



ORLANDO
CHRISTIAN
UNIVERSITY

2026-2027
ACADEMIC CATALOG

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General Information

Letter from the President

What a joy it is for me to personally welcome you to Orlando Christian University (OCU)! Allow me just a minute to tell you about both our history and our future.

Since its establishment in 1987, Orlando Christian University's founding organization, The First Academy (TFA), has been training the next generation of Christian leaders. While an impressive 100% of The First Academy graduates have been accepted to college, the landscape for those considering Christian higher education has dramatically changed in the last 15 years. The cost structure, government regulation, and the proliferation of secular worldview call for an innovative approach to preparing the next generation of leaders for the church, and community organizations.

In 2002, TFA launched the Royal Scholars program. This program recognized the successful completion of both Advanced Placement (AP) classes and college dual-enrollment classes by high school students. As more and more students participated in the Royal Scholars program, the academic backdrop and a wonderful foundation was laid for the start of a new university.

In 2023, leaders at First Orlando (Orlando Christian University's sponsoring church) and TFA began pursuing a bold vision. Orlando Christian University (OCU) began offering classes in August of 2023. The university is committed to a Gospel-centered, leadership-focused, financially accessible, competency-based program that prepares students for non-profit and ministry leadership positions.

Orlando Christian University will provide an affordable, geographically-centered, theologically-solid, technologically-innovative launching point for our students. Costs will be contained because no additional facilities are needed, and a core of highly qualified academic

personnel are currently employed at First Orlando and TFA.

The laboratory for a competency-based curriculum exists within the ministry models at First Orlando, TFA, and related community organizations.

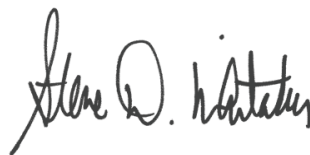
These ingredients will allow for a world-class college education, at a fraction of the cost, resulting in Christian leaders equipped and motivated to take on the challenges of this century and lead through the lens of a Christ-follower. The needs before us are daunting. . .the cultural tides are shifting. . .but we are to be reminded that the harvest is plentiful. We are going to ask the Lord of the harvest to raise up the next generation of workers through OCU!

In closing, I am reminded of the word that the Lord gave to Jeremiah before Israel was taken into exile. "If you have raced with men on foot, and they have wearied you, how will you compete with horses? And if in a safe land you are so trusting, what will you do in the thicket of the Jordan?"

While they were in exile, the Lord gave them the answer as to what they were to do. They were to, "...seek the welfare of the city where I have sent you into exile, and pray to the LORD on its behalf, for in its welfare you will find our welfare."

Orlando Christian University is preparing students who will do just that for the city, for society, and for the church.

For the Glory of Christ,



Steve D. Whitaker, Ph.D.
President

Institutional Mission & Vision

The mission of Orlando Christian University

is to prepare servant leaders who seek the welfare of society, the advancement of the Church, and the proclamation of the gospel to all nations and peoples.

The vision of Orlando Christian University is to launch thousands of servant leaders who will graduate debt-free, are committed to excellence and service to the glory of God, and are called and equipped to lead in churches, the least-reached places of the world, schools, communities, and in both nonprofit and for-profit sectors.

Institutional Goals

Orlando Christian University will seek to fulfill its mission by:

1. Training servant leaders to value excellence in execution, faith in God's abundant provision, and joyful service to the glory of God
2. Cultivating a gospel-centered culture on our campus, among our faculty and staff, and within our curricula
3. Providing affordable and flexible access to Christian higher education with a focus on leadership preparation
4. Working to ensure competency and skillfulness in each graduate and in each academic program through excellence in both traditional and competency-based programs of study
5. Leading in forming partnerships across churches, ministries, nonprofits and the business sector
6. Providing an international and multicultural focus to the curricula and academic programs

Student Learning Objectives

In pursuit of the mission to "prepare servant leaders," OCU seeks to create a holistic learning environment in which students will:

1. Grow in knowledge of God's word and mission as evidenced by the ability to understand and explain Scriptural knowledge and practice.
2. Exhibit increasing Christlikeness as evidenced by gospel-driven personal, communal, and missional relationships.
3. Cultivate leadership qualities as evidenced by personal discipline, skillful service, and compassionate initiative.
4. Pursue excellence in all of life as evidenced by quality academic work, faithfulness in ministry responsibilities, and financial stewardship.
5. Develop a Kingdom mentality as evidenced by an awareness of and appreciation for diverse local and global cultures, particularly in ministry contexts.

Statement of Faith

Orlando Christian University is a nondenominational institution, but each faculty and staff member must sign a statement affirming his or her adherence to the following doctrinal positions. Additionally, students must support these statements in their own lives/practices, live a lifestyle consistent with these practices, and support the school in teaching these as moral truth.

- **The Scriptures:** We believe that the entire Bible, all 66 books of the combined Old and New Testaments, are verbally inspired by God and are inerrant in the original writings. Through the providence of God, the Word of God has been protected and preserved, and is the only infallible and authoritative rule of faith and practice (II Timothy 3:16-17; 2 Peter 1:20-21).

- **God:** We believe that there is only one true, living, sovereign, holy, and eternally existent God. He exists in three co-equal persons—Father, Son, and Holy Spirit—each being a distinct person with a distinct function, but all of one essence and all possessing the same nature, perfection, and attributes. The triune God is the creator and sustainer of all things, the source of all truth, and is worthy of worship, confidence and obedience (Deuteronomy 6:4-5; Genesis 1:31).
- **Jesus Christ:** We believe that Jesus Christ is God. He was conceived by the Holy Spirit, born of a virgin, lived a sinless life, performed many miracles, shed His blood on the cross to pay the debt for our sins, was buried, bodily resurrected, ascended to the right hand of the Father, and will return literally, visibly, and personally in glory and power (John 1:1-3, 14; Matthew 1:18-25; Philippians 2:5-9; Colossians 1:15; I Corinthians 15:1-8; Acts 1:11).
- **Holy Spirit:** We believe that the Holy Spirit is God, co-equal and co-existent with the Father and the Son. He is the chief convicter of sin, the chief agent of regeneration and sanctification. The Holy Spirit lives within every believer and empowers every believer to live a godly life (John 14:16-19; 16:7-15; I Corinthians 6:19-20; Romans 8:9, 11; Titus 3:5).
- **Mankind:** We believe that in the beginning God created mankind in His image, and is not in any sense the product of evolution. Mankind was originally created with the ability to live perfectly for God's glory (Genesis 1:27, 31).
- **Sin:** We believe that Adam, the first man, sinned by disobedience. This act resulted in the fall of all mankind, therefore, all people have sinned and lost their ability to live for the glory of God. Every person's sin incurs both physical and spiritual death until there is forgiveness and salvation by the grace of God (Genesis 3:1-24; Romans 3:10-23; 5:12-21; 6:23).
- **Salvation:** We believe the salvation of lost and sinful people is a free gift of God's grace apart from human works, based solely upon Christ's vicarious and atoning death, effected by the regenerating work of the Holy Spirit, and received only through faith in the person and finished work of Jesus Christ on the cross and His resurrection from death (Ephesians 2:8-10; II Corinthians 5:21).
- **The Church:** We believe that the church is the body of Christ and the family of God. It is made up of saved and baptized believers, who regularly join together for worship, fellowship and ministry (Matthew 16:18; I Corinthians 12:12-14; Hebrews 10:25).
- **Evangelism:** We believe that it is the responsibility and privilege of every Christian to proclaim the good news of Jesus Christ and to seek to make growing disciples (Matthew 28:18-20; Acts 1:8).
- **The Home:** We believe that God has ordained the family as the foundational institution of human society. It is composed of persons related to one another by blood or adoption with marriage as the foundation. As a ministry of First Orlando, we follow the Baptist Faith and Message 2000 teaching of the definition of marriage. Marriage, as designed by God, is the uniting of one man and one woman in covenant commitment. In addition to these important beliefs, we also believe that God has given the parents and the home the responsibility to bring up their children in the nurture and admonition of the Lord. (Ephesians 6:4; Proverbs 22:6) We believe that a consistent and whole education will occur when home, church and school work closely together and are in agreement on the basic concepts of life.

Educational Philosophy

Orlando Christian University's culture of academic excellence and invaluable "living curriculum" (our faculty and staff) ensures character formation and ministry preparation without sacrificing content mastery. The University's relationship with First Orlando provides a unique ministry training ground and discipleship setting. These two ingredients allow for a world-class college education, at a fraction of the cost, resulting in Christian leaders equipped and motivated to take on the challenges of this century and lead through the lens of a Christ-follower.

Authorization

Orlando Christian University (OCU) is religious non-profit institution of education. As such, it is exempt from state licensure requirements pursuant to Section 1005.06(1)(f), F.S.. OCU qualifies for exemption based on the religious nature of its educational programs and its adherence to the principles and doctrines of the Christian faith. As an institution that meets the criteria for exemption as provided by law, OCU is not under the jurisdiction or purview of the Commission for Independent Education of the state of Florida and is not required to obtain licensure.

OCU will operate in accordance with all applicable federal and state laws and regulations, including those pertaining to non-discrimination and fair consumer practices.

This notice of exemption is provided to ensure transparency and inform prospective students, parents, and the public that OCU is legally exempt from licensure and operates within the parameters of the granted exemption.

Physical Facilities

Orlando Christian University is located on a 130-acre campus in the heart of the city of Orlando. The campus is characterized by its serene and picturesque surroundings, providing an ideal environment for academic pursuits,

spiritual growth, and community engagement.

Our campus is conveniently located near the heart of downtown Orlando, providing easy access to cultural, social, and recreational activities. The Orlando area offers a range of opportunities for internships, service projects, and community engagement.

Facilities and Infrastructure

Our campus features state-of-the-art facilities designed to support the academic, spiritual, and recreational needs of our students and faculty. Some key features include:

- **Academic Buildings:** Modern and well-equipped classrooms, laboratories, and event spaces tailored to accommodate various academic disciplines.
- **Over 200,000 sq. ft. of classroom space** available for use.
- **Library:** A comprehensive library housing an extensive collection of resources, including books, journals, and digital databases, to support research and study.
- **Worship Center:** A large, beautiful space for worship, spiritual reflection, and community gatherings.
- **Dining Facilities:** On-campus dining options offering diverse and nutritious meals for students and staff.
- **Recreational Facilities:** Athletic field, fitness centers, and outdoor spaces for student recreation and physical wellness.

Accreditation

Orlando Christian University holds applicant status with the Association for Biblical Higher Education Commission on Accreditation (5850 T. G. Lee Blvd., Ste. 130, Orlando, FL 32822, 407.207.0808). Applicant status is a pre-membership status granted to those institutions that meet the ABHE Conditions of Eligibility and that possess such qualities as may provide a basis for achieving candidate status within five years.

Governance & Personnel

President

The President and CEO of Orlando Christian University reports directly to the university's Board of Trustees and provides leadership to the university.

Steve D. Whitaker, Ph.D.

B.A., Hobe Sound Bible College
M. Ed., MidAmerica Nazarene University
M. A., University of Louisville
Ph.D., University of Louisville

Board of Trustees

The Board of Trustees of Orlando Christian University is vested with the authority to oversee the accomplishment of the mission, goals, and objectives of the institution.

Verne Bragg, *Chairman*
John Bozard, *Vice-chairman*
Caleb Brasher
Sarah Donovan
Sandro Endler
Clark Keator

Administration

President: Steve D. Whitaker, Ph.D.

B.A., Hobe Sound Bible College
M. Ed. MidAmerica Nazarene University
M. A., University of Louisville
Ph. D., University of Louisville

Provost: Matthew McGee

B.A., University of Central Florida
M. Div., The Southern Baptist Theological Seminary

Chief Operations Office: Patrick Barrett

A.A. Hillsborough College
B.S., Boyce College
M.A., University of Central Florida

Faculty

David Blackwell

Adjunct Professor- Social Studies
M. Div., The Southern Baptist Theological Seminary
M. Th., Princeton Theological Seminary

Letizia Branz

Adjunct Professor - Mathematics
B.S., Civil Engineering, University of Central Florida
ED.S., National Louis University

Jessica Damron, Ph.D.

Adjunct Professor - History
B.A., History, Clearwater Christian College
M. ED., Regent University
Ph.D. History, Liberty University

Yvonne Englund

Adjunct Professor - History
B.A., Psychology, Stetson University
M.S., Florida State University

Neil Harrison

Adjunct Professor - Mathematics
B.S., Materials Science and Engineering, University of Florida
M.Div., New Orleans Baptist Theological Seminary

Natalie Holter, Ed.D.

Adjunct Professor
B.A., History, Yale University
MLS, Rollins College
Ed.D. Education, University of Central Florida

Chad Hudson

Adjunct Professor – Biblical Studies
B.S. Social Studies Ed. & Bible, University of Northwestern

Jennifer Jackson

Adjunct Professor
B.A., Elementary Education, Furman University
M. Ed., University of Georgia

Steven Kavanagh

Adjunct Professor – Biblical Studies
B.S., University of Pennsylvania
M. Div., New Orleans Baptist Theological Seminary

Michelle Lindo

Adjunct Professor - Math

B.A. Biblical Counseling, The Master's University
Teaching Credential in Math, The Master's University

Elizabeth Markowitz

Adjunct Professor - Mathematics

B.A. Economics, University of Florida
M.A. Mathematics Education, University of Florida

Justina Mathew-Tallino

Adjunct Professor - Sciences

B.S. Biomedical Sciences; University of South Florida
M.S. Science Education; Nova Southeastern University

Jeffrey McConkey

Adjunct Professor - Math

B.S. Manufacturing Engineering, Bradley University
M.S. Industrial Engineering, University of Illinois

Matthew McGee

Provost

Professor of Biblical Studies
B.A., University of Central Florida
M. Div., The Southern Baptist Theological Seminary

Sean Mikels

Adjunct Professor - English

B.A. English Literature, University of Central Florida
M.Ed. Teacher Education and Educational Leadership,
University of West Florida

Florence Pierre-Louis

Adjunct Professor - Chemistry

B.S. Microbiology and Cell Science, University of Florida
M.S. Chemistry, Florida A&M University

Kelly Scott, Ed.D.

Adjunct Professor - English

B.A. English Literature, Florida Southern College
M.A. English Literature, University of Central Florida
ED.D. University of Central Florida

Scott Toenges

Adjunct Professor - Biblical Studies

B.A. History, Crown College
M. Div., Alliance Theological Seminary
D. Min. Apologetics, Southern Evangelical Seminary

Cherith Walton

Adjunct Professor - English

B.S. Early Childhood Education, University of Central Florida
M.S. Educational Leadership and Administration, Florida
State University

Amanda Whitaker

Librarian; Adjunct Professor

B.S. Public Relations, University of Florida
M.S. Information Studies, Florida State University

Steve D. Whitaker, Ph.D.

Professor of Biblical Leadership Studies

B.A. Hobe Sound Bible College
M. Ed. MidAmerica Nazarene University
M.A., University of Louisville
Ph.D., University of Louisville

Admissions

Orlando Christian University's admissions process is designed to identify and enroll students who demonstrate the academic readiness, character formation, and leadership potential necessary to succeed in its academic programs and contribute to its Christ-centered learning community. Admissions is a direct expression of the University's mission to prepare servant leaders who seek the welfare of society, the advancement of the Church, and the proclamation of the gospel among all nations and peoples.

Admissions decisions are made through a holistic, mission-driven process that evaluates applicants for academic readiness, spiritual formation, and leadership potential, while ensuring fairness, consistency, and alignment with institutional values.

The University is committed to equal opportunity in admissions and complies with applicable laws and regulations. Qualified applicants are considered without unlawful discrimination. Applicants with disabilities may request reasonable accommodations through established institutional procedures.

Admissions Requirements

General Requirements:

For Phase 1 of Orlando Christian University's development (including the 2026-2027 Academic Year), applicants are required to be current students of The First Academy (Upper School) located in Orlando, FL. Those students (rising freshmen or older) who are enrolled in a qualified class at The First Academy are eligible to apply to Orlando Christian University. Applicants must submit a completed application for admission and provide transcripts demonstrating a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale. Incomplete applications will not be reviewed.

Minimum GPA

Students must maintain a minimum cumulative GPA of 2.0 to remain in good academic standing and maintain enrollment eligibility.

Parental Acknowledgement

Under the Family Educational Rights and Privacy Act (FERPA), students enrolled in a postsecondary institution have certain protections for their records (see p. 32). In the OCU application process, students applying for concurrent enrollment are required to provide the name(s) and email(s) of their primary guardian(s) to allow Orlando Christian University to share academic progress, billing information, and other relevant educational records with parent(s) or legal guardian(s) during the student's time in the dual enrollment program.

Christian Faith and Conduct

All applicants must sign the Student Conduct Policy, agreeing to uphold the teaching and lifestyle of the institution's statement of faith.

All students will participate in a program of Ministry Formation throughout their time with OCU (see page 14).

Applicants with major behavior infractions on their high school record may be admitted conditionally at the provost's approval. Conditionally admitted students may be promoted to full admission after one year, provided no further infractions are incurred. The Registrar will cooperate with the TFA Guidance Office as needed to verify applicant character and academic readiness for enrollment with OCU. If the Guidance Office flags the student regarding mission fit, the provost may request a meeting with the student to ensure that both parties are in alignment as to whether the student should enroll.

Degree-Seeking Applicants

Degree-seeking applicants must complete the program of ministry formation through Orlando Christian University to be eligible for graduation (see page 14).

All degree-seeking applicants must sign OCU's statement of faith conveying their agreement with the articles.

Transfer of Credit

Upon receipt of an official transcript, transfer credit may be granted for courses that demonstrate quality, comparability, appropriateness, and applicability to OCU courses. However, courses must be completed with a minimum grade of C (2.0 on a 4.0 scale) or higher to be eligible for transfer credit. The maximum number of transfer credits for an associate degree is 45. Please note below the criteria for various types of transfer credits.

Non-Accredited Institutions

Credit earned at unaccredited institutions may be considered for transfer on a case-by-case basis. OCU will evaluate such coursework to determine comparability and rigor prior to awarding transfer credit. Validation methods may include review of syllabi, faculty qualifications, and demonstrated academic performance. Courses must be completed with a minimum grade of C (2.0 on a 4.0 scale) or higher to be eligible for transfer credit.

College Level Examination Program (CLEP)

OCU accepts CLEP credit for most comparable General Education courses and Elective Courses. The applicability of CLEP credit toward specific OCU course requirements will be evaluated on a case-by-case basis. Official CLEP scores must be sent directly to OCU from The College Board at the student's request. Students are strongly encouraged to consult with their academic advisor prior to taking a CLEP examination to confirm its applicability toward graduation requirements. All intended CLEP examinations should be completed prior to the senior year. Graduation applications will be denied if a transcript shows a pending CLEP score for a required course.

ACE Transcripts

OCU accepts transfer credit based on American Council on

Education (ACE) credit recommendations, including those for military training and examinations, subject to institutional evaluation of course equivalency and applicability to the student's degree requirements. Up to 30 credits from providers such as StraighterLine or ALEKS may be accepted in transfer, subject to applicability to the student's degree program.

Advanced Placement Credits (AP)

Credit for applicable Advanced Placement (AP) is accepted if (1) validated by an AP exam administered by The College Board, and (2) meeting the minimum score (score requirements vary). Scores should be sent from The College Board directly to the Office of the Provost. AP credits typically accepted by OCU can be found on the following pages. Any AP tests not listed are subject to approval on a case-by-case basis.

Articulation Agreement

Orlando Christian University (OCU) maintains an articulation agreement with The First Academy for the evaluation and transfer of select coursework completed prior to a student's enrollment at OCU. This provision primarily applies to students who enroll at OCU after completing one or more years of secondary education at The First Academy.

Transfer credit is awarded based on a comprehensive review of course content, academic rigor, learning outcomes, and instructor qualifications to ensure alignment with OCU academic standards.

Beginning with the 2023–2024 academic year, courses offered through OCU's Concurrent Enrollment Program at The First Academy are approved by OCU, delivered under OCU academic oversight, and recorded as OCU credit on the official transcript. These courses are not considered transfer credit.

Coursework completed prior to Fall 2023 may be evaluated for transfer credit in accordance with the articulation agreement in effect at the time of completion.

AP Examination	Min. Grade	OCU Course	Hours Awarded
2-D Art and Design	3	2-D Art and Design	3
3-D Art and Design	3	3-D Art and Design	3
Biology	3	Biology	4
Calculus AB	3	Calculus 1	4
Calculus BC	3	Calculus 1	4
		Calculus 2	4
Chemistry	3	Chemistry	4
Chinese Language & Culture	3	Chinese Language & Culture 1	4
Chinese Language & Culture	4	Chinese Language & Culture 1	4
		Chinese Language & Culture 2	4
Computer Science A	3	Advanced Computer Science	4
Computer Science Principles	3	Intro to Computer Science	3
Drawing	3	Drawing	3
English Language & Composition	3	Writing and Research for Leaders	3
English Literature & Composition	3	Literature for Thinking and Teaching	3
Environmental Science	3	Environmental Science	3
Human Geography	3	Human Geography	3
Latin	3	Latin	3
Physics 1	3	Physics I	3
Physics 2	3	Physics II	3
Psychology	3	Intro to Psychology	3
Spanish Language & Culture	3	Spanish I	3
		Spanish II	3

Statistics	3	Statistics	3
United States Government & Politics	3	United States Government & Politics	3
United States History	3	US History I	3
		US History II	3
World History	3	World History I	3
		World History II	3

Academic Programs

Associate of Arts in General & Biblical Studies

Program purpose

The purpose of the Associate of Arts in General & Biblical Studies is to equip students with a robust academic foundation that is thoroughly integrated with a biblical worldview, so that they are equipped for further academic study, while also preparing to serve in leadership roles in churches, ministries, nonprofits, and the business sector. This is accomplished by providing foundational biblical and theological course studies, a core of general studies that examine the building blocks of the world through a biblical perspective, and a dynamic Ministry Formation Program.

Program Outcomes

- Prepare students for additional collegiate study
- Expose students to a variety of academic disciplines
- Become thoroughly familiar with the Biblical Worldview
- Possess the ability to winsomely and effectively articulate a defense of the Christian worldview
- Begin initial preparation for students to serve and/or lead within churches, Christian ministries, non-profit, or school settings

Program Requirements

Biblical/Theological Studies

(Complete first 3 courses and choose 2 of the courses below with asterisks)

Biblical Spiritual Formation	3
Apologetics	3
Capstone: The Bible in All of Life	3
Christianity and World Religions*	3
Foundations of Theology*	3
Biblical Ethics*	3
Bible Elective*	3
	15

Open Electives

(Open electives may be taken from any of the courses listed in the catalog)

Open Electives	24
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General Studies

US History I OR World History I	3
US History II OR World History II	3
Economics	3
Writing and Research for Leaders	3
Literature for Thinking and Leading	3
Psychology OR Human Geography	3
Natural Science/Maths Course	3
	21

Ministry Formation Program

(see program outline on following page)

Ministry Formation Program

Program Supervisor: Matthew McGee, *Provost*

- All degree-seeking students must complete a minimum of **50 documented service hours** prior to their graduation. Documentation must be verified by a member of Orlando Christian University's faculty or a designee and emailed to the Office of the Provost.

- All degree-seeking students are required to take the following **2 classes** to be eligible for graduation:

- Apologetics
- Capstone Course: The Bible in All of Life

These two classes are designed to help students winsomely and apologetically make a case for the Christian worldview and the Christian gospel to a secular audience.

- All degree-seeking students must complete **4 programs or events** from the list below. A student may repeat up to two events or programs, but each event/program may only be repeated once. (E.g. a student could participate in a chapel band for two semesters and attend summer youth camp for two summers and these combined programs would satisfy the 4 event/program requirement).

Documentation of participation in the selected events must be submitted to the Office of the Provost at the time of their graduation application.

Eligible Programs/Events:

- Semester-long discipleship group led by a faculty member
- Approved international mission trip
- Summer youth church camp of a church as an attendee
- Summer youth church camp as a camp counselor
- Chapel band for 1 semester
- Leadership position within a partner institution's student leadership offerings
- LifeWay or GRIP inventory and debrief seminar
- Royal Leadership Academy for a full 2-year cycle

Sample AA Course Map

Semester 0.5

Freshman & Sophomore years at TFA or Transfer

Biblical Spiritual Formation
Human Geography
Introduction to Psychology
World History I & II
College Algebra
Introduction to Chemistry
Foundations of Theology

Year 1 – Fall (Semester 1)

Writing and Research for Leaders - Part 1
Christianity and World Religions - Part 1
Environmental Science - Part 1
Calculus I – Part 1
US History I

Year 1 – Spring (Semester 2)

Writing and Research for Leaders - Part 2
Christianity and World Religions - Part 2
Environmental Science - Part 2
Calculus I – Part 2
US History II

Year 2 – Fall (Semester 3)

Calculus II – Part 1
Literature for Thinking and Leading - Part 1
Physics I
Economics
Apologetics – Part 1
Capstone Course: The Bible in All of Life – Part 1

Year 2 – Spring (Semester 4)

Calculus II – Part 2
Literature for Thinking and Leading - Part 2
Physics II
United States Government and Politics
Apologetics – Part 2
Capstone Course: The Bible in All of Life – Part 2

Student Resources

Student Services

The mission of the Office of Student Services is to care for the “whole student” with Christ-like compassion—demonstrated through competent services and connection to both internal and external resources with the goal of helping the student complete their degree and become a spiritually, mentally, and physically healthy Christian Leader.

The Director of Student Services is responsible for communication to students regarding available student services. This is done primarily through student orientation, regular emails, and announcements during assemblies. The Director of Student Services also serves as the primary point of contact for students in need of a service. The goal is to have a “one-stop” touch point where a student can express a need and then have an advocate assist them in the process of securing available services.

The Director of Student Services completes an initial intake and evaluation of the student’s need(s), and a timely (within 2 business days) connection to a relevant service. The Director of Student Services will then follow up with students ensuring that they have been adequately served and provide an action plan of follow up if necessary.

Academic Advising

Students concurrently enrolled with The First Academy (TFA) and Orlando Christian University can work with cross-trained TFA college advisors for questions regarding OCU degree requirements and progress, OCU course selection, and related academic goals.

Email: matthew.westol@orlandochristianuniversity.org

Specialized advising for degree-seeking students or those considering enrolling in a degree program is available through the Student Services team.

Email: rebecca.garcia@orlandochristianuniversity.org

Learning Accommodations

OCU’s Office of Student Services is committed to supporting students with documented requirements, to provide equal access to academic programs, campus facilities, and university activities. Students are generally responsible for registering with the office, providing appropriate documentation, and communicating their accommodation needs each term. Requests may be directed to the Director of Student Services:

Email: rebecca.garcia@orlandochristianuniversity.org

Meetings are available by appointment between 9:30 AM and 3:30 PM on Mondays, Tuesdays, and Thursdays.

The Director of Student Services reviews documentation and coordinates reasonable accommodations such as testing adjustments, accessible course materials, assistive technology, and classroom support.

OCU seeks to serve diverse student abilities by cooperating with TFA's advising and intervention teams for concurrently enrolled students. Personalized accommodations put in place by the TFA teams will be honored by OCU.

Library Services

Orlando Christian University's newly-remodeled library is designed to serve as one of the primary physical centers for OCU students to access learning resources and services. The Library is located in OCU's primary building (Language Ministry Center), which also houses the Provost's office, the Student Services office, and Academic Advising.

OCU students also have full use of the Boyd-Moline library on the campus of The First Academy, as well as the Pat Williams Leadership Library on the campus of First Baptist Orlando. Each library is equipped with resources designed to support students in the course objectives found in the classes students take from Orlando Christian University. The librarians are available to assist students in their academic pursuits. The Director of Learning Resources & the Library is Amanda Whitaker (MA Library Science,

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Florida State University).

Library Hours: 9:30 AM – 5:30 PM on weekdays.

The Writing Center

The Writing Center exists to improve writing instruction and writing performance. The Director of the Writing Center is available to support students and teachers during any of the writing and/or research processes during the school year. The director assists through hosting monthly sessions for Orlando Christian University students. Each month, a different topic will be addressed, such as APA formatting, finding opposition, and how to write with a biblical worldview in mind. The Capstone Course is supported through The Writing Center. Copies of past award-winning Capstone Projects are available for review. A comprehensive Christian Worldview Reading Collection is also available. The Writing Center is located in the new OCU Library.

Writing Center Director

Amanda Whitaker – *M.S. Information Studies, Florida State University; Colson Fellow*

Email: amanda.whitaker@orlandochristianuniversity.org

Office Hours: 10 AM – 4 PM Tuesday/Wednesday/Friday

Spiritual Growth and Emotional Wellness

The spiritual growth and emotional wellness of all students is foundational for an excellent educational experience at Orlando Christian University. Resources include:

University-wide pastoral care:

Faculty members Dr. Toenges & Mr. Kavanagh:

scott.toenges@orlandochristianuniversity.org

steve.kavanagh@orlandochristianuniversity.org

Additional resources are available at:

www.orlandochristianuniversity.org/spiritual-growth/

One of OCU's strategic founding partners, First Baptist

Orlando, hosts an excellent and extensive counseling center on campus. This center provides counseling services via certified providers in multiple languages including English, Spanish, and Portuguese, and is available for student use. Students may make an appointment directly with the center, or by contacting OCU student services.

First Baptist Orlando Counseling Center:

firstorlandocounseling.com

Text/SMS: (816)-866-7873

Phone: 407-514-4470

Email: counselors@firstorlando.com

Academic Information

Course Descriptions

BIBLICAL & THEOLOGICAL STUDIES

THEOL 101: Biblical Spiritual Formation (3 credit hours) This course is designed to foster growth in Christian discipleship and financial stewardship among students. This course is designed to guide students towards a deeper connection with Christ, aiding them in their spiritual journey. Central to this goal is the cultivation of key spiritual disciplines, which are directly drawn from the teachings of the Bible. These disciplines are intended to focus the mind and heart on the foundational truths found within the Scriptures. Additionally, the course addresses financial discipline, empowering students with the knowledge and skills necessary to make financially sound decisions rooted in biblical wisdom found in the Scriptures.

THEOL 102: Foundations of Theology (3 credit hours) This course is designed to help students establish a foundation of concepts and terminology on which to build a theological framework. The overarching purpose of this course is to equip students with an understanding of God's Word more fully as it digs into the essentials of all major

areas of systematic theology.

THEOL 103: World Missions (3 credit hours)

This elective course introduces students to world missions covering biblical and theological basis for missions, the history of missionary movements, and how to communicate the Gospel across cultures. This course will also explore mission strategies and help students identify their role in the Great Commission.

THEOL 104: Christianity and World Religions

(3 credit hours) This course delves into spiritual practices across various cultures, uniquely framed within a distinctively Christian perspective. Central to our study is the Bible, serving not only as our primary guide but also as the lens for examining and contrasting other worldviews. Students engage in a thorough analysis of how different religions and belief systems measure against a Biblical worldview, focusing on the role of faith in society and its influence on individual lives. The course invites students to critically compare and contrast the core tenets of Christianity with other worldviews, deepening their understanding of differing worldviews through a biblically-informed lens.

THEOL 201: Biblical Ethics (3 credit hours)

This course challenges the cultural norms of our day by helping students better understand how to make Biblically moral and ethical decisions on the issues of everyday life. Biblical Ethics is a systematic study of Christian ethics taken as a theoretical and practical discipline and offered at an introductory level. Attention is given to biblical and theological foundations as well as to current issues relevant to the witness of the Church in society.

THEOL 202: Apologetics (3 credit hours)

This course is designed to equip the Christian student for a defense against a full range of opposing arguments. Starting with an examination of the Bible to inform our

approach and goals, students examine competing world-view claims and learn to defend their faith in a pluralistic marketplace. Topics include arguments for the validity of scriptures, God's existence, and historicity of Christ's resurrection as narrated in Scripture.

THEOL 203: Capstone: The Bible in All of Life (3 credit hours)

In this Capstone Project course, students develop and present a final paper and presentation that illustrate God's influence in life through a Biblical worldview. Selecting a topic with their Senior Thesis Advisor, students explore themes like 'The Presence of God' and 'The Mission of God'. The course guides them through the thesis preparation process, from initial topic selection to the final proposal defense, ensuring a comprehensive understanding and effective integration of Biblical perspectives and Biblical evidence in their scholarly work.

BIBL 103: Gospel of John (3 credit hours)

This course will systematically study through the Gospel of John. This course explores key themes in the Gospel of John: salvation, sanctification, and especially the deity, teachings, death, and resurrection of Jesus Christ. Studying God's word can bring understanding, growth, and freedom to our lives.

COMMUNICATIONS

ENGL 101: Writing and Research for Leaders

(3 credit hours) This course is an accelerated course designed to challenge and enable students to become both skilled readers and writers. Students learn to use modes of discourse, rhetorical strategies and critical standards.

ENGL 202: Literature for Thinking and Leading (3 credit hours) This course involves the study and practice of writing about literature. The students demonstrate an understanding of history, culture, and philosophy as those fields apply to many literary works. Literature is related to

contemporary experience and/or history.

HISTORY

HIST 101: World History I (3 credit hours)

This course provides students with the understanding of the development of major civilizations in history by examining connections to the past in order to prepare students for their future as participating members of the global community. Students study primary sources and learn writing and critical thinking skills. This course will cover a time frame from pre-1200's to the Industrial Revolution.

HIST 102: World History II (3 credit hours)

This course provides students with the understanding of the development of major civilizations in history by examining connections to the past in order to prepare students for their future as participating members of the global community. Students study primary sources and learn writing and critical thinking skills. This course will cover a time frame from the Industrial Revolution to the present.

HIST 201: US History I (3 credit hours)

This course provides students with the analytical skills and factual knowledge necessary for dealing critically with United States history. The material covered extends from early America to the Civil War.

HIST 202: US History II (3 credit hours)

This course provides students with the analytical skills and factual knowledge necessary for dealing critically with United States history. The material covered will extend from the Civil War to the present day.

MATHEMATICS

MATH 101: College Algebra (3 credit hours)

In this course, fundamental skills of mathematics are applied to a vast variety of functions, equations and

inequalities, probability and statistics, logarithmic and exponential relationships, and quadratic and polynomial equations. Technology is used to introduce and expand upon the areas of study listed above. Problem-solving strategies are incorporated.

MATH 102: Precalculus (3 credit hours)

This course allows students to investigate how advanced mathematics concepts can solve problems encountered in real world situations. The purpose of this course is to study functions and develop skills necessary for the study of Calculus.

MATH 201: Introduction to Calculus (3 credit hours) This course enables students to develop knowledge and skills in calculus concepts while strengthening & extending concepts learned in previous math courses. Content includes: functions, limits & continuity, derivatives, antiderivatives, definite integrals.

MATH 202: Calculus I (4 credit hours)

This course includes topics such as derivatives of functions and inverse functions, differentiability and continuity, increasing and decreasing functions, concavity, points of inflections, anti-derivatives, and using integrals to find area and volume.

MATH 203: Calculus II (4 credit hours)

This course expands on the topics found in Math 202: Calculus I and adds additional topics such as polynomial approximations, parametric and vector-valued functions, sequences and series, and applications of integrals.

MATH 204: Probability & Statistics (3 credit hours)

This course will provide an overview of probability and statistics, and introduce students to the major concepts for collecting, analyzing, interpreting and drawing conclusions from data. Students will take a set of data and make sense of it using sound analytical methods, applying it to a larger population.

MATH 205: Advanced Statistics (3 credit hours)

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data, Sampling and Experimentation, Probability, and Statistical Inference.

SCIENCE

SCI 101: Introduction to Biology (4 credit hours)

This course includes units on molecules and cells, genetics, organisms and populations. Labs are required and conducted.

SCI 102: Introduction to Chemistry (4 credit hours)

Prerequisite: SCI 101

This course includes (but is not limited to) studying matter, physical and chemical properties, chemical modeling, energy, intermolecular forces, stoichiometry, calorimetry, thermochemistry, spectroscopy, and electrochemistry at the collegiate level. In laboratory investigations, students practice their investigative skills by developing or partially developing their own procedures, collecting and manipulating data, and analyzing that data in order to answer real life questions.

SCI 104: Environmental Science (3 credit hours)

Prerequisite: SCI 101

This course covers the natural world (food webs, ecosystems, biomes) and also includes man-made problems (pollution, global climate change, endangered species, overpopulation) and man-made solutions (aquaponics, wind turbines, electric vehicles). The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the risks associated with these problems, and to

examine alternative solutions for them.

SCI 201: Physics I (4 credit hours)

Prerequisite: Introduction to Chemistry, Pre-Calculus

This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. This course provides a foundation in physics for students in the life sciences, pre-medicine, and some applied sciences, as well as other fields not directly related to science.

SCI 202: Physics II (4 credit hours)

Prerequisite: Physics I, Chemistry, Pre-Calculus

This course is an algebra-based, advanced physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, waves, and probability.

SOCIAL STUDIES

PSYCH 101: Introduction to Psychology

(3 credit hours) This course is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

HUM GEO 101: Human Geography (3 credit hours)

This course is designed to help students better understand our constantly changing and complex world through a study of geography. Students study geography from the physical, political, and cultural perspectives through the five basic geographical themes of location, place, human-environment interaction, movement, and

region. Special emphasis is placed on geographical skills and geographic literacy (locating countries, capitals, and physical features of the world). Through this study, students understand the relationship religion has with culture and society and how people in different cultures satisfy their spiritual needs.

ECON 200: Introduction to Economics (3 credit hours) This course, in addition to standard materials covered in economics, allows students to develop a comprehensive understanding of principles of production, determination of prices, and distribution of income. This course takes place in the fall semester of the senior year.

ECON 201: Macroeconomics (3 credit hours)
Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

GOVT 101: Introduction to US Government and Politics (3 credit hours) This course provides students with a critical perspective on politics and government. It involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies.

TECHNOLOGY

COMP 101: Introduction to Computer Science (3 credit hours) This course introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how

computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will also learn the basics of a computer programming language.

COMP 201: Advanced Computer Science (4 credit hours) Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. Students who take the AP Computer Science A course and exam are well prepared to continue their study of computer science and its integration into a wide array of computing and STEM-related fields.

LANGUAGES

SPAN 201: Spanish I (3 credit hours)
This course promotes language fluency and accuracy and is therefore taught in Spanish. Students engage in exploration of culture through contemporary and historical contexts. The course develops students' awareness and appreciation of literature, laws, conventions, cultural practices and perspectives such as values, attitudes and assumptions.

SPAN 202: Spanish II (3 credit hours)
Prerequisite: Spanish I
This course is the highest achievement level in Spanish offered through Orlando Christian University. The class promotes language fluency and accuracy and is therefore taught in Spanish. Students engage in exploration of culture through contemporary and historical contexts. The course develops students' awareness and appreciation of literature, laws, conventions, cultural practices and perspectives such as values, attitudes and assumptions.

LATIN 101: Latin I (3 credit hours)
This course exposes the student to Roman culture, history, and classicism. Students will learn vocabulary (400
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words) and will learn how to read and speak basic Roman texts and phrases. Students will learn conjugations, tenses, moods and voices of verbs and declensions, cases, gender and number of nouns and adjectives as they support reading. In addition, students will learn about the Roman home and family, the calendar and number system, fashion and dress, military and government structures and geography of Italy and the Mediterranean.

LATIN 102: Latin II (3 credit hours)

Latin II builds on the foundation of Latin I. Another 400 words are added to a student's vocabulary. Sophisticated grammar (participles, gerunds, gerundives, supine, etc.) is learned in order to prepare students for Latin III. Students will begin to read unadapted passages in Latin and continue to learn about Roman culture and history.

LATIN 103: Latin III (3 credit hours)

This course continues to build vocabulary and begins the process of reading unadapted Latin. Grammar will be reviewed and reinforced which was learned in the second year. Students will read Caesar, Catullus, Cicero, Vergil, Horace, and Ovid. Students will also be introduced to poetry and the history of classicism in Europe.

LATIN 201: Latin IV (3 credit hours)

This course focuses on the reading of Vergil and Caesar. Students will examine these texts along the themes of Literary Genre and Style, Roman Values, War and Empire, Leadership, Views of non-Romans, History and Memory, Human Beings and the Gods. These texts will be used to explore larger questions of literature, culture, history, politics, mythology and legend.

LATIN 202: Advanced Latin (3 credit hours)

The capstone course of the Latin program. Students will demonstrate proficiency in the language by translating texts and demonstrating comprehension of the Latin passages from the letters of Pliny and Vergil's *Aeneid*.

MAND 201: Chinese Language and Culture I

(4 credit hours) This course is designed to provide students with foundations in three modes of communication- interpersonal, interpretive, and presentational. Course focuses on varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese Language and culture.

MAND 202: Chinese Language and Culture II

(4 credit hours)

Prerequisite: Chinese Language and Culture I

This course is the highest achievement level in Mandarin offered through Orlando Christian University. The class is designed to provide students with foundations in three modes of communication- interpersonal, interpretive, and presentational. Course focuses on varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese Language and culture.

Academic Policies and Procedures

Academic Freedom

OCU supports the right of each individual within our academic community to engage in rigorous study and reasoned inquiry, understanding that intellectual growth and development are vital to an institution's flourishing. While we respect diverse perspectives and encourage intellectual debate, certain boundaries must be in place when societal principles and ideologies come into conflict with our institution's foundational commitments. OCU's statement of faith and commitment to the authority of the Bible provides a framework within which academic freedom can be exercised and expressed. By fostering an environment

that upholds academic freedom within the context of our institution's core values, we strive to enrich our community with knowledge, understanding, and the pursuit of truth in service to our broader mission.

Academic Integrity

Orlando Christian University's mission is to "prepare servant leaders who seek the welfare of society, the advancement of the Church, and the proclamation of the gospel to all nations and peoples." In light of this high calling, OCU expects a higher standard of conduct than the minimum required to avoid disciplinary consequences. Honesty and integrity are virtues that need to be pursued by all Christian students. Each student's record is to reflect his/her own individual effort. Students should not give nor receive assistance on tests or assignments unless faculty has specifically granted permission.

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or intent to help or conspiracy to help another student commit an act of academic dishonesty. Cheating (using or attempting to use unauthorized information) and plagiarism (representing another's words, works, or ideas as one's own) are serious offenses. Whether you give or receive information without reporting it immediately, the offense is the same.

Any occurrences of cheating/plagiarism on a test, quiz, exam, or paper will result in progressive discipline, including the consideration of dismissal.

Any instance of academic dishonesty should be reported to the Provost. Students have the right to appeal by submitting written evidence and/or documents to the Provost within one week. The Provost must give due consideration to all evidence and may choose to excuse the reported misconduct (when appropriate, given the appeal evidence and conditions) or to initiate a disciplinary action.

Attendance Policy

Attendance Policy for Orlando Christian University (Leave of Absence Policy and Concurrent Enrollment Consideration)

Orlando Christian University (OCU) values the importance of class and chapel attendance as integral components of a student's academic and spiritual growth. For students who are dually enrolled, the attendance policy of the partnering institution will take precedence. In instances where OCU's policy and the partnering institution's policy differ, students are expected to adhere to the policy of the institution where they are physically attending classes. The following guidelines are provided to ensure a consistent understanding of attendance expectations:

Mandatory Attendance: All students are required to attend classes and chapel sessions. The Office of the Provost, or a designated officer, will be responsible for determining the nature of absences (excused or unexcused).

Excused Absences: Absences may be excused for the following reasons:

- Personal illness or medical emergency
- Death or critical illness in the immediate family, including grandparents
- Emergencies or unforeseen circumstances
- Severe weather conditions impacting safe travel

Unexcused Absences and Tardiness:

- Excessive unexcused absences or tardiness will impact the student's grade. A grade reduction will commence once unexcused absences exceed the equivalent of one week of class attendance.
- The penalty for exceeding the absence limit is a one-letter grade deduction for each additional academic week (defined above) of accumulated absences.
- Lateness is monitored. Three unexcused tardies

will be equivalent to one unexcused absence.
Arriving later than one-third of the class duration will be counted as an absence.

- Concurrently enrolled students should reference their high school policy regarding tardiness for classes administered by the high school.

Dropping a Course Due to Absences:

- Students who are absent from four consecutive classes or six non-consecutive classes without valid excuses will be dropped from the course.

Reporting and Documentation:

- Students are responsible for communicating with the Office of the Provost or relevant faculty regarding absences.
- Documentation may be required to validate excused absences.

Appeal Process:

- Students may appeal decisions regarding unexcused absences or grade penalties through the Office of the Provost.

Leave of Absence Policy:

- Students may apply for a Leave of Absence for medical reasons, family emergencies, or other significant life events that require extended time away from academic responsibilities.
- The Leave of Absence must be formally requested through the Office of the Provost and must include relevant documentation or evidence supporting the request.
- Approved Leaves of Absence will allow students to return to their studies without penalty, maintaining their status and progress in their degree program.
- The maximum duration of a Leave of Absence is one academic year, after which the student must

reapply or return to active status.

- All requests for a Leave of Absence from Orlando Christian University must be requested from and approved by the provost. Students can obtain Leave of Absence Request forms from the provost's office or by sending an email to provost@orlandochristianuniversity.org

Responsibility and Accountability:

- Students are expected to manage their schedule and commitments to adhere to this policy. Consistent attendance is essential for academic success and community involvement at OCU.
- OCU is committed to fostering an environment where attendance is viewed not just as a requirement but as an opportunity for learning and personal growth. This policy aims to uphold the standards of the university while considering the wellbeing and circumstances of each student.

Course Registration

ADD/DROP COURSE PROCEDURES

Note: Concurrently enrolled students should reference their high school policy regarding registration for classes administered by the high school.

Add/Drop Period:

- Students may add or drop courses without penalty during the first two weeks of the semester. The specific dates for each semester will be published in the academic calendar.

Procedure for Adding Courses:

- For concurrent courses, students must follow the TFA procedure for adding a course, then notify the OCU Registrar of their wish to add it as a concurrent course. This can be done by emailing:

registrar@orlandochristianuniversity.org

- Approval from the course instructor and the student's academic advisor is required.

Procedure for Dropping Courses:

- To drop a concurrent course, students must follow the TFA procedure and notify the Registrar's office by emailing: registrar@orlandochristianuniversity.org.
- Students may add or drop courses without penalty during the first two weeks of the semester. The specific dates for each semester will be published in the academic calendar.
- Approval from the student's academic advisor is required.
- Courses dropped during the add/drop period will not appear on the student's transcript.
- Students are responsible for understanding the impact of dropping courses on their academic progress and financial aid status.

Grading Policy

A serious attempt is always made to provide students some evaluation of their progress that is consistent and meaningful. A student's grades may include test scores, quiz scores, homework, labs, projects, reports, term papers and classroom participation. Course faculty determine weighting of course assignments and publish those details in the course syllabus.

Academic Scale:

100% - 90%	A	4.0
89% - 80%	B	3.0
79% - 70%	C	2.0
69% - 60%	D	1.0
59% & Below	F	0

Note: For concurrent courses, partnering institutions may weight their GPA differently on their transcripts. A 4.0 is the highest achievable GPA at Orlando Christian University.

Academic Standing

Students are expected to meet specific minimum academic requirements in core subject areas. Failure to maintain these may result in Academic Probation or withdrawal from Orlando Christian University. Student(s) on Academic Probation may be removed from school activities that distract from maintaining academic requirements. Reinstatement to good standing in academic status will take place at the end of each semester by the provost. The minimum academic expectations are that the student will pass every core subject at a level of 70% (C) or higher. Academic Probation will be assessed at the end of each semester.

Satisfactory Academic Progress

Requirements:

- **GPA Requirement:** Maintain a minimum cumulative GPA of 2.0.
- **Course Completion Rate:** Successfully complete at least 67% of attempted courses.
- **Maximum Timeframe:** Complete the degree within 90 credits (1.5 times the standard program length).
- **Probation and Dismissal:** Failure to meet these standards results in probation for one semester, followed by potential dismissal.
- **Appeal Process:** Students may appeal dismissal by presenting extenuating circumstances to the Academic Review Board appointed by the provost
- **Readmission:** Dismissed students may seek readmission after one year, demonstrating readiness to meet academic standards.

Withdrawal Policy & Procedures

Withdrawal Process:

- Students wishing to withdraw from OCU must submit an OCU Withdrawal Request to the Office of the Provost. This can be done emailing provost@orlandochristianuniversity.org
- A withdrawal review meeting with the Office of the Provost is highly recommended to discuss the decision and any potential implications.

Withdrawal Deadline:

- The deadline for a withdrawal request is the start of the 10th week of an academic semester.
- Students intending to withdraw before this deadline should contact the Office of the Provost. Withdrawal may result in financial adjustments or consequences.

Late Withdrawal Requests:

- Withdrawal requests submitted after the deadline will be processed before the start of the next semester.
- Late requests may have financial and/or academic consequences.

Automatic Enrollment Renewal:

- Student enrollment at OCU automatically renews each semester unless interrupted by:
- Graduation
- Withdrawal
- Academic or disciplinary dismissal
- Expulsion
- Non-payment of tuition or fees
- Prolonged non-attendance or inactivity exceeding 14 days
- Non-return from a Leave of Absence

Re-Admission:

- Students who withdraw and later wish to return to OCU must reapply for admission.

Withdrawal from Partner School

Eligibility for Orlando Christian University's 2026-2027 Concurrent Enrollment Program is contingent upon continuous enrollment at the participating partner high school, The First Academy (TFA). Students who withdraw, transfer, are dismissed, or otherwise cease enrollment at the partner school are no longer eligible to participate in the Program. Any earned college credit will remain on the student's permanent OCU transcript, and any in-progress courses will be handled in accordance with the University's academic withdrawal policies.

Credit Hour Definition

A semester credit hour is an institutionally established measure of student learning and academic engagement that is consistent with commonly accepted practices in higher education. One semester credit hour typically represents at least 50 minutes of direct faculty instruction and a minimum of two hours of out-of-class student work each week over approximately fifteen weeks, or the equivalent amount of academic work completed through alternative instructional formats, calendars, or learning activities such as laboratories, internships, practica, studio work, and distance education.

As per the Association for Biblical Higher Education's (ABHE) glossary definition of a credit hour, "The assignment of credit hours may be based on intended learning outcomes, verified through student achievement, that the institution determines are reasonably equivalent to a credit hour of student work."

This definition aligns with the Carnegie Collegiate Student Hour Guidelines, applicable federal regulations (34 CFR §600.2), and the standards and policies of the ABHE Commission on Accreditation.

Transfer Credits

Transferring Credits to OCU

Eligibility and Evaluation:

- Transfer credits are considered for foundational studies courses from accredited institutions. OCU attempts to allow as many transfer credits as possible and encourages prospective students with this posture.
- Courses must closely match OCU's offerings in scope and content.
- For a more detailed Transfer eligibility process, see the "Transfer of Credit" section under "Admissions" beginning on page 9 of the catalog.

Grade Requirement:

- Only courses with a grade of C- or higher are eligible for transfer.

Credit and GPA:

- Transferred credits count towards graduation requirements but do not affect OCU's GPA.
- Transfer credits do not reduce tuition costs.

Application Process:

- Submit official transcripts and course descriptions to the provost for review.

Graduation Requirements

OCU graduation requirements are approved by the faculty. Requirements include:

- A minimum of 60 credit hours, with at least 25 percent earned at OCU.
- A cumulative unweighted GPA of 2.0 on a 4.0 scale. The final GPA will be determined at the end of the final semester.
- Satisfactory completion of all required courses in their respective program.

- Full payment of tuition, fees, and fine (if applicable).

All concurrently enrolled students are required to meet the graduation requirements of their secondary school.

Financial Information

2026-2027 Tuition Policy

Orlando Christian University (OCU), in partnership with The First Academy, is pleased to announce a tuition-free program for the academic year 2026-2027 for all dual enrollment students enrolled through The First Academy.

Eligibility:

- This policy applies exclusively to students who are enrolled in qualified dual enrollment courses through The First Academy.
- Students must be officially registered in the dual enrollment program for the academic year 2026-2027.
- Eligibility is contingent upon meeting admission criteria set by both OCU and The First Academy.

Tuition Waiver Details:

- The OCU tuition for eligible dual enrollment students for the academic year 2026-2027 will be fully waived.
- This waiver covers tuition fees only. Other expenses such as books, supplies, and any additional fees are administered by The First Academy and as such, are subject to their fee policy and fee schedule.

Responsibilities and Conditions:

- Students are required to maintain satisfactory academic progress as defined by OCU and The First Academy.
- The waiver is non-transferable and is only valid

for courses offered during the 2026-2027 academic year.

- Students must comply with all policies and regulations set forth by OCU and The First Academy during their enrollment.

Application Process:

- Eligible students must complete the concurrent enrollment application process through Populi.
- Upon acceptance, students must complete all OCU enrollment requirements to receive the tuition waiver.

Refund Policy

Orlando Christian University (OCU) understands that circumstances may change, leading to the need for students to withdraw from their courses. In such cases, the following refund policy applies:

Refund Eligibility and Conditions:

- Since tuition is waived for concurrent enrollment students from The First Academy for the academic year 2026-2027, any refund policy is subject to The First Academy's policy and will be administered by The First Academy.

Refund Guidelines:

- Students and their families are encouraged to review The First Academy's refund policy for detailed information on eligibility, timeframes, and the amount of refund available based on the time of withdrawal.
- OCU will coordinate with The First Academy to ensure a seamless process in line with these guidelines.

Contact Information:

For further details or assistance regarding the tuition or refund policy, students may contact the OCU Office of

Finance at provost@orlandochristianuniversity.org.

Conduct and Discipline

Student Conduct Policy

At Orlando Christian University, our community is committed to fostering an environment that is founded and centered on the gospel of Jesus Christ and promotes academic excellence, personal growth, and a deepened faith in Christ. This Student Conduct Policy outlines the expectations for student behavior generally though not exhaustively, reflecting our dedication to Biblical principles and academic integrity.

General Conduct Expectations

Respect and Integrity: Students are expected to exhibit honesty, respect for others, and integrity in all their interactions.

Community Responsibility: Each member is responsible for contributing positively to the campus community, showing respect for university property, and participating in community activities.

Academic Honesty: Academic integrity is paramount. All forms of cheating, plagiarism, or dishonest practices are strictly prohibited.

Church Membership/Attendance: Each student and faculty member is expected to become a member of a local church and attend regularly.

Specific Policies and Standards

Dress Code: Students must adhere to a dress code that reflects modesty and professionalism.

Alcohol and Substance Abuse: The use, possession, or distribution of alcohol, tobacco, or illegal drugs is strictly prohibited.

Behavioral Standards: The below are examples of Biblical standards for behavior that are expected to be followed. The list is not exhaustive:

- **Respectful Interactions:** All members of the university community are expected to engage in interactions that are respectful, kind, and reflective of Christian values. This includes language, actions, and social media behavior.
- **Honesty and Integrity:** Students must demonstrate honesty and integrity in all dealings, including academic work, personal relationships, and interactions with faculty and staff.
- **Spiritual Conduct:** Students are encouraged to actively engage in their spiritual growth through regular attendance at chapel services, participation in Bible studies, and personal devotion.
- **Sexual Purity:** Students are expected to adhere to Biblical teachings regarding sexual behavior and as outlined in the school's statement of faith and the Baptist Faith and Message, 2000. This includes abstaining from sexual relations outside of marriage.
- **Community Service:** Students are encouraged to participate in community service activities, reflecting the Christian value of serving others.
- **Conflict Resolution:** Emphasis on resolving conflicts in a manner that is consistent with Christian teachings (See Matthew 18), including forgiveness, reconciliation, and seeking mediation when necessary.

- **Prohibition of Discrimination and Harassment:** Any form of discrimination or harassment based on race, color, national origin, gender, or disability is strictly prohibited.
- **Prohibition of Violence:** Any form of violence, including physical assault, threats, or intimidation, is strictly prohibited.

Technology and Social Media

Students are expected to use technology, including computers, mobile devices, and other digital tools, in a manner that is respectful, ethical, and consistent with the university's academic and Christian values. All forms of pornography are strictly prohibited. Additionally:

- **Social Media Conduct:** Behavior on social media should reflect the same standards of respect, integrity, and Christian witness as in personal interactions. This includes avoiding posts that are offensive, discriminatory, or harmful. All social media activity are subject to the community guidelines and policies.
- **Cyberbullying and Harassment:** Any form of cyberbullying or online harassment is strictly prohibited. Students must not use technology to threaten, harass, or bully others, both within the university community and beyond.
- **Academic Use:** Technology should be used to enhance learning and research. Misuse of technology for cheating, plagiarism, or other forms of academic dishonesty is not tolerated.
- **Privacy and Security:** Students should respect the privacy and security of others' information. Unauthorized access to or sharing of private information is prohibited.

- **Compliance:** All interactions and activities conducted through technology must comply with local, state, and federal laws, including copyright and intellectual property laws.

Disciplinary Procedures

Reporting Violations: The process for reporting and documenting infractions of the student conduct policy alongside local, state, and/or federal law is as follows:

- **Encouraged Reporting:** All members of the Orlando Christian University community are encouraged to report violations of the student conduct policy. This includes students, faculty, staff, and other community members.
- **Confidentiality and Support:** Reports can be made confidentially, with legal exceptions. The university ensures support for those who report violations, protecting them from retaliation. The investigation process respects the confidentiality of all parties involved to the greatest extent possible.
- **Mandatory Reporting:** Any person who knows, or has reasonable cause to suspect, that a child is being abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare is a mandatory reporter per section [39.201\(1\)\(a\)](#), Florida Statutes. Any person who knows, or has reasonable cause to suspect, that a vulnerable adult has been or is being abused, neglected, or exploited is a mandatory reporter per section [415.1034\(1\)\(a\)](#), Florida Statutes.
- **Reporting Channels:** Can be made directly to the Provost, Student Services personnel, campus

police, or via the online reporting form found at: www.orlandochristianuniversity.org/secure-reporting-form/

- **Anonymous Reporting:** The option for anonymous reporting is available via the online reporting form for sensitive cases. However, it's important to note that the ability to investigate anonymous reports may be limited.
- **Immediate Threats:** In cases where there is an immediate threat to health or safety, members of the university community should contact campus security or local law enforcement immediately.
- **Documentation:** Reports should be as detailed as possible, providing specific information about the incident, the individuals involved, and any witnesses.
- **Follow-Up Process:** Upon receiving a report, the university will initiate a preliminary review to determine the appropriate next steps. The reporting individual may be contacted for further information.
- **Interim Measures:** The university may take interim measures to ensure the safety and well-being of the community pending the investigation of a report. This may include temporary restrictions on the involved parties.

Investigation and Adjudication:

- **Preliminary Assessment:** Upon receiving a report of a violation, a preliminary assessment is conducted to determine if the report warrants a formal investigation.

- **Formal Investigation:** If a formal investigation is deemed necessary, it is to be conducted impartially and thoroughly. This may involve gathering evidence, interviewing witnesses, and consulting with relevant university and professional departments.
- **Support for Involved Parties:** Both the reporting and the responding parties have access to support resources throughout the process. This may include counseling services, spiritual guidance, or academic support.
- **Decision Making:** Decisions regarding responsibility and sanctions are made based on a preponderance of the evidence. The decision-making body, typically a disciplinary committee, should include members trained in handling conduct cases and, where appropriate, representatives with a spiritual leadership role.
- **Timely Resolution:** Efforts are made to resolve the investigation in a timely manner, recognizing the importance of resolving concerns promptly and effectively. Depending on the complexity of the issues involved,
- **Notification of Outcome:** Once a decision is made, both parties are informed of the outcome in writing. The notification includes findings, sanctions (if any), and information about the appeal process.
- **Record Keeping:** Records of investigations and adjudications are maintained securely in accordance with university policies and applicable laws.
- **Sanctions:** Sanctions may range from a warning to expulsion, depending on the severity of the violation, the individual's disciplinary history, and any mitigating or aggravating circumstances.
- **Probation:** A period during which a student's behavior is closely monitored. Further violations during probation may result in more severe sanctions.
- **Suspension:** Temporary removal from the university for a specified period. Conditions for readmission will be clearly outlined.
- **Expulsion:** Permanent dismissal from the university. Expulsion is reserved for the most serious violations and is considered a last resort.
- **Withholding Diplomas or Transcripts:** In certain cases, the university may withhold a student's diploma or transcripts until the completion of the sanctioning process.
- **Notification:** Certain sanctions may require notifying parents or guardians, especially for students who are dependents.
- **Spiritual Guidance:** In addition to other sanctions, students may be encouraged or required to seek spiritual and/or mental health guidance or participate in related activities to foster personal growth.
- **Review and Adjustment of Sanctions:** Sanctions are subject to review and adjustment based on ongoing behavior and compliance with disciplinary requirements.

Appeal Process: Procedures for appealing disciplinary decisions.

- A student may appeal the disciplinary decision in writing. The Provost may, at their discretion,

form an ad hoc committee made up of 5 faculty members to review the disciplinary case, and make a recommendation. A written response is due to the appealing party within 5 working days.

Student Rights and Responsibilities

Student Rights:

- **Right to Fair Treatment:** All students have the right to be treated with respect and dignity, and to experience fair treatment in all aspects of the disciplinary process.
- **Right to Privacy:** Students have a right to privacy in accordance with university policies and applicable laws. This includes confidentiality during the investigation and adjudication processes.
- **Right to Information:** Students have the right to be informed of the allegations against them, access to the information being considered, and be given an opportunity to respond.
- **Right to Representation:** Students may have an advisor of their choice present during disciplinary proceedings. However, advisors are not permitted to speak or participate directly in the proceedings.
- **Right to Appeal:** Students have the right to appeal decisions made in the disciplinary process, under the conditions outlined in the policy.

Community Responsibilities:

- **Responsibility to Uphold Standards:** Students are responsible for upholding the

standards and values of Orlando Christian University, including adherence to all University policies.

- **Responsibility to Self-Advocate:** Students should take initiative to understand their rights and responsibilities and advocate for themselves in a respectful manner.
- **Responsibility to Report Violations:** Students have a responsibility to report known or suspected violations of university policies in a timely and honest manner.
- **Responsibility to Participate in the Process:** Students will be expected to participate honestly and fully in the disciplinary process when called upon.
- **Responsibility to Respect Decisions:** Once a decision is reached in the disciplinary process, students have a responsibility to respect and adhere to the outcome and any associated sanctions.

Conclusion

- The Student Conduct Policy at Orlando Christian University is designed to guide our students in a path that is academically rewarding, spiritually enriching, and aligned with our Christian values.

College Policies and Procedures

Non-Discrimination Policy

The Corporation shall admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Corporation. It does not

discriminate on the basis of race, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other programs.

Notification of Rights Under the Family Educational Rights & Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days after the day Orlando Christian University (OCU) receives a request for access. A student should submit to the registrar or provost a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask OCU to amend a record should write [the school official responsible for the record], clearly identify the part of the

record the student wants changed, and specify why it should be changed.

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

3. The right to provide written consent before OCU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent (see “Allowed Exceptions” below).

OCU discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes a person employed by OCU in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of OCU who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational

interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for OCU.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. OCU will make a reasonable attempt to notify each student of these disclosures unless the institution states in its annual notification that it intends to forward records on request or the disclosure is initiated by the student.

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

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

Allowed Exceptions:

See the list below of the disclosures that postsecondary institutions may make without consent.

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

without obtaining prior written consent of the student—

- To other school officials, including teachers, within OCU whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines

the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
- **Directory Information Disclosure:** FERPA permits the disclosure of certain general “Directory Information” without consent, unless consent is revoked. Please see OCU’s [Directory Information Notice](#) for details.

Directory Information Disclosure

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) FERPA requires that Orlando Christian University (OCU), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information (PII) from your education records. However, Orlando Christian University may disclose appropriately designated “directory information” without written consent, unless you have advised the Orlando Christian University to the contrary in accordance with Orlando Christian University’s procedures.

The primary purpose of directory information is to allow Orlando Christian University to include information from your education records in certain school publications. Examples include (but are not limited to):

- Dual-enrollment recognition or designation at a partner school (e.g., The First Academy)
- Leadership, volunteer, or other extracurricular activities where a roster or similar information is helpful
- Honor roll or other recognition lists; and
- Graduation programs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent or eligible student's prior written consent. Outside organizations include but are not limited to: partner organizations such as The First Academy and First Orlando, and companies that manufacture class rings or publish yearbooks.

If you do not want Orlando Christian University to disclose any or all of the types of information designated below as directory information from your education records without your prior written consent, you must notify Orlando Christian University in writing by February 1.

Orlando Christian University has designated the following information as directory information:

- **Student's name**
- **Address**
- **Telephone number**
- **E-mail address**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**
- **Grade level**
- **Participation in officially recognized activities**
- **Weight and height of members of athletic teams**
- **Degrees, honors, and awards received**
- **The most recent educational agency or**

institution attended

- **Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems** but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- **A student ID number or other unique personal identifier that is displayed on a student ID badge**, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

For further information regarding FERPA and allowed exceptions, please see OCU's [*Notice of Rights Under FERPA*](#) (p. 30).

One important allowed exception to disclosure of PII is that OCU may disclose PII from education records without obtaining prior written consent of the student when the disclosure of the PII is to parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))



Orlando Christian University 2026-2027 Academic Calendar

Date	Event
August 5-7	New Faculty & Staff Orientation
August 11-13	All Faculty & Staff Preplanning
August 14	New Student Orientation
August 18	First Day of Fall Classes
September 7	Labor Day (No Classes)
September 14	Last Day to Add Courses (Fall)
September 16	Student Holiday
September 18	Last Day to Drop Without Record / Census Date (Fall)
October 12	Student Holiday
October 12-16	ABHE Accreditation Team Site Visit
October 31	Last Day to Withdraw from Courses (Fall)
November 23-27	Thanksgiving Break
December 11	Last Day of Fall Classes
December 14-17	Final Exam Week (Fall)
December 18	Fall Semester End
December 21- January 1	Christmas Break
January 5	First Day of Spring Classes

January 12	Last Day to Add Courses (Spring)
January 16	Last Day to Drop Without Record / Census Date (Spring)
January 18	MLK Jr. Day – No Classes
February 12	Student Holiday/Professional Development Day
February 15	Presidents' Day – No Classes
February 26	Last Day to Withdraw from Courses (Spring)
March 15-19	Spring Midterms
March 22-26	Spring Break
March 29	Easter Monday – No Classes
May 17-21	Final Exams Week
May 26	Last Day of Spring Classes
May 27	Graduation
May 28	Faculty & Staff Post Planning

Traditional Academic Patterns:

Academic patterns are usually by semester (two semesters of about 15 weeks each), trimester (three periods of about 12 weeks each) or quarter system (three or four quarters of about 10 weeks each).