application)
- 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 desired.)
- A professional résumé, summarizing life and work experiences

Organizational Leadership Program Admission Requirements

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

- A completed application form (Graduate Program Application)
- A non-refundable $30.00 application fee that accompanies the application
- Official transcripts from all colleges/universities attended with an undergraduate cumulative GPA of at least 3.0. (Students with a lower GPA may apply for provisional admission based on additional documentation and approval of the Program Director.)
- A professional résumé, summarizing life and work experiences
• 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 Programs. 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 Organizational Leadership 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. No transfer credits will be accepted for the credentialing programs.

Degree Information

Graduation Requirements

All graduate organizational leadership students must complete the following to be eligible for graduation:

• Earn 33 graduate credit 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 December 1 of the academic year of graduation
• Attend the 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.

Credential students do not participate in the official graduation ceremony but have a separate ceremony the week of graduation.

Academic Policies

Academic Calendar

The online Organizational Leadership Program offers courses in a 7-week accelerated format. Two consecutive sessions are taught during fall (late August through early December), spring (January through April), summer (May through mid-August). A one-week break is scheduled between each session.

 Cancelling Classes

The Graduate Programs reserve the right to cancel classes with an enrollment of less than five students and to close classes at a maximum announced enrollment.
Academic Probation and Dismissal

Any regularly enrolled graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation. Students will be placed on academic probation for the following semester that they are in attendance at Huntington University. 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, students may be dismissed from the graduate program. Graduate students 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.

A student may also be placed on probationary contract due to unprofessional conduct, ethical violations, and other concerns. In such cases, the program director, with the input of program faculty, will develop the contract to address the relevant concerns. Failure to comply with the stipulations of the contract within the specified time period may result in dismissal from the program.

Registration and Attendance

Registration and Advising

Registration for graduate students is open until one week prior to the first meeting day for a class. All students are registered by the Office of Graduate Programs. Students may view their schedule on the student 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

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

Students are expected to participate weekly in the online classroom. Failure to participate in the first week of a course will result in an automatic drop from the course.

Adding, Dropping and Withdrawing from an Online Course

To add, drop, or withdraw from a course, students may do so by contacting the assistant for Graduate Programs.

Adding an Online Course

Students may add courses to their schedule in consultation with their academic advisor. A course cannot be added less than one week before the start date of the semester/session.

Dropping an Online Course

Students may only drop an online course if they have not participated in any manner on the course website. Students who drop will receive no record of the course on their transcripts and their GPA will not be impacted.
Withdrawing from an Online Course

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

Withdrawal from Graduate Programs

To withdraw from the Graduate Programs, students must notify the Office of Graduate Programs. 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 for Online Classes

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Tuition Refund</th>
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<tbody>
<tr>
<td>Before Class Begins</td>
<td>100%</td>
</tr>
<tr>
<td>Within the First Week of Class</td>
<td>40%</td>
</tr>
<tr>
<td>After the Start of the Second Week of Class</td>
<td>0%</td>
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</tbody>
</table>

*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.**

Students who have been dismissed may not appeal for refund of tuition. Students who are called to active military duty and withdraw from classes at any point in the term will receive a refund of 100% of tuition and fees.

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.
Curriculum and Courses

Master of Arts in Organizational Leadership

The master of arts in organizational leadership provides students with the skills and experience to not only effectively understand the processes and strategies necessary to be successful in business, but also the human element involved in all business. Being an effective leader requires so much more than just business knowledge. Understanding and navigating relationships, organizational culture, and teams is essential to success throughout the entire company. The program is built on a foundation of neuroscience, performance and business research, and scriptural teachings. The curriculum allows students to gain an in-depth understanding of both the theoretical and practical aspects of leadership, helping them to connect with people and foster motivation in the workplace. Students pursuing a master of arts in organizational leadership complete 33 credit hours from OL 600, 601, 602, 603, 604, 605, 606, 607, 608, and two courses from OL 610, 611, and 612.

Credential Program in Executive Coaching

The online Credential Program in Executive Coaching equips those who enjoy helping people with the skills and experience to be an effective executive coach. Students will gain insight into several areas including: neuroscience, scriptural teachings, and coaching theory and research. Through this foundation, the program will teach future coaches how to successfully facilitate relationships that help others transform their lives and careers. Students may complete one of the following levels in the Credential in Executive Coaching program: professional or advanced. The Professional Executive Coaching Credential requires the completion of 12 credit hours from OL 600, 612, 614, and three additional hours from OL courses. The Advanced Executive Coaching Credential requires the completion of 18 credit hours from OL 600, 612, 613, 614, and six additional hours from OL courses.

Credential in Leadership

The online Credential in Leadership teaches students the skills to understand group relationships as well as how to motivate others to excel. The program gives individuals the insight necessary to successfully create and manage all different types of relationships. The main goal is to help students learn to facilitate transformational relationships in such a way that others can better understand themselves and grow to reach their potential. Students may complete one of the following levels in the Credential in Leadership program: professional or advanced. The Professional Leadership Credential requires the completion of 12 credit hours from OL 600, 601, and six additional hours from OL courses. The Advanced Leadership Credential requires the completion of 18 credit hours from OL 600, 601, and 12 additional hours from OL courses.

Courses in Organizational Leadership

GR 011 Graduate Student Orientation
(0 credits)
New students will be enrolled in an online orientation module when accepted into a graduate program (excluding OTD students). Online learning provides a very flexible learning environment that requires students to take ownership for learning. This course is designed to be self-paced and will introduce students to the online learning management system, University policies and ensure students know how and where to seek assistance and support.
OL 506 Performance Optimizing Organizations
(3 credits)
Sustainable organizations are often identified by their high performance in several strategic areas. Such optimizing organizations are committed to consistency, efficiencies and quality across the company. Primary topics in performance optimizing are examined, including performance measurement, motivation and human worth, quality control, quality improvement, analysis tools and implementing optimizing initiatives. Experiential learning opportunities emphasize the importance of the four phases of process management: assess, plan, prepare and execute.

OL 511 Effective Organizational Assessments
(3 credits)
Organizational assessments provide the foundation for reviewing present performance and setting strategic initiatives. Key benefits of such assessments are to achieve greater results and help ensure sustainability. Organizational assessments identify areas of strength and vulnerability in the organization related to effectiveness: ownership, governance, management, resources, culture, processes, products, brand and results. This course includes the study of best practices used in assessing organizations in both the for-profit and nonprofit sectors. Course experiences include the completion of assessments of leaders and existing organizations.

OL 600 Personal Development Skills Process Group
(3 credits)
Students will participate in a process group training experience led by a trained faculty facilitator. They will grow in the critical relational skills that are necessary to lead well, have stimulating interactive times and receive targeted feedback. Students will have a confidential place for personal character development.

OL 601 Organizational Leadership and Character Development
(3 credits)
Students will identify and distinguish major leadership theories and styles. Through application and assessment, students will gauge personal leadership and develop an action plan by which to strengthen leadership character and competencies through a Christian lens. Students will continue to invest in a Christian community of practice to evaluate character.

OL 602 Building Healthy Culture and Performance
(3 credits)
The various aspects of organizational structure will be explored. Students will learn how leaders create a healthy culture that drives individual, team and organizational performance. Various drivers and obstacles to performance will be discussed along with strategies to enhance performance.

OL 603 Leadership Styles, Neuroscience and Emotional Intelligence
(3 credits)
Students will gain an overview of the different styles of leading a team or organization. The latest research from neuroscience will be explored and applied to leadership. Students will understand the concept of emotional intelligence and its different relational and self-management skills.

OL 604 Leading Change and Motivation
(3 credits)
The major drivers or inhibitors of motivation and organizational change will be explored. Students will learn the leadership competencies to provide rapid, profound and sustainable change. This course will also focus on how to assess and make structural changes in the organization's culture that make change easier.
OL 605 Team Building and Conflict Management  
(3 credits)  
Students will investigate theories and best practices of team leadership, including virtual team. Exploration of concepts such as multiple intelligences, self-managing teams and conflict competence will serve as the foundation for practical application of planning and implementing team leadership.

OL 606 Leadership and Transformation  
(3 credits)  
Students will learn the different affective, cognitive and behavioral strategies that lead to transformational change in a coaching relationship. Emphasis will be placed on creating affective experiences that lead to character growth. Students will also learn to design leadership programs for organizations.

OL 607 Decision Making, Creativity and Problem Solving  
(3 credits)  
Students will learn various decision-making strategies and the common pitfalls to good decisions. The critical role that creativity plays in leadership will be explored. Using a variety of methods, students will gain experience in creativity and problem-solving.

OL 608 Capstone Seminar in Organizational Leadership  
(3 credits)  
Students will investigate an organizational issue in-depth through original research. As scholars and practitioners, students will generate a professional paper, justifying the relevance, exhibiting theoretical knowledge and demonstrating practical application.  
Prerequisite: Students must complete 21 hours prior to enrollment in OL 608.

OL 610 Leadership and Organizational Assessment  
(3 credits)  
This course will review the various assessment instruments for individual leaders, team and entire organizations such as: Emotional Competency Inventory; Kolb Learning Style Inventory; Inventory of Leadership Styles; Organizational Climate Survey. Students will learn how to communicate findings to leaders to empower them.

OL 611 Systems and Project Management  
(3 credits)  
Leadership requires the capacity to get things done on a scalable level, from large projects to designing systems that integrate resources in the proper channels. This involves thinking strategically, accumulating resources, bringing the right talent into the right teams and driving the process.

OL 612 Developing the Executive Coaching Relationship  
(3 credits)  
Students will learn the skills to create a coaching relationship that establishes trust, understanding, acceptance and active exploration of the underlying issues driving performance. These interpersonal skills include attunement, immediacy, confrontation, powerful questioning and observation of themes. The course includes assessing the client's character structure and strengths, designing actions, planning and goal setting and managing progress and accountability.

OL 613 Advanced Executive Coaching  
(3 credits)  
Students will develop advanced skills to deal with resistance and obstacles to performance. Students will learn process group skills to lead their own groups. Students will become proficient in coaching clients in the following areas: financial, marital and parenting. Students will learn how to build, market and manage their coaching practice.
OL 614 Executive Coaching and Character Development  
(3 credits)  
The study of the history, professional roles, ethics and responsibilities of the coaching profession. This course includes how to establish the professional coaching agreement, the distinction from consulting and psychotherapy and making referrals to other support professionals.