



OAK VALLEY

C O L L E G E

2010-2011
Catalog

Oak Glen, California

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Oak Valley College

Developing a Life of Service

This catalog covers the degree programs, policies and services offered by Oak Valley College.

Mission and Vision

Oak Valley College provides an undergraduate education in business and public affairs grounded in the liberal arts, dedicated to career development and inspired by Christian teaching, principles and service.

Students at Oak Valley College obtain the education, training and mentoring necessary to pursue rewarding and successful professional careers. Curriculum and instruction provide students with critical thinking, analytical and specialized skills necessary to serve as leaders within their respective fields. Everyone associated with Oak Valley College seeks to see it become a nationally recognized top-tier liberal arts college.

Upon graduation, students will be able to effectively serve in a leadership role in their workplace, church and community. Throughout the curriculum, scriptural lessons are emphasized and integrated to challenge students to serve others throughout their personal, spiritual and professional lives.

Faculty members at Oak Valley College are leaders in their professions and dedicated to spiritual concerns and service. Teaching and mentoring students are the top priorities at Oak Valley College and spiritual growth underlies all the services provided by the College.

Oak Valley College's faculty, staff and administration are committed to offer:

- **Focused, Practical and Personalized Academic Programs**
Oak Valley College provides a high quality practical interdisciplinary education which includes coursework focusing on project management, entrepreneurship and specialized managerial skills. Within each major, students work on real world case studies, individual and group projects and independent assignments directed toward the professions. Small seminar style classes and one-on-one access to professors help students develop creative, practical and innovative decision making abilities.
- **A Comprehensive Capstone Project**
Through a comprehensive skills-based year long Senior Project, students further refine their skills and test their knowledge while tackling complex real world challenges. Through the Senior Project, students may develop a new product or service for a small company, find exciting ways to support a nonprofit or create new programs for a government agency. For students who wish to become entrepreneurs, there is an opportunity to develop a comprehensive business plan or nonprofit organizational development plan.

- **Personal, Professional and Intellectual Development**
Through the seminar-style instruction at Oak Valley College, students are encouraged to develop an appreciation for the pursuit of knowledge and lifelong learning. Special attention is given to teaching students superior critical thinking, written and oral communications skills that will serve them throughout their personal and professional lives.
- **Discipleship and Integration of Christian Principles**
Christian values serve as an integral part of every aspect of the experience at Oak Valley College. Students are encouraged to pursue a personal knowledge of and relationship with the Lord through an active prayer life, a thoughtful knowledge of Biblical principles and teachings, and a dedication to Christian service. A unique weekly discipleship program helps students further develop their faith through mentoring and peer support.

Values at Oak Valley College

The following reflects the values and commitment of the founders and administration at Oak Valley College to serve its core constituents – the students, faculty and staff at Oak Valley College.

Students can expect:

- A safe and supportive campus environment
- To be challenged to think critically, analytically and autonomously
- To develop exceptional written and oral communication skills
- To learn applied quantitative and qualitative research skills
- Degree programs that are tailored to provide flexible but directed career options
- The flexibility to focus their attention on specific goals and objectives
- Personal attention and support to achieve their academic and career goals
- Rigorous and intellectually challenging coursework
- An environment which encourages them to ask questions designed to build faith
- Programs that strive to develop the whole person to be capable of forming sound and discerning beliefs
- Peers who support and nurture their professional, personal and spiritual development
- A variety of entertainment and recreational activities that build a strong campus community
- Spiritually rewarding community service projects
- A strong extracurricular focus on developing an appreciation of the culture, fine arts, and music that exist to edify others and support a Christ-centered world view

Faculty can expect:

- A welcoming campus environment that recruits and retains creative, motivated and spiritually devoted students
- Staff and administrators dedicated to the growth and development of each student
- Peers who show concern for the total development of students

- An inquisitive student body that asks important philosophical, cultural and spiritual questions
- An opportunity to work closely with students, administrators and staff to create exceptional courses
- A campus community that supports a highly personalized and dedicated commitment to students
- Small class sizes that provide the opportunity to spend extra time mentoring students
- An environment that encourages and supports the students through real world work projects, internships and community service
- A unique administrative culture that is dedicated to quality, excellence and continuous improvement
- An opportunity to work directly with students and peers on entrepreneurial projects
- Academic freedom and support to continually develop and broaden intellectual currency

Staff can expect:

- Challenging, diverse and rewarding work projects and opportunities
- A unified and engaged faculty and administration
- Interaction with goal oriented and focused students
- Flexibility and diversity of tasks, projects and assignments
- A welcoming Christian workplace

Visiting Oak Valley College

The Oak Valley College campus offers a pristine mountain setting adjacent to the San Bernardino National Forest in the beautiful countryside village of Oak Glen. The campus is located just 80 miles east of Los Angeles. Through a unique partnership with Oak Glen Christian Conference Center, Oak Valley College offers full service campus facilities including classrooms with wireless internet access, student lounge, dining hall, full-court indoor basketball, outdoor recreation facilities including volleyball, softball, miniature golf and much more.

Housing for students is a short distance from campus in the town of Yucaipa. Yucaipa is a safe suburban community with easy access to shopping, dining, recreation and entertainment. The modern housing facilities offer enhanced security and a host of amenities including high-speed internet, full kitchens and plenty of space for studying and socializing with fellow students. Housing is supervised by two staff Resident Directors (one male and one female) and assisted by student Resident Assistants. The RDs and RAs provide a nurturing, safe and supportive environment for students.

Prospective students and their parents are encouraged to visit Oak Valley College to learn more about its programs and see, first hand, what the College has to offer. Tours with prospective students and parents are available throughout the year to highlight program offerings, the campus environment and answer specific questions. Although visiting campus is not a condition for admission, it is helpful for students to better identify the benefits of pursuing a degree at Oak Valley College. Contact info@oakvalleycollege.org to schedule a tour or for more information.

Academics

Oak Valley College provides a rigorous interdisciplinary undergraduate education. Upon graduation, students will have:

- Developed applicable career skills and abilities in business or public affairs
- Examined a rich and diverse body of knowledge reflective of a well-rounded liberal arts education
- Acquired leadership and managerial abilities to be applied in the field
- Created a portfolio of work projects and case studies showcasing their talents
- Developed critical thinking and analytical skills to become an effective decision-makers
- Developed an appreciation for the challenges and opportunities to apply Christian principles, morals and values to management decisions
- Experienced life enriching and rewarding spiritual growth

Academic Goals

Coursework at Oak Valley College offers a mix of liberal arts education and specific career oriented majors. Christian principles and teachings provide the backdrop for the courses in order to promote and train students to pursue ethical, moral and spiritual leadership.

Courses are seminar-style and include personalized tutorials and small group meetings with professors. Supplementing formal coursework, OVC hosts short programs and workshops featuring leaders in business, government and nonprofit management. These programs help students learn diverse topics, network with experienced professionals and develop ideas for special projects.

As leaders within their respective fields, practitioner faculty at Oak Valley College approach teaching through the exploration of real world case studies and the application of lessons and theories to practical problem solving. This trains students how to apply successful approaches to workplace situations.

Within each major, Oak Valley College faculty showcase best practices they have learned through years of professional experience. This gives students a rich perspective beyond the traditional classroom experience and further trains them in how best to apply leadership and management principles.

Oak Valley College faculty also mentor students on how they may effectively integrate Christian principles into their professional and personal lives. For instance, professors help students learn how to make career decisions that align professional and spiritual priorities, how to effectively work Christian service into daily routines or workplace decisions and how to avoid conflicts that may jeopardize spiritual growth.

Finally, the small class sizes at Oak Valley College help students support one another to excel in the specialized area of study they wish to explore. This personalized approach to instruction gives students the ability to focus on their strengths, recognize and address specific challenges and capitalize on opportunities for improvement and growth.

Academic Objectives

During freshman year, students develop foundational skills in a wide range of subject areas. This year is rigorous as students begin their preparation for higher-level learning. Outside the classroom, professors, staff and fellow students provide encouragement, support and guidance to ensure each student's success. A great deal of reading, writing and quantitative skills are the basis for the year's study. Through the year-long Freshman Seminar, students examine spiritual issues while developing effective critical thinking, oral and written communication skills.

Sophomore year is a year of transition as students prepare for their upper division coursework. During the year, students continue their general studies as they prepare for specific career paths. The year begins with an intensive and challenging missionary trip where students may travel to a foreign country to work on a water project, serve in an orphanage or teach in a local literacy program. On the trip, students experience spiritual and personal growth, team building and an appreciation for the personal struggles of others.

Analysis is the focus of junior year. Students further develop their critical thinking, analytical and decision-making skills. Much of the curriculum focuses on practical career subjects. Through case studies, simulations and projects, students develop problem solving skills and experience. The summer between junior and senior year may be spent pursuing an internship and/or mentoring sophomore students on their missionary trip. This is also a time for students to prepare for their Senior Project.

Seniors focus on synthesizing their knowledge, skills and abilities in preparation for moving into their professional career. Students focus their attention on major coursework and the year-long Senior Project. Through the Senior Project, students apply their skills to real world business or organizational situations. In some cases, a Senior Project may develop into an actionable business plan for a start-up enterprise or organizational development plan for a nonprofit organization or government agency.

Students who show extraordinary potential and academic talent may achieve academic honors in their major by maintaining a B+ grade point average in their major and defending their Senior Project in front of an honors committee.

Throughout each year, especially junior and senior years, students are encouraged to explore the application of Christian principles throughout their professional pursuits.

Learning Outcomes

Oak Valley College is focused on learning outcomes directing what each student is expected to accomplish as a result of the formal coursework leading to a Bachelor of Arts degree.

Administrators use ongoing course and program evaluation to understand how curriculum and teaching may ensure each student's success. Institutional standards direct and guide the learning standards of each degree program, which, in turn, are direct and guide the learning standards for each course within the degree program.

General outcomes are as follows. Upon graduation from Oak Valley College, students are expected to have developed:

- Practical reasoning skills
- High ethical standards
- Concern for social justice & the family
- Appreciation for the great works of literature, art & music
- Exceptional oral and written communication skills
- Dispute and conflict resolution abilities
- Quantitative management decision skills
- Critical thinking skills to be applied to wide range of problems and challenges
- Organizational and prioritization abilities
- Time and resource management skills
- Teambuilding and supervisory capabilities
- Research methods to be applied to complex problems
- Risk/reward and cost/benefit analysis abilities
- Leadership skills
- Concern for integrating multi-disciplinary knowledge
- Awareness to act responsibly and compassionately toward others
- Dedication to independent lifelong learning
- Faith-based knowledge of and love for Jesus Christ
- Personal values based on Christian principles
- Dedication to serve others

Oak Valley College benchmarks its performance and the performance of its student body through a variety of methods. Three primary methods to measure performance and student achievement include:

- Baseline assessments
- Course learning outcomes
- Analysis of programmatic outcomes

Baseline assessments are taken when students enter the College. These assessments are gauge initial student aptitude and are used to measure performance at the end of each year. From these assessments, course/program gaps and/or deficiencies are addressed through curriculum revisions and/or adoptions.

Course learning outcomes are established and measured throughout the completion of various exercises, homework assignments, lectures, quizzes, exams and projects. Throughout each

course, professors may identify specific deficiencies and adjust the course lessons and work products to ensure that these deficiencies are addressed.

Programmatic learning assessments measure what students learn across a degree program and how well the institution has done in meeting comprehensive learning outcomes. At Oak Valley College, one key measure of programmatic learning is performance in the Senior Project. The degree to which students demonstrate the ability to synthesize and apply the skills and knowledge they have gained throughout their collegiate career directly correlates to the overall success of Oak Valley College in serving its mission.

The most tangible evidence of student learning and achievement for the Senior Project will be evident from the types of real world projects and skills that are demonstrated throughout this year-long process. Each Senior Project advisor ensures that minor deficiencies are addressed and corrected throughout the year, and students are closely mentored to ensure that their projects:

- Address a well defined challenge or opportunity
- Appropriately cover the scope of the project
- Identify tangible benefits attributable to the project outcome
- Cover important elements including risk/reward and cost/benefit analysis
- Explore global issues including organizational mission, culture and competition
- Provide concise budget and resource allocations
- Adhere to deadlines

Student Life and Services

Student services make up a critical component of campus life and help students achieve their professional, personal and spiritual goals. The College provides access to supervised student housing, career development, cultural and athletic programs as well as a variety of other formal and informal services including New Student Orientation, leadership opportunities, student government and community service programs.

Housing

Students at Oak Valley College are encouraged to develop a sense of independence within a supervised, safe, supportive and nurturing residential environment. Students enjoy comfortable accommodations which include furnished double rooms as well as shared living and dining rooms, full kitchens, laundry facilities, internet connection and other amenities.

Resident Director(s) (RD) oversee the residence halls. The specific role of a RD is to coordinate formal and informal programs, provide access to counseling services and enforce residence policies. Residence Assistants are assigned to each residence to help coordinate activities and services and support each RD.

A student may petition to live outside the campus residence in rare circumstances (e.g. married students, students with special needs, etc.)

Community Service

Service is one of the hallmarks of an Oak Valley College education, and each student is required to participate in a community service project. For students already actively involved in a service club or nonprofit organization, they may wish to continue this service to fulfill this requirement.

In most cases, students will work with several different community service organizations throughout their academic career at Oak Valley College. This will help students explore the mission, goals and objectives of various groups and provide exposure to many facets of the community.

Each community service assignment should be meaningful and challenging. Specific community service assignments help students develop leadership skills and a passion for Christian service. Each student shall prepare a brief written report to their community service supervisor and academic advisor at the end of each semester. The community service supervisor shall also complete an evaluation of the student's work and submit it to the student's academic advisor. These reports and evaluations help students log important milestones and provide valuable professional references.

Community service assignments may not infringe on the student's ability to complete their regular academic work. If an assignment begins to conflict with a student's academic progress, the student's academic advisor will counsel the student and his/her community service supervisor to balance service requirements with the demands of academic life.

Academic Advising

Academic advisors are typically professors who assist new and continuing students to develop educational plans and course schedules. The duty of the advisor is to ensure academic plans are compatible with specific goals, personal interests and career aspirations.

During New Student Orientation, each student is assigned an academic advisor. Academic advisors conduct a program to help students understand general education and major academic requirements. Advisors also assist students in understanding academic policies and procedures and identifying any academic concerns or questions that may arise during the school year.

Upon enrollment, students receive a checklist highlighting the course requirements necessary to graduate. Each semester, students are encouraged to meet with their academic advisor to check progress toward graduation and discuss other academic opportunities.

Students may request that they be assigned a new academic advisor if their goals change, or they wish to pursue a specialized area of interest.

Upon successful completion of all coursework, academic advisors work in conjunction with the Office of the Registrar to certify that the student has met all graduation requirements.

Technology Resources

Students may access a wireless network on campus and a direct internet connection at the residential apartments. This allows students to check on assignments, conduct research or chat online with fellow students and professors. A learning management system will be operated by the College to help facilitate online discussions, grading and collaboration with professors.

To allow the greatest degree of flexibility, Oak Valley College strongly recommends that each student own a laptop computer with a software productivity suite (typically Microsoft Office Professional). It is suggested that students purchase a long-term (3-4 years) full service hardware maintenance package to ensure that hardware failures and technical problems do not interfere with the completion of assignments. In the summer preceding entrance to Oak Valley College, students will be provided hardware and software recommendations and academic-priced packages OVC is able to negotiate with vendors.

Library Services

Through a partnership with Crafton Hills College, a community college located 10 minutes from the Oak Valley College campus, Oak Valley College students have access to a full service library facility. Services are available throughout the year at no cost to students. Resources include access to research materials, including online periodicals, library and interlibrary loan services, computer/technology services, research librarians, etc. The Library is typically open Monday-Saturday with extended evening hours Monday-Thursday.

Career Services

Oak Valley College offers formal career services through the Office of Student Services. A staff career adviser meets regularly with students to guide them through the phases of their career planning and development. Self-assessment tools, occupational resources, networking programs and other services are available to help students explore career options and determine specific career goals. Materials are available for students to research internships and career opportunities. Additional services include mock interviews, strategies for conducting successful job searches, resume writing clinics and other workshops.

Athletic and Recreational Services

Athletic and recreational services meet the needs and interests of students through clubs, intramural sports, recreation classes, outings and other activities. The goal is to provide opportunities that promote a lifetime of health-conscious choices.

Recreation clubs bring together students with common interests (e.g. hiking, biking, nature field studies, etc.) All students may join recreation clubs and participate in all activities.

Sports clubs offer students the opportunity to become involved in traditional (e.g. soccer, basketball, etc.) or untraditional (e.g. miniature golf, paint ball, etc.) sports. In some cases, “club” sports may involve friendly competition with other local colleges and universities.

Eventually, the College will develop an intercollegiate athletic program and will compete with other colleges and universities throughout the region. This will allow students to participate in team and individual sports that meet the diverse needs of the campus community. Specific programs will be developed based on the interests of the student body.

All College sponsored athletic programs and recreational clubs are subject to the approval of the Director of Student Life and additional fees and restrictions may apply.

Dining Hall and Student Lounge

The dining hall and student lounge offers Oak Valley College students a casual atmosphere and unique blend of services that make these special places to share a meal, relax, socialize or participate in campus sponsored events and programs. Activities in the dining hall and student lounge may include poetry readings, performances or discussion groups. Students may also use this space to enjoy a cup of coffee, catch up on recent news, check email or meet in small groups to go over a course assignment or discuss current events.

Regularly scheduled formal programs with outside speakers will also be scheduled around meals to provide students with an opportunity to explore special career and personal development topics (e.g. personal financial management, organizational skills, career exploration, spirituality and management, etc.) Also, from time to time, public programs may be scheduled to give the

students an opportunity to engage the general public in discussions about current events, community development programs or specific political/social concerns.

Finally, professors are encouraged to come before or after class sessions to develop a more informal rapport with students and engage the students in conversations outside course topics.

Healthcare Requirements and Services

Students are required to submit a Medical History form, which is sent to students upon acceptance of admission. Medical History forms are confidential and only reviewed to provide individualized health service. Medical History has no bearing on academic or admission decisions, except as required under American with Disabilities Act (ADA) requirements and to ensure that each student's health requirements are taken into consideration to support his/her learning.

The State of California mandates that first-time enrollees who are eighteen years of age or younger provide proof of full immunity against Hepatitis B prior to their enrollment. Students who will still be under eighteen years old by the beginning of the Fall Semester will receive the Hepatitis B information in the mail. The immunization consists of a series of three vaccinations. Students can receive further information from their health care provider or county health department.

Oak Valley College requires that students supply proof of catastrophic health insurance coverage as a non-academic condition of enrollment. For applicants who are not covered by family or personal insurance plans, catastrophic health insurance packages are made available through a third party provider. Students must maintain this coverage throughout the academic year and provide proof of insurance in each year they are in attendance. Failure to carry catastrophic health insurance may be grounds for dismissal.

Students should also submit a recent physical examination form completed by their family physician prior to entrance to Oak Valley College. The form should include a list of all prescription medications the student is taking and contact information in case of a medical emergency. Oak Valley College will not provide routine physical exams or direct health services. However, referral services are provided to students who wish to access health care services during the academic year.

Excellent major medical facilities including Loma Linda Medical Center are close by the campus and student apartments. In cases of emergency, students may be assisted by a campus representative or Resident Director in accessing care.

Counseling Services

Counseling services are available to meet a variety of personal challenges students may face while at Oak Valley College. Specific concerns for which students may seek assistance include, but are not limited to, loneliness and isolation, homesickness, parent/family conflict, difficulty studying, lack of concentration, challenges in interpersonal relations or communication,

educational/career concerns, mental issues, depression or anxiety. Some of these issues may be caused or exacerbated by a medical condition for which the student may need to seek professional medical treatment. In non-medical cases, the student may access informal counseling services, which include personal consultation with campus administrators, the Resident Directors or staff and group support with fellow students. Referrals for formal counseling services with a psychiatrist, psychologist or family counselor may be requested from the campus counselor.

Admission

Prospective students seeking admittance to Oak Valley College must, as a prerequisite, be high school graduates or hold a General Educational Development (GED) Certificate. Foreign students and students who have completed high school or its equivalent, yet cannot provide the necessary documentation, may provide alternate documentation to satisfy this requirement. All admissions decisions are at the discretion of the Admissions Committee.

Application for Admission

Each applicant seeking admission to Oak Valley College will be interviewed either in person or by telephone. The interview helps students:

- Explore specific interests as they relate to degree programs
- Prepare for college requirements and expectations
- Examine course offerings and support services available at Oak Valley College

An application for admission and the enrollment agreement must be completed and signed by the applicant and parent or guardian (if the applicant is under 18 years of age) and submitted to Oak Valley College. The student admission application forms are available online at www.oakvalleycollege.org.

To receive full consideration for admission to Oak Valley College, applicants are encouraged to submit a completed application by the Early Decision deadline of the year prior to enrollment. Applications submitted after Early Decision deadlines are still welcomed but are given consideration on a space available basis.

Students may receive conditional admission prior to graduation from high school. However, final high school transcripts must be submitted upon graduation. Applicants who have undertaken college coursework elsewhere should submit transcripts for this work if they wish to receive transfer credit (see Transfer Students).

Oak Valley College, compliant with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) will admit qualified students of any race, color, creed, national and ethnic origin, disability, and sex, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

All Oak Valley College applications must include the following:

- A completed application form (available at www.oakvalleycollege.org)
- Three letters of reference (one from a teacher or counselor)
- Results of the SAT and/or ACT
- Transcript(s) indicating date of high school graduation and/or obtainment of GED certificate (Applicants who have not graduated from high school must provide current

transcript(s) and may be conditionally admitted based on their anticipated graduation prior to enrollment at OVC.)

- An essay addressing the following:
 1. In approximately 250 words, describe how the educational programs and services offered by Oak Valley College will help you meet your personal, professional and spiritual goals.
 2. In approximately 250 words, describe a passage of scripture that applies to your life and why it is important to you.

The application form allows each student to express his/her academic aspirations and strengths. Applicants must indicate why Oak Valley College is the appropriate school for them including details the Admissions Committee will need to evaluate potential for success.

Home-schooled students may apply to Oak Valley College by submitting a high school transcript indicating the coursework, curriculum, and grades received in their program. For home-schooled students, greater emphasis may be placed upon the results of the ACT or SAT standardized test for consideration of admission.

Oak Valley College will notify the applicant, in writing, of his/her acceptance approximately one month after the application deadline. In cases where students apply after application deadlines, the applicant will typically receive notification one month following the completion of their application.

Admission decisions are conditional until confirmation of SAT or ACT test results, official final high school transcript(s) including graduation date (and college transcript(s), if applicable). For an applicant offered admission based on a self-reported academic record, official transcripts are used to verify the self-reported academic data submitted.

An offer of admission may be rescinded if the applicant:

- Misrepresents his/her academic record
- Fails to complete high school graduation at roughly the same academic level, grade point average and timeframe as was communicated when his/her application was submitted and accepted
- Purposely misleads the Admissions Committee in any material way
- Is subject to criminal prosecution

Transfer Students

Class standing for a transfer applicant is determined based on units completed, general education requirements met and several other factors including space availability. In every case, a transfer applicant will receive a personal evaluation of their academic history and its equivalency to coursework at Oak Valley College. In some instances, written work or a competency exam may be required to assess transferability of a specific course. Transfer students should typically plan to enter Oak Valley College in the Fall Semester.

In order to receive transfer credit, the course(s) must meet five specific criteria:

- The course(s) must be equivalent, in both duration and rigor, to a course offered by Oak Valley College.
- General education requirements may be waived by transferring a course in the same general category (e.g. humanities, science, etc.)
- The student must earn a grade of C- or better for all transfer course credit.
- If the course fulfills a prerequisite or major course requirement, the student may be asked to complete an exam administered by Oak Valley College to ensure that the student has obtained the necessary competency for advanced coursework.
- The course(s) must be from a regionally accredited college or university. For coursework taken at a foreign college or university, student transcripts may be reviewed on a case-by-case basis to determine equivalency standards. In no case may a student earn credit for a course, or equivalent, for which prior credit is applied.

The Registrar determines course equivalency, and no more than sixty-four (64) semester units of transfer credit may be applied to Oak Valley College.

Transfer students must complete a majority of their junior and senior year at Oak Valley College. While not all upper-level courses must be completed at Oak Valley College, the Senior Project and major coursework must be completed in order to receive a degree. Specific degree requirements are listed under Academic Programs.

The Office of the President determines unit transfer policies including the applicability of transferred units to general-education requirements. Applicability of units toward a major is determined by the Registrar. Before applying to Oak Valley College, students may obtain further information and request a review of their transcripts from the Admissions Office.

Once a student is accepted to Oak Valley College all future requests for transfer credit must be submitted in advance and no transfer credit will be applied without pre-approval from an academic advisor and the Registrar.

A final Advanced Standing Evaluation will be completed after all official transcripts have been received by the Admissions Office.

International Students and Language Requirement

International students must obtain legal residency within the US to enroll at Oak Valley College. There are no plans to issue student visas, so this status must be accomplished by the student. Applicants who have graduated from institutions located outside of the United States must provide professionally translated transcripts to Oak Valley College.

All instruction at Oak Valley College will be administered in English (with the exception of any foreign language instruction). Therefore, non-native English speaking students must fulfill certain English proficiency requirements in addition to other admission requirements (minimum requirements are listed below). In addition to these requirements, non-native English speaking students may participate in a brief oral and written evaluation of their language abilities to

effectively assess whether they will have a successful collegiate experience at Oak Valley College.

1. Language Requirements					
Non-native English speaking applicants must submit one of the following test scores:					
	TOEFL paper	TOEFL computer based	TOEIC	IELTS	Cambridge (Advanced and Proficiency Exams)
Non-Native English speaking Students	550	213	760	6.5	Pass

Notice of Acceptance

Upon receipt and notification of acceptance to Oak Valley College, the admitted student should:

- Read the information in the admission notification carefully, noting any special provision governing admission
- Request that any outstanding transcripts, SAT or ACT scores, and final application materials be forwarded to the Office of Admissions
- Complete and submit to the Office of Admissions the Statement of Intent to Register (SIR) and the \$500 nonrefundable enrollment fee. (Please note the deadline to return your SIR. If it is submitted or postmarked after the deadline, the applicant may be denied enrollment due to space limitations. The deadline to return the SIR is typically two weeks following the notice of acceptance. A specific deadline will be noted in the acceptance letter.)

Registration and Enrollment

Upon acceptance to Oak Valley College, new students receive registration information, course schedules, required textbooks, materials and other information. If a student wishes to take less than a full course load (16 units), they may register on an individual course basis and pay per unit fees described in Tuition and Fees.

Along with registration information, entering freshmen are advised of the date and time of New Student Orientation and any other pre-term activities. They will also receive a checklist of items to bring with them to college (e.g. laptop requirements, suggestions regarding clothing and personal items, etc.)

New Student Orientation is a multi-day program to prepare students for the transition to college-life and acquaint them with other students, staff and administrators at Oak Valley College. This gives students an opportunity to learn more about college services and programs. The program is interactive and supportive and enables students to develop a sense of home away from home. Academic and financial aid advisors help students explore methods of how to effectively budget their time and finances to ensure their success at Oak Valley College.

Tuition & Fees

Oak Valley College fees for the Academic Year (subject to change):

Student Fees for 08/09 Academic Year	Fee	Comments
Tuition (Academic Year) *	\$16,000	\$8,000 per semester or \$2,000 per month for the 8-month payment plan
Room and Board (Double Room and 10 meals per week)	\$8,000	\$4,000 per semester or \$1,000 per month for the 8-month payment plan
Total Paid to Oak Valley College	\$24,000	

*for part-time students, tuition is \$800 per unit

Students are billed each semester for their fees. Payments are due on the first of the month prior to the start of the semester (July 1 and November 1). Students may sign up for the 8-month installment billing plan in which payments are due the first of each month, April-November. Any late payments incur a 10% late fee. Students on financial aid may have different tuition due dates based on the verification of financial aid disbursement dates.

Oak Valley College anticipates tuition will increase approximately \$500-\$1,000 annually. Room and board costs will increase with market conditions and local inflation rate (approximately \$250-\$500 annually).

For students taking less than the full 16-units of credit per semester, the cost of tuition is calculated on a per unit basis. Current fees for less than full-time students are \$800 per unit.

Refund Policy and Buyer's Right to Cancel

After signing the Enrollment Agreement, you, the student, may receive a full refund less the non-refundable \$500 enrollment fee up until the scheduled first day of classes for the semester.

You, the student, have the right to cancel/withdraw from a program of instruction at any time. Refunds shall be calculated on a pro rata basis until 60% of the semester is completed, at which time no refunds shall be granted. The refund shall be the amount you paid for instruction multiplied by a fraction, the numerator of which is the weeks of instruction, which you have not received but for which you have paid, and the denominator of which is the weeks of instruction for which you have paid.

The following provides a hypothetical example of a refund during the term:

A student enrolls in a degree program. The student notifies the College on the Friday of the 7th week of the semester of his/her intention to withdraw. The tuition and fees charged for that semester is \$8,000 (not including any additional fees). The nonrefundable enrollment fee of \$500 is applied to all cancellations. Therefore, the tuition and fees applicable to the refund policy = \$8,000 (tuition and fees) - \$500 (non-refundable enrollment fee) = \$7,500.

The refund schedule, based on the student's date of withdrawal (7-weeks into the semester), determines that 50% of the fees will be refunded to the student and 50% retained by the University. 0.50 (percentage from the refund schedule as of the student withdrawal date) \times $\$7,500 = \$3,750$ (amount refunded to the student). The student refund/College retention of the fees is as follows: $\$8,000$ (amount student paid) - $\$4,250$ (amount College retains) = $\$3,750$ (refund). The student in this example is assumed to have paid cash and received no financial aid.

IF THE AMOUNT YOU PAID IS MORE THAN THE AMOUNT THAT YOU OWE FOR THE TIME YOU ATTENDED, THEN A REFUND WILL BE MADE WITHIN THIRTY DAYS OF WITHDRAWAL. IF THE AMOUNT THAT YOU OWE IS MORE THAN THE AMOUNT THAT YOU HAVE ALREADY PAID, THEN YOU WILL HAVE TO MAKE ARRANGEMENTS TO PAY THE BALANCE.

Students whose entire tuition and fees are paid by a third party organization are not eligible for a refund.

Enrolled or registered students who wish to withdraw either prior to or during the semester are required to complete the Application for Withdrawal. The form should be filed with the student's academic advisor or dean's office. The form provides for refund of fees, if appropriate and an automatic withdrawal from courses without penalty (see "The W Grade").

Active students considering cancelling or withdrawing should consult their academic advisor prior to submitting their formal Application for Withdrawal.

Room and Board Fees

Similar to tuition fees, room charges are billed for each semester of enrollment. All fees are due, in full, approximately one month prior to the start of the semester. Please note that no refund will be given for room and board fees unless another student is identified to take the place of the student requesting the refund. When a refund is granted, the refund will be calculated on a pro rata basis minus any nonrefundable housing fee and deposit. Upon petition and approval from the Office of the President, a student in good standing may withdraw or take a leave of absence and remain in student housing through the current semester.

Students selecting the 8-month tuition payment plan, may have their room and board fees included in this plan. Payments under these terms will be made in eight (8) equal installments, April-November.

Anticipated Additional Expenses

In addition to tuition, room and board, additional expenses are anticipated and students should budget accordingly. Some items are required (e.g. texts, computer, software, materials and supplies), but these expenses are highly variable.

Students are strongly encouraged to own a laptop. Approximately three months prior to their first semester at Oak Valley College, students will be given a list of hardware and software requirements/suggestions along with a list of potential places to purchase a good quality laptop (e.g. Dell, Best Buy, etc.) It is anticipated that the laptop purchased at the time of entrance at Oak Valley College will serve the student for their entire college career. However, improvements and upgrades in hardware and software are unpredictable, and students may wish to budget to replace their computer within 3-4 years.

Students will be given a list of required and optional texts and materials at least a month ahead of each semester to enable them to shop for the best possible price. Typically, students will acquire texts through online sources (e.g. Amazon, etc.)

Financial aid packages may be structured to help students effectively finance many, if not all, of these expenses (see Financial Aid).

Below is a list of common expenses with a rough estimate of the costs incurred by a “typical” Oak Valley College student. Additional personal expenses for transportation, clothing and other items should be factored into each student’s personal budget.

Annual Budget	(estimated)	Notes
Meals and entertainment	\$500	Meals in addition to the OVC meal plan
Textbooks	\$700	Course dependent
Supplies and materials	\$300	Course dependent
Computer	\$800	One-time purchase
Software	\$400	One-time purchase

Financial Aid

Oak Valley College recognizes the financial burden placed on families by the cost of college education and will provide all legally possible financial assistance and aid to members of its student body.

Applications and requests for information should be addressed to the Financial Aid Office, Oak Valley College, PO Box 1082, Oak Glen, California 92399 or admissions@oakvalleycollege.org.

No student should dismiss applying to the College because of financial need. An admissions counselor will discuss a variety of aid options with each student. *All information contained herein is intended to serve as a general guide and is subject to change* due to new and revised federal, state, and Oak Valley College regulations and procedures.

Application for Financial Aid

Students with demonstrated financial need may receive a combination of gift and self-help aid. Grants and scholarships are awards that do not have to be repaid. Self-help aid may consist of a loan, which must be repaid based on a promissory note, a work-study award and/or part-time employment (full-time during the summer) while attending school. Oak Valley College ensures that students are treated equitably according to the financial need and the availability of financial aid packages. Students should note that need-based financial aid may be insufficient to meet the entire cost of their college education. Each student's family should be prepared to provide personal resources or pursue educational loan programs. Oak Valley College assists families in the process of acquiring loans or assessing family financial situation to ensure each student may successfully meet their financial obligations.

To be eligible for Oak Valley College financial aid, students must be registered and in good standing (see Academic Standards). Specific aid, grants, loans and scholarships may have secondary requirements, and each student should understand the terms and conditions for such aid.

To be considered for financial aid, applicants must submit a copy of their *Free Application for Federal Student Aid (FAFSA)* or *renewal FAFSA* and, if requested, copies of the latest federal income tax returns, and any other required documents.

Oak Valley College recognizes that a personal or family emergency may arise during the school year. In such a situation, students may access a short-term emergency loan. These loans are available in small amounts, typically a few hundred dollars, and must be repaid within the specific semester they were granted. There is a 5% service fee applied to an emergency loan. Students must be in good standing and all registration fees must be paid prior to requesting an emergency loan.

Two federal tax credits may benefit students or their parents, if the grants and scholarships received do not fully cover tuition, fees and expenses. Both tax credits are tied to the tuition and fees paid for college. The Hope Scholarship Credit (up to \$1,500) is available for the first two

years of at least half-time enrollment in postsecondary education. The Lifetime Learning Credit (up to \$1,000 per tax year) is available for postsecondary enrollment at any level. To find out more about these tax credits, consult your tax adviser or visit the U.S. Dept. of Education Web site www.ed.gov/inits/hope/.

Academic Standards

Oak Valley College is on a semester system, which consists of two semesters per academic year. Courses carry four units of credit. Each four unit course requires a minimum of forty (40) contact hours, 2.5 hours per week x 16 weeks, of instruction including lectures, discussions, seminars, etc. In addition, each course has a minimum of 120 hours, 7.5 hours per week x 16 weeks, of out of class assignments including reading, projects, tutorials, studying, etc. Therefore, each student is expected to spend a total of 160 hours, 10 hours per week x 16 weeks, per course. Each class contact hour is the equivalent of 50 minutes of class time or 60 minutes of independent study.

Full-time status at Oak Valley College is defined as 16 units per semester (32 units annually). In order to maintain satisfactory academic progress, students must maintain a “C” grade point average (GPA) during the academic year. Students who fall below a “C” average during any particular semester are placed on academic probation and may be required to limit their extracurricular activities in order to work on returning to good standing. Students failing to meet a “C” average for two consecutive semesters may be subject to suspension or dismissal.

Students who successfully complete 32 semester units of coursework each year with a grade of “C” or better are considered to be making satisfactory academic progress. To earn a Bachelor of Arts degree at Oak Valley College, students must complete 128 units of credit. This can be achieved in four years by taking sixteen (16) units per semester over the course of eight semesters or four years. Each candidate for a bachelor’s degree must have completed a major – the requirements for each major are listed in the major descriptions. At present, there are no plans to schedule coursework over summer to allow students to complete a program of study in less than four years. The following lists standards for progress at each level of education:

Freshmen	1-32 semester units completed
Sophomore	33-64 semester units completed
Junior	65-96 semester units completed
Senior	97-128 semester units completed

Attendance and Participation

Although no course grades are based solely on attendance, regular attendance is critical to ensure interaction between students and professors. The small class sizes and close-knit community of Oak Valley College requires that students participate fully in class discussions, exercises, seminars and debates. Students should come to each class well prepared to discuss, question and examine the issues being explored in the course. Failing to attend class on a regular basis may be grounds for disciplinary action including suspension or dismissal.

Academic Residency Requirements

Students may transfer coursework from another institution (see Transfer Students for more details). However, in order to graduate from Oak Valley College, students must meet certain

residency requirements including the completion of a minimum of sixty-four (64) units of coursework at the College. In addition, students must complete major coursework and a Senior Project within their major in order to be eligible for graduation.

Completing the Degree

To obtain a degree at Oak Valley College, seniors must complete a graduation checklist in consultation with their academic advisor and the Registrar. When students reach senior status, they will be informed of the deadlines for completing the checklist and filing their application for the degree. Advising and counseling sessions should take place well before graduation to ensure all degree requirements will be satisfied including satisfactory completion of all coursework requirements, complete and up to date payments and other non-academic requirements necessary to receive the degree. Failure to file this petition may delay the graduation date and receipt of the degree.

In order to apply the units of a course toward a degree, a student must receive an A, B, C or P (pass) grade in the course. (Plus or minus suffixes (+/-) may be affixed to grades of A, B, C and D.) Further, a student must maintain an overall "C" grade point average (GPA) to receive a degree.

GPA Requirements and Academic Progress

A student is subject to academic disqualification from further registration if at the end of any semester his/her GPA for a semester is less than a D average or if he or she has completed two successive semesters without maintaining a cumulative C average. Upon disqualification, a student must petition to be reinstated stating the specific cause and remedy of their unsatisfactory academic performance. All petitions will be submitted to the Academic Review Board (ARB).

If a student is not currently in good standing or has been denied registration, a statement of his/her status shall accompany his/her transcript.

A student may be subject to disqualification from further registration if he/she does not complete sixteen (16) units in any two consecutive semesters of enrollment. Continued registration of a student who is subject to disqualification due to lack of minimum progress shall be by reviewed by the Academic Review Board. Students may file for an exemption from the minimum progress requirement by completing a Part-time Study application and receiving approval prior to their registration for the semester. Students will need to state the reason for registering for less than a full load.

Repeating Courses

Repeating courses is allowed subject to the following limitations:

- A student may not repeat a course for which a grade of A, B, C, I, or P is recorded on his or her transcript. (Plus or minus suffixes (+/-) may be affixed to A, B, C and D.)

- Repeating a course for which a student's transcript bears two or more entries with grades among D, F, or NP will require approval of the Academic Review Board and the course professor.

All grades received by a student shall be recorded on the student's transcript.

The first sixteen units of courses that have been repeated, and for which the student received a grade of F, or NP (not pass) shall not be used in grade-point calculations on a student's transcript.

Although the grade-point average will not include these repeated courses, other institutions/graduate programs may recalculate the grade-point average to reflect all assigned grades.

Comprehensive Final Examinations and Projects

Comprehensive final examinations or projects are required in most courses and are the basis for which the student demonstrates his/her mastery of the core competencies for the course. While it may be mathematically possible for a student to pass a course without completing a comprehensive exam or project, the professor must give a student a failing grade if they fail to complete this important work.

Professors are to return all graded comprehensive projects to students after final grades are submitted. This enables students to keep their work for a personal portfolio. In some instances, a professor may retain a comprehensive final exam so that students do not share the questions to the exams to future students. When a professor does not return a final exam to the students, he/she is to retain the final exams, in their entirety, for at least one semester and provide access to the graded exams for students who wish to review their scores.

Course Waivers

Matriculated students in good standing may petition to "waive" a required course. For students with background in a subject area, the course waiver allows the flexibility to pursue additional elective or major work.

A course waiver may be granted by the student completing a challenge exam or project, typically equivalent to a final examination or project. The student must demonstrate that he/she has mastered the core competencies for the required course. A waiver may not be granted for a course where the student has earned a grade of D or F and no unit credit will be given for a waiver.

Students may be required to pay an additional \$200 fee to evaluate their challenge exam or project. Students may not retake the exam or submit a new project.

Experiential Learning

Oak Valley College does not offer credit for prior experiential learning.

Auditing Courses

Matriculated students may request to audit a non-major or elective course in order to examine topics of interest. Explicit permission of the professor teaching the course along with authorization from the dean is required.

Visiting one class session may be allowed for a non-matriculated student, but auditing a course may only be granted in rare circumstances and must be authorized by the dean. Non-matriculated students are required to pay all course fees if they are allowed to audit.

Students auditing the course must not interfere with the work of the enrolled students and must abide by College policies.

Students who audit a course are not allowed to waive the course or request a grade retroactively.

Student Petition

For exceptional circumstances, students may request approval for variances to regulations and policies. This should be done by filling out a Student Petition, securing the necessary approval from the dean and professor, if applicable, and filing the petition with the Registrar.

Honors

Each semester, the Dean's List recognizes students who maintain a grade point average of B or above in 16 graded units of credit in any semester, and the Distinguished Scholar's list recognizes students who maintain a grade point average of A- or above in 16 units of credit in any semester.

Students who show extraordinary potential and academic talent may achieve academic honors in their major by maintaining a B+ grade point average in their major and defending their Senior Project to an honors committee.

Temporary Leaves-of-Absence and Withdrawals

Students in good academic standing may take a leave-of-absence for one or two semesters by submitting a form with the Registrar. Students on leave are eligible to continue their studies without being readmitted to the College. When a student returns to the College, he/she should contact the Registrar for registration no later than four weeks prior to the beginning of a semester.

Students who wish to permanently withdraw from the College or plan to be absent for longer than two semesters should submit a Request for Withdrawal with the Registrar. Students wishing to return to the College after withdrawing must consult with an academic advisor and petition for readmission to the College. Students must adhere to the graduation requirements in effect at the time of readmission or those subsequently established.

Grading Policy

Grades are as follows:

- A - Excellent
- B - Good
- C - Fair
- D – Poor/Not Passing
- F - Fail
- I - Incomplete (work of passing quality but incomplete for good cause)
- P- Pass
- NP- Not pass

The designations P (Pass) and NP (Not Pass) may only be applied to non-major coursework and may only be used in consultation with the professor and the student’s academic advisor. “P” denotes a letter grade of C– or better. A blank grade indicates no record or no report of grade was received. “W” is recorded on the transcript indicating the student withdrew or dropped the course. Professors have the option of assigning plus (+) and minus (–) suffixes to the grades A, B, C and D.

For each student, the Registrar will calculate a grade-point average (GPA). Grade points per unit will be assigned as outlined below. The grade of A+, when awarded, represents extraordinary achievement. Courses in which I, P, NP, or W has been awarded will be disregarded in grade-point calculations.

	Grade		Grade		Grade		Grade		Grade
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points
A+	12	B+	9	C+	6	D+	3	F	0
A	11	B	8	C	5	D	2		
A–	10	B–	7	C–	4	D–	1		

Oak Valley College uses a 12 point grading scale. This allows for professors to further distinguish each student’s performance in each course. The grade point average is computed by dividing the total number of grade points earned by the total unit value of letter-graded courses completed. To derive a traditional four point GPA, students may divide their 12 point average by three.

All grades except Incomplete (I) are final when filed on end-of-term grade reports. However, a final grade may be corrected when a clerical or procedural error is discovered. No change of a final grade may be made on the basis of revision or augmentation of a student’s work in the course.

Throughout the semester, professors should make every effort to clearly communicate expectations and criteria for course grades to avoid any confusion. However, it is ultimately the student’s responsibility to ensure that they understand grading policies during the course to avoid any misunderstandings or false expectations for receiving a certain grade.

Grade Appeals

Grades are often subjective in nature and students and professors may differ in their interpretation of the quality of work that has been completed and what grade is deserved for a specific assignment. These differences do not, in and of themselves, represent grounds for appealing or contesting a grade, and the student should respect the professor's latitude in grading each student's individual performance.

In rare instances, where a student has evidence that nonacademic criteria were used in determining his/her grade, he/she may make an appeal. This appeal may only be used in cases where a student is able to present evidence that their grade was determined based on race, religion, sex or ethnic origin, cultural bias or in other instances when a nonacademic basis was being used for grading the course. Simply believing that a bias exists does not represent grounds for appeal.

In order to contest a grade, the student should submit a written appeal to the Registrar no later than one month following the posting of a grade. In the appeal, the student must state the nature of the grievance including copies of all documents in his/her possession supporting the grievance. The submission of the request goes directly to the Office of the President who may contact the student to request clarification of the charges. At the same time, a copy of the grievance goes into the student's record indicating that the student is contesting a grade. Appeals shall be considered confidential unless both the complainant and professor agree otherwise.

The Office of the President notifies the student of his/her rights and the process by which the appeal will be investigated. At any time during the process, the student may retract their appeal in writing to the Registrar and/or Office of the President. At the time of filing the appeal, the current grade is frozen and neither the professor nor Registrar may change the grade until the case is resolved or the appeal is withdrawn.

If the student decides to proceed with the appeal, the Office of the President notifies the professor and dean, and within two weeks, the dean attempts to adjudicate the case with the professor and the student.

If the grievance remains unresolved to the complainant's satisfaction, the Academic Review Board (ARB) may review the case.

The ARB establishes a hearing committee made up of two professors who are not familiar with the case and a legal expert (usually Campus Counsel). The complainant may petition to have one or more committee members removed and replaced for cause, and the ARB shall appoint a new committee member.

The committee reviews the materials submitted by the complainant and seeks comment and supporting materials from the professor and complainant. After hearing the complaint, the committee submits a report to the ARB with their initial determination.

If the committee determines that nonacademic criteria were used in the grading of the complainant, it may determine that the criteria used in grading the student was:

- A significant factor in establishing the grade, and the student has the option of receiving a grade of P (pass) in the course or retroactively withdrawing from the course without penalty. A grade of P awarded in this way shall be acceptable towards satisfaction of any degree requirement, even if a minimum letter grade in the course had been required, and shall not be counted in the number of courses a student may take on a P/NP basis. If the student elects to receive a grade of P, the student may also elect to have a notation entered on his or her transcript indicating that the ARB awarded the grade.
- Inconsequential to the overall grade in the course, and the grade filed by the professor is upheld.

Within five (5) working days following the decision, the complainant, professor or any member of the committee may file an appeal based on evidence that the committee demonstrated bias or there is new material evidence in the case that was unavailable at the time of the hearing.

No punitive actions may be taken against the professor solely on the basis of these procedures. However, the use of nonacademic criteria in assigning a grade is a violation of the Faculty Code of Conduct and a separate personnel action may be taken if it is determined that a violation occurred.

Neither the filing of charges nor the final disposition of the case shall be viewed in a punitive manner as part of the complainant's academic record, and no action taken by this process or the College shall impede any criminal or civil action taken by an outside court.

Incomplete (I) Grade

For students conducting extensive research, involved in an independent project or working with a professor on a special course of study, the Incomplete (I) grade provides a means by which a course may extend over more than a single term without a grade being assigned. In such cases, a complete evaluation of a student's performance may not be possible at the end of a single term.

To initiate the (I) grade, the student and professor must agree to the terms and have them officially filed with the Registrar (an Incomplete Grade Request Form is available from the Registrar). The form gives the student an opportunity to identify the reason for requesting the Incomplete and a space where the professor may list the student's prospective grade at the time of the request as well as the specific requirements that must be completed in order to complete the course and when such requirements must be met. For example, if the student has earned a 100% or "A" in all work to date, but only 70% of the graded course requirements have been completed to date, the contract would state that the student has earned an I-C. For courses which require a comprehensive final exam or project, the grade should be I-F because the student has not completed an essential component for the course.

A student may request an Incomplete up until the week of finals. The professor may approve or decline the request. If the request is approved, the professor submits the form to the Registrar and a copy is delivered to the student.

A student whose work is Incomplete for good cause, such as illness, may request an “I” grade without the explicit permission of the professor. His/her request must be accompanied by supporting documentation, such as a doctor’s note, with a specific date when he/she may resume work. In rare emergencies, requests of this manner may be submitted retroactively to make up work in a course.

Students must complete the work to remove the Incomplete on or before the date agreed upon. Failure to complete the work by the deadline will result in the “I” grade lapsing to the alternative grade that was issued at the time of the request (e.g. the C grade listed on an I-C).

An outstanding “I” grade shall be disregarded in determining a student’s grade point average. Students requesting an “I” grade during their last term before graduation may have their graduation date delayed.

A student who has received an “I” should not re-enroll in the course to make up the missing work. If the student re-enrolls, the course would be considered a repeat and would not remove the prior “I”. This grade would lapse to the grade noted on the once the deadline for completing the course had passed.

The Incomplete is not intended to allow a student to extend the term for additional study time or to see if he/she may boost their grade. A student who has fallen substantially behind and needs to repeat a course can withdraw from the course prior to midpoint of the term without penalty. If the professor feels the student is requesting the incomplete because he/she is receiving a poor grade in the course, the request should be declined.

Withdrawing from a Course(s) and the (W) Grade

A student may choose to withdraw from a course(s) at various times during the term. Depending on when the student withdraws, the following actions will be taken:

- A student may withdraw from a course(s), without penalty by the drop/add date and no course entry for the withdrawn course(s) will appear on the student’s transcript. The drop/add date is posted on the Academic Calendar.
- If a student officially withdraws after this date and before the midpoint of the term, the Registrar will assign a final grade of (W) for the student.
- If a student withdraws after the midpoint of the term, he/she will receive a final grade for the course reflecting the grade that was earned based on the work that has been completed. If completion of a final exam or project is a core requirement for the course, then the student may receive a failing grade.
- When a student is given a final grade in a course prior to the official end date of that course, dropping the course or withdrawing from the College may not change the grade.

A student who wishes to withdraw from all courses is required to file a Request for Withdrawal form which must be signed by their Academic Advisor and filed with the Registrar.

Student Copy of Final Grades

At the end of each term, grades will be posted on Oak Valley College's secure computer server. Students will have access to their grades online via a password protected website. Students will only be able to view their own grades. Grade reports may also be mailed, upon request. Grades will usually be available ten working days after the end of final examinations. Students should examine their record for accuracy and report any omissions or errors to the Registrar immediately.

Transcripts

Official transcripts of a student's records bear the seal of the College. Transcript requests should be directed to the Registrar. Transcripts are not issued until the student has made a written request and has made satisfactory arrangements with the Student Accounts Office in regard to payment of all College bills and fines. Students are allowed to order one official transcript per semester for free, and up to five free transcripts upon graduation. Additional copies may be purchased.

Academic Honesty

The principle of honesty must be upheld if the integrity of scholarship is to be maintained in an academic community. Oak Valley College expects both professors and students to honor this principle. This means that all academic work will be done by the student to whom it is assigned and every effort will be made to uphold the integrity of independent academic honor. Professors will exercise care in planning and supervising academic work, so that this principle is supported and each student clearly understands the boundaries of independent academic work.

Professors should state the objectives and requirements of each course at the beginning of the term and clearly inform students in writing if they are allowed to provide aid and collaboration on graded assignments. In some cases, students participate in team projects. In these cases, each student's work must be evaluated independently and no one student shall be obligated to do an inordinate amount of work on behalf of the group. At the conclusion of each team project, the team must identify how responsibilities were divided and who performed which piece of work. In most team projects, an independent paper and/or report by each team member should be completed in order to fairly assess each student's academic work.

Students are expected to complete the course in compliance with all the standards outlined in the Catalog and provided by the direction of the professor. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort including, but not limited to:

- Procuring, providing or accepting unauthorized material that contains questions or answers to any examination or assignment

- Completing, in part or in total, any examination or assignment for another student
- Allowing any examination or assignment to be completed, in part or in total, for himself/herself by another person
- Plagiarizing or copying the work of another person and submitting it as his/her own work
- Employing aids which the professor has prohibited in undertaking course work
- Altering graded class assignments or examinations and then resubmitting them for re-grading
- Submitting substantially the same material in more than one course without permission

The responsibility for maintaining the standards of academic honesty rests equally with professors, administration and students. When a student has admitted to or has been found guilty of a violation of the standards of academic honesty, the professor shall seek to determine the gravity of the violation and work with administration to determine the appropriate response to the violation.

In severe cases, which are rare, the recommended academic consequence is failure in the course, suspension or dismissal. In less severe cases, consequences may range from failure or downgrading for the course, project or exam. In either case, the professor is encouraged to seek the advice and support of the dean or Office of the President before imposing a penalty. It is ultimately the dean's responsibility to impose any administrative penalties ranging from failure in a course, suspension or dismissal.

Under normal circumstances, the recommended minimum administrative penalties are probation for the first offense and suspension or dismissal for a subsequent offense. The transcript of a student who is dismissed for academic dishonesty shall bear a notation that readmission is contingent upon approval from the Office of the President.

Violations of Academic Honesty

When a member of the campus community suspects that a student has committed a dishonest act, he/she should inform the dean and/or the Office of the President of the suspected infraction, and the dean calls a meeting with the student and professor to discuss the allegations.

In no case, should the professor directly charge the student with the offense or impose any penalty. The professor confers with the dean to decide whether to proceed with a formal charge against the student. After reviewing the charge, the professor may decide to drop the charge, but the dean may not dismiss the charge without the professor's consent.

If the professor and dean disagree on whether to file a charge, the dean should communicate the disagreement to the Office of the President. At the discretion of the President, a meeting between the dean, professor and/or student may be called.

If the decision is to file a formal charge, the dean notifies the student of the charge and proposed penalty in writing and advises the student of his/her options to pursue a formal hearing conducted by the Academic Review Board (ARB).

The student has ten (10) working days following notification of the charge to decide to:

1. Accept the charge of academic dishonesty and the proposed penalty
2. Deny the charge of dishonesty and request a formal hearing
3. Accept the charge of dishonesty but appeal the proposed penalty

If the student does not respond to the charges, he/she shall be presumed to have accepted the charges and penalty. A record of the infraction and penalty shall be filed with the Registrar and Office of the President.

If the student denies the charge, he/she must submit a written request for a formal hearing to the dean and/or Office of the President within ten (10) working days of being notified of the charges. The case is referred to the ARB, and the ARB appoints a committee consisting of two disinterested professors and one student. The presiding officer of the case shall be the Chair of the ARB, or his/her designee, and he/she shall oversee the hearing but shall not vote on the case. The procedures for the hearing are as follows:

1. The presiding officer notifies all those involved, including any witnesses, of the hearing date and procedures
2. After testimony and evidence has been reviewed, the committee makes a ruling based on a preponderance of the evidence

If the student is found guilty, the presiding officer forwards the ruling, along with a recommended penalty to the dean, the Office of the President, the professor and the accused student.

If the committee finds the student not guilty, the case is dismissed without further action against the student. The student is permitted to complete the course without prejudice or withdraw from it. If the student withdraws from the course, it shall not be listed on his/her transcript, and the student shall be able to retake the course at a later date.

The accused student and/or any member of the committee may submit an appeal to the ARB within fifteen (15) working days. The appeal must meet one or more of the following criteria:

1. The standards of procedural fairness were violated and there is proof of a procedural error (e.g. the student was not notified of the hearing or was not allowed to defend himself/herself)
2. There was documented bias by the committee
3. There exists newly discovered evidence which has substantial bearing on the findings of the committee and that evidence was unavailable at the time of the hearing
4. The penalty in the case involves suspension or dismissal

The ARB will have five (5) working days to review the appeal. After review, the ARB may decide to call a new hearing, reduce the penalty or dismiss the appeal. Except for such appeals, the judgment of the committee is final.

While a case of academic dishonesty is pending, the student may not drop the course in which he/she is accused of dishonesty. If the case has not been adjudicated before the end of the term, the professor shall withhold the student's final grade and note what grade the student earned pending the outcome of the case.

In a case where a student is dismissed from the college, the student's transcript shall bear a notation that readmission is contingent upon the approval of Office of the President. Any penalty less severe than dismissal shall be imposed as soon as all appeals have been exhausted.

Academic Programs

This section describes the academic programs and course offerings provided by Oak Valley College. Specific course schedules are typically made one year in advance. All courses are subject to change and additional courses and special program offerings may be developed from time to time. For additional information on current courses, please contact the Registrar.

Throughout this section, course descriptions are categorized based on their academic discipline. Listed below are the abbreviations used:

Business (BUS)
 Economics (ECON)
 Government (GOV)
 History (HIST)
 Literature (LIT)
 Mathematics (MATH)
 Philosophy (PHIL)
 Psychology (PSYC)
 Public Affairs (PUB)
 Religion (REL)
 Science, Technology and Society (STS)

General Education

General education requirements at Oak Valley College consist of 48 semester credit units of general education courses, which provide a broad exposure to the liberal arts including grounding in the analytical, critical thinking and quantitative skills students need to acquire prior to entering their major coursework and exploring more advanced subjects. In order to gain upper class status at Oak Valley College, students must successfully complete the following coursework, or show mastery of similar topics through the transfer of coursework from other colleges or universities:

Discipline	Course Title	Skills Development
HIST	US History	Understanding of history, critical thinking, analysis, written and oral communication skills, ability to conduct research
LIT	Literature and Composition	Appreciation for literature, creative and critical thinking, written communication skills
REL	Freshman Seminars (8 units)	Understanding of history, religion, development of faith-based decision-making principles, ethics, moral teachings, critical thinking, reasoning, written and oral communication skills
PHIL	Philosophy Seminar	Reasoning, critical thinking, written and oral communication skills,
ECON	Principles of Economic Analysis	Knowledge of capital markets and economic theory, ability to apply economic reason to decision-making, analytical skills.
PSYC	Thinking, Reasoning and Decision-Making	Understanding of psychological principles and theories, knowledge of thinking and thought processes, reasoning and ability to conduct research

GOV	US Government and Politics	History, government, political discourse, community republican virtues, democratic values, social justice, laws and society
STS	Frontiers of Science	Scientific methodology, society, technology, innovation, creativity, reasoning, written and oral communication skills
STS	Leadership, Environment and Society	Scientific methodology, environmental scientific reasoning, critical thinking, leadership, social justice, technology, globalization, cultural and anthropological history, written and oral communication skills and community
BUS	Business Communications	Written and oral communication skills, formal presentation skills, time management, organization, tone, style and persuasion skills
MATH	Mathematics for Business Decisions	Math, quantitative reasoning, problem-solving and analytical skills

Business Major

Business majors develop leadership and management skills for use in private firms. Courses introduce and examine management principles and provide an in-depth exposure to the skills and tools necessary to succeed in today's complex business environment. Special emphasis within the major allows students to learn how to effectively develop and deploy innovative approaches to problem solving, product development, customer service or other areas that will help businesses distinguish themselves from their competitors.

The Concentration in Venture Development and Innovation introduces specific skills used to effectively manage a start-up enterprise or reengineer an existing company. Topics include finance, marketing, research, strategic development and law. Although the coursework is designed with start-up companies in mind, the skills and lessons learned are applicable to any business with the need for innovative professionals and creative problem solvers.

Within the business major students learn to differentiate between what makes a good idea and what makes a successful innovation or effective approach to management decision-making. Specific skill sets are developed and honed with the expectation that most students will go to work for small to mid-sized companies.

Business majors can expect a "transforming" experience, acquiring self-confidence, knowledge, and the tools they need to successfully develop into highly skilled professionals. For students wishing to pursue the independence of starting and running their own small enterprise, the major provides the strategic, financial and marketing resources necessary to start them on this path.

Professors in the major are successful professionals and entrepreneurs. With their unique skills and experience, coupled with an ability to effectively teach and mentor, they are able to give students valuable insights into how they have successfully managed and led companies without compromising their Christian ideals. Throughout the major students learn how to balance the desire to succeed in the business world while striving, above all else, to provide the service that enables them to keep their careers within a meaningful spiritual context.

Occupations for Business Majors

Business majors will graduate with entrepreneurial skills that are designed to help them quickly rise to rewarding professional positions within private organizations or become effective entrepreneurs.

Because of the unique nature of Oak Valley's education, each student will be coached and mentored by practitioner-faculty who serve to assist them as they begin their career search. Specific skills taught throughout the major are transferable to many industry sectors.

Typically, students will spend their junior and senior years preparing for their careers by participating in internships that enable them to apply the knowledge and skills they have developed into practical work experience. Oak Valley College will assist in internship and career placement to enable students to gain practical work experience.

Business Major Requirements

Students must complete a total of 44 units within the Major to receive the degree in Business. All courses are four units, unless otherwise noted. Students must receive a grade of C or better in each of the required major courses, which include:

- Project Management Essentials
- Venture Formation and Development
- Supervision and Teambuilding
- Lean Principles and Practice
- Business Plan Development
- Purchasing, Logistics and Supply Chain Management
- Business Law
- Organizational Governance and Ethics
- Marketing and Financing New Ventures
- Senior Project (8 units)

Public Affairs Major

Public Affairs majors explore a comprehensive blend of liberal arts education with specific nonprofit and public administration training. The program prepares students to become effective leaders, managers and facilitators within public organizations.

The Nonprofit and Public Administration Concentration enables students to develop highly-valued finance, budgeting, accounting, management, supervision and ethics training. Graduates of the Public Affairs major develop an in-depth understanding of the quantitative and qualitative skills that can launch them on a successful career path in public administration.

Professors within the major guide and mentor students to pursue public sector careers that provide the opportunity for professional and spiritual growth. From this perspective, students

can choose rewarding careers within the ministry, government agencies, international non-governmental organizations (NGOs) or successful local or national nonprofit organizations.

This major is an ideal choice for students wishing to pursue highly rewarding and spiritually uplifting public sector service careers.

Occupations for Public Affairs Majors

Public Affairs majors are trained for work within nonprofits or public organizations. Specific skill sets in the program are tailored for individuals looking to rise to professional and managerial positions. It is anticipated that several students each year use the year-long Senior Project to develop and launch unique nonprofit enterprises that blend Christian ideals with entrepreneurial and public service objectives. These may be public benefit, philanthropic or religious entities.

Public Affairs majors may also wish to pursue political or public affairs leadership opportunities including working on political campaigns or supporting companies with public service and community affairs programs. For these students, there are ample opportunities to explore:

- Public/private partnerships
- Philanthropy and the role and responsibilities of private foundations
- Corporate responsibility, ethics and community service
- Politics and government affairs
- Campaign planning and strategy
- Community relations and social services

Throughout their education at Oak Valley College, public affairs majors will find great opportunities to participate in internships and career planning to ensure that they graduate from with the specific skills and connections required to make a successful transition to the professions.

Public Affairs Major Requirements

Students must complete a total of 40 units within the major to receive the degree in Public Affairs. Students must receive a grade of C or better in each of the required major courses:

- Principles of Public Administration
- Entrepreneurial Management of Public and Nonprofit Organizations
- Development, Fundraising and Grant Writing
- Law and Public Administration
- Public Financial Management
- Public and Media Relations
- Public Policy Process and Ethics
- State and Local Government Affairs
- Senior Project (8 units)

Course Descriptions

The following provides detailed course descriptions for all current offerings provided by Oak Valley College. Courses listed with dual course numbers (e.g. BUS 130/PUB 130) are taught with the same materials but specific application may be made to different disciplines. Additional courses may be developed. Unless otherwise listed, all courses are four (4) semester units.

BUS 110 Management and Spirituality

Through the tradition of contemplative decision making and management, students examine the benefits and challenges of integrating spiritual concerns into daily routines at work. Attention is given to explore traditional spiritual approaches to management, the purpose and power found in Biblical expressions of faith and the integration of faith-based principles in leadership.

BUS 120 Creativity and Innovation

Exploration of creativity and how it works to support innovation. Interactive discussion, exercises and projects help students examine how to tap into creative solutions to address product development, design and function. Students work on self-analysis to help them tap into creative strengths and weaknesses and identify where they may best support the creative process within an organization.

BUS 130 Mathematics for Management Decisions

Study and application of mathematics in common business problems including the use of mathematics in finance, accounting, pricing strategies, algorithms, budgeting and other areas. Students develop an understanding of how to analyze and apply formulas in spreadsheets as well as how to develop higher level reasoning skills to approach common business mathematical problems.

BUS 140 Statistics

Introduction to probability theory and the logic of statistical inference with applications to business, nonprofit organizations and public agencies. Topics include measures of central tendency and dispersion, point and interval estimation, hypothesis testing, correlation, decision theory and regression analysis.

BUS 150 Fundamentals of Financial and Managerial Accounting

Introduction to the use of accounting principles, techniques and strategies for making effective management decisions. Topics include analysis of balance sheets, income statements and cash flow. Students also examine financial statement analysis, Sarbanes Oxley requirements and other important managerial accounting topics.

BUS 160 Communication Skills for Managers

Exploration of effective business writing and oral presentation skills. Attention is given to examine business writing style, oral presentations in a business setting, writing for your audience and communicating effectively through email, memorandum and other mediums. Students participate in exercises designed to improve their communication skills including writing memos, reports and preparing oral presentations.

BUS 200 Project Management Essentials

Introduction to project management techniques, tools and strategies. Through lectures, team-based exercises and simulations, students learn proven methodologies used to manage projects from inception to implementation. Topics include: definition and scope, lifecycle, root cause analysis, resource management, risk analysis, scheduling and planning. Attention is focused on new product development and project management applications.

BUS 210 Managerial Finance

Examination of the use of financial tools to make more effective management decisions. Topics include the time value of money, valuation of assets, risk/return and cost/benefit analysis, modern portfolio theory, financial markets and capital market theories.

BUS 220 Operations Management

Introduction to operations management from various perspectives including lead supervisor, manager, CFO and CEO levels. Topics include lean operations, process improvement, supervising and motivating employees, safety, customer service and relations, teamwork and productivity benchmarking.

BUS 225 Leadership

Exploration of the practical frameworks and dynamics for achieving and delivering effective leadership in organizations. Case studies examine leadership traits and characteristics, application of effective leadership styles and transactional, transformational, situational, cognitive and other forms of leadership approaches.

BUS 230 Venture Formation and Development

Introduction to the foundation of building a company or organization including how to develop an idea for a product or service into a viable business concept. Topics include innovation and strategy, copyright and patents, attracting interest from investors, partnerships, developing the business concept and working with service providers including attorneys, accountants and consultants.

BUS 235 Human Resources and Information Technology Management

Examination of human, technology and physical resource issues related to organizational development. Topics include human resource management, management of information technology and systems, physical resources (inventory, supplies, etc.) and facilities planning. Discussion focuses on organizational constraints, prioritizing and developing resource planning and support and managing competing needs for resources to meet organization goals and objectives. Simulations allow students to understand tradeoffs in resource allocation and challenges to organizational effectiveness.

BUS 240 Marketing Principles and Practice

Introduction to the principles and practices of marketing including the basic elements of marketing strategy - product, place, price and promotion. Case studies examine marketing campaign planning, conducting market research and the basics of consumer behavior. Time is devoted to develop a marketing campaign, which enables students to explore practical marketing strategies and challenges.

BUS 245 Supervision and Teambuilding

Examination of supervision and teambuilding strategies, approaches and techniques. Topics include the manager as supervisor, how to perform employee reviews, dealing with difficult people, leading and following, setting performance expectations, constructive feedback, goal setting, establishing work teams, supervising teams, identifying roles and responsibilities, diversity, communication and structuring work and workplaces to help reach goals.

BUS 255 Business Plan Development

Introduction to business plan development including inception of the plan, competitive analysis, marketing, finance, strategic decisions and business development. Topics include goal setting, evaluating competition and market potential, growth, marketing and sales, financing, budgeting, managing operations, managing vendors and suppliers, and long-term planning (exit strategy, succession, etc.)

BUS 260 Organizational Governance and Ethics

Introduction to the roles and responsibilities leadership within a private company with a special emphasis on ethics and the integration of moral decision-making to guide and direct others. Topics include board membership, the role of the President/CEO, strategies and approaches for working with board members, ethics and legal requirements, confidence and disclosure, committees and subcommittees, compensation, obligations to shareholders, staff and stakeholders and the integration of Christian principles and values in governance.

BUS 265 Lean Principles and Practice

Examination of lean concepts and how lean enterprises cut waste and repetitive processes. Topics include process mapping, workflow and production principles, identifying and reducing waste, reducing repetitive processes, developing incentives to create lean goals and objectives, supporting organization performance through lean practice, safety and lean, developing management support, calculating costs/benefits, continuous process improvement, using technology and supervision.

BUS 270 Purchasing, Logistics and Supply Chain Management

Exploration of the role and responsibilities of purchasing and logistics in the supply chain. Topics include purchasing, soliciting and reviewing bids, managing logistics, just-in-time inventory and supply management principles, shipping, receiving, warehousing, technology and information systems, vendor relations, contract management, customer service, costs and scheduling. Students are able to tour an efficient supply chain operation to better understand the process and review best practices in the industry.

BUS 275 Business Law

Surveys the legal aspects of business and small business development including incorporation, trademark, intellectual property and patent law. Attention is given to explore the practical application of the law in relation to small business development, business planning and the structuring of corporations, partnerships or sole proprietorships. Current case studies and legal issues are reviewed.

BUS 280 Marketing and Financing New Ventures

Examination of practical strategies for marketing and financing new ventures including financial campaign planning and management, developing marketing strategies specific to launching a new venture, creating teams to serve a launch. Attention is given to identify where to go to fund a new venture, how to market a business plan and how to create realistic strategies for success.

BUS 295 Senior Project (8 units)

Exploration of a special topic designed by the student and supervised by a senior faculty member with specialized expertise in the area of study. Students identify an area of study in consultation with their advisor focusing on leadership, management, marketing, strategic planning, project management or other areas of specialization through their senior project. Students are expected to produce high quality work products, develop comprehensive approaches to the specific tasks they have been given and collaborate with fellow students and/or professionals. Upon completion of the project, each student will have a well documented piece of work, which will showcase their talents, skills and abilities.

ECON 100 Principles of Economic Analysis

Introduction to modern economic theories and analysis. Students examine capital markets, microeconomics and macroeconomics, the role of the state in resource allocation, exchange, specialization and traditional market-driven economic policies. Case studies and projects help students develop practical approaches to applying economic analysis to management decisions.

GOV 100 US Government and Politics

Examination of United States government and political history. Attention focuses on the constitutional context of modern politics and government, the political parties, public policy debate, the role of interest groups, separation of powers, leadership and the legislative process. Students examine special topics and current issues.

HIST 100 US History

Surveys US history including the founding, the role of industrialization, technology, innovation, global economics and trade. Topics include the cultural, social, political and economic issues influencing change in the US, major events in politics and business, societal and cultural influences and economic cycles.

HIST 110 Western Civilization and Christianity

Examination of Christian history and cultural developments and their impact on Western civilization. Topics include cultural influences, the emergence of industrialized society and major historical events. Students explore the historical context for current cultural norms, ethics and values.

LIT 100 Literature and Composition

Surveys Western literary works and introduces students to literary styles and themes including the use of Biblical themes throughout literary history. Special attention is given to help students develop critical thinking and analytical skills, written and oral communication skills as well as the ability to effectively compose concise and well reasoned papers. Students will examine selected literary works.

LIT 110 Composition through American Literature

Surveys American literature and the highlights of American Literature through primary documents. Students acquire basic composition and analytical writing skills by commenting on various forms of literature. By completion of the course, students should be able to compose an academic research paper.

PHIL 100 Philosophy Seminar

Introduction to philosophical, ethical and moral debate associated with contemporary global issues. Possible topics include climate change, loss of biodiversity, poverty, economic development, war and terrorism. Students examine these issues and possible responses to them on both a theoretical and practical level. Presentations and research papers provide students with the opportunity to debate pros and cons and explore wide ranging perspectives on contemporary topics.

PSYC 100 Organizational Behavior

Introduction to the roots of how organizations develop and function. Students learn traditional roles and responsibilities of individuals within the organization, how predictive behaviors within an organization may be encouraged or controlled to elicit specific organizational outcomes and results, and how to manage “fit” within behaviors and personalities to meet goals and objectives. Attention is given to examine various organizational models and current theories surrounding Organizational behavior.

PSYC 110 The World of Work

Examination of traditional roles within society revolving around work including decision-making, hierarchy and balancing work-life priorities. Students explore the history of work, self assessment tools, career choice and selection, work and life balance, career planning, employment and the integration of spirituality, family and community into career decisions.

PSYC 120 Thinking, Reasoning and Decision-Making

Exploration of the way people think and reason when facing problems and decisions of everyday life. Students consider their own reasoning and decision-making through course exercises. Topics covered include: models of formal reasoning, decision-making, heuristics and biases in thinking and problem-solving, the development of reasoning ability, moral reasoning and thinking, problem-solving and critical thinking skills.

PUB 200 Entrepreneurial Management of Public and Nonprofit Organizations

Examination of how to apply entrepreneurial management principles and strategies necessary to transform public and nonprofit organizations. Topics include innovation and the public sector, change management, working with staff to affect change, innovation and unions, process improvement, teambuilding, supervision, public organization management, developing effective policies and procedures and training to implement change.

PUB 210 Public Financial Management

Introduction to public financial management and reporting requirements including the roles and responsibilities of the Chief Financial Officer (CFO) in public and nonprofit organizations.

Topics include fund development and reporting, financial statements, financial accountability, public Sarbanes Oxley requirements, budgeting and the financial planning process.

PUB 220 Principles of Public Administration

Examination of the frameworks concerning public administration including public organizational structures, missions and obligations to constituency groups. Topics include the role and purpose of public organizations, leadership, hierarchy, statutes, rules, laws and the growth and development of organizations over time.

PUB 230 State and Local Government Affairs

Introduction to the nature, importance and strategies for effectively working with local and state government. Students learn how to navigate the various bureaucracies necessary to gain support for projects and programs. Attention is given to public/community support, working behind the scenes to identify key players and constituents that may provide challenges and/or roadblocks to achieving success and creating win/win opportunities for stakeholders. An intensive logic study, where students interview key players engaged in local government projects, helps students identify what motivates and drives community leaders, politicians and personnel in local government to do the will of the people.

PUB 240 Development, Fundraising and Grantwriting

Introduction to development and fundraising strategies including the creation of effective funding programs from inception to implementation. Topics include research and development of potential fund sources, aligning development programs and organizational goals, creating effective proposals, using services and event planning for fundraising, board development and fundraising, grant funding opportunities and requirements, grant proposal writing, working with partner organizations to create new funding opportunities, communication and marketing to stakeholders and annual, major gift and capital campaign planning.

PUB 250 Public Policy Process and Ethics

Surveys the public policy process at the local, regional, state and national level including the separation of powers, the use of public policy to achieve practical, social and political results, influencing the policy development process at the staff level, elected officials and the intersection of politicians, community organizations, private industry and interest groups. Time is spent to examine both historical and current policy development processes with special emphasis on ethics, social good, cultural and media influences on policy development. Biblical and historical American Christian movements are compared and contrasted to help students understand the role and responsibility of the “church” in policy development.

PUB 260 Public and Media Relations

Introduction to public and media relations including the use of print and television advertising, blogs, email, online forums and other media relation resources. Topics include public and media relation campaigns, press relations and communication strategies, online tools and forums, message development, crisis communication strategies, analyzing and moving public opinion, identifying and mobilizing key political, social and community leaders.

PUB 270 Law and Public Administration

Exploration of legal history and frameworks governing public organizations and nonprofits. Topics include organization of the legal system, legal constraints on public and nonprofit organizations, special case law and statutes governing public officers, current legal issues, and law and society within the US. Students may pursue research topics of special interest.

REL 100 Freshmen Seminar – Old Testament

Examination of Old Testament writings and teachings with emphasis on the history of God's people, the Mosaic Law and the prophets. Emphasizes contextual arguments of the Old Testament law, common themes and perspectives, historical events and the basis for the New Testament. Special research topics provide students with an opportunity to examine specific subjects of interest.

REL 105 Freshmen Seminar - New Testament

Exploration of the life of Christ, the parables, the church, the teachings of the apostles and first century Christian theology and practices. Students compare and contrast current religious thought and traditions with the teachings found throughout the New Testament. Students are encouraged to research specific areas of interest for discussion topics and additional research.

STS 100 Frontiers of Science

Surveys the interrelated nature of modern scientific theories and research with practical business applications including the transfer of scientific research and technology for commercialization. Topics are taken from emerging scientific research and topics in the news. Students conduct experiments to gain an appreciation of scientific methodology and systems.

STS 110 Environment and Society

Exploration of the impact of human activity on the environment including historical perspectives, environmental stewardship and the role of social, economic and political experiences on habitats. Topics include the scientific theories surrounding the natural world with a special emphasis on leadership issues affecting local land-use planning to global climate change.