

Southern Nazarene University

2016-2017 GRADUATE ACADEMIC CATALOG



SOUTHERN NAZARENE UNIVERSITY

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“Our mission is to make Christlike disciples through higher education in Christ-centered community.”

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Message From the President

Open Doors to the Future

My family was not unique when my father became a first generation student in college. Even today, approximately 35% of our student body is populated by persons who are blazing the trail to a new future for themselves and their families.

For many persons, a university degree is the ‘open door’ that changes everything about their future. Gaining entrance to a career not considered before. Cultivating friends and associates not known prior to the college experience. Through internship exposure, an opportunity gained to achieve the break into employment thought impossible. There are so many ways in which the university degree changes the life of the graduate in positive ways.

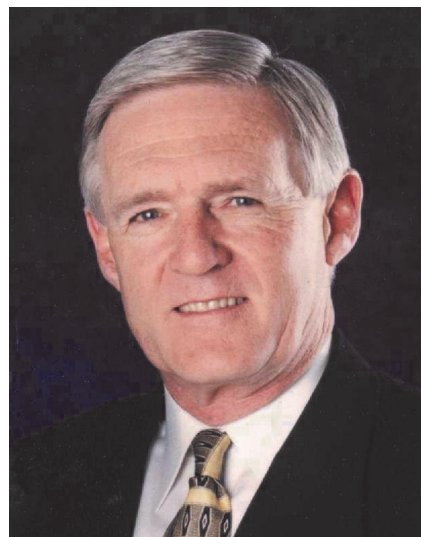
For the student who chooses Southern Nazarene University, all of the above is true. However, the value added for the SNU graduate is the potential to take away a strong faith in Jesus Christ that could sustain one through the ups and downs of life. We are committed in our mission statement to “Making Christlike Disciples through Higher Education in Christ-Centered Community’.

So, if gaining a high quality education combined with a spiritual dimension that enhances all of life appeals to you, explore the programs in this catalog that could provide you with the “Open Door” to your future. I’m hoping that you find the ‘Key’ to your future at Southern Nazarene University.

Warmest regards,

Loren P. Gresham, Ph.D.

President, Southern Nazarene University



GRADUATE PROGRAMS

Counseling Master's Degree Programs

Master of Science in Counseling Psychology (MSCP)

Master of Arts in Counseling Psychology (MACP)

Education Master's Degree Programs

Master of Arts in Educational Leadership (MAEL)

Kinesiology Master's Programs

Master of Arts in Sports Management and Administration (MASMA)

Management Master's Degree Programs

Master of Business Administration (MBA)

MBA in Health Care (MBA-HC)

Post-graduate Health Care Administration (Certificate)

Master of Science in Management (MSM)

Nursing Master's Degree Programs

Nursing Education (MSNE)

Nursing Leadership (MSNL)

Theology and Ministry Master's Degree Programs

Master of Arts in Theology (MAT)

Chapter 1

General Information

Our mission is to make Christlike disciples through higher education in Christ-centered community. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition, as we prepare graduates who think with clarity, act with integrity, and serve with purpose.

Founded in 1899, Southern Nazarene University is a private, Christian, liberal arts university affiliated with the Church of the Nazarene. Located on a 44-acre campus just west of Oklahoma City, SNU grew out of several small colleges committed to training people for service to God and their fellow man. More than 30,000 alumni work and serve throughout the United States and the world.

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CATALOG INFORMATION

1. This catalog is for informational purposes for the general public and does not constitute a contract.
2. Southern Nazarene University reserves the right to change, delete, supplement, or otherwise amend any information as necessary without prior notice or obligation. The official and current SNU policies, procedures and academic offerings are housed in the Office of Academic Affairs (Bresee 200).
3. It is intended that the program and graduation requirements and policies contained in this catalog will remain in force during the period for which it is issued (July 1, 2014—June 30, 2015).
4. Program and graduation requirement changes and changes in policies will be implemented annually on July 1; however, SNU reserves the right to make whatever changes in curricula and policies when it is appropriate and necessary.
5. Changes implemented before a revision of the catalog is published online are recorded and housed in the Office of Academic Affairs and are considered part of the official Southern Nazarene University catalog.
6. Course offerings at SNU are based on student enrollment and adequate demand. Courses offered may be changed without prior notice.
7. The course descriptions listed are current at the time of publication of this catalog. However, some courses listed may not be offered each semester.

STATEMENT OF NONDISCRIMINATION

Southern Nazarene University does not discriminate on the basis of race, sex, age, color, national or ethnic origin, marital status, or disability in the recruitment, admission, and treatment of students or access to university programs or activities including the operation of all university programs, activities, services and employment. The following person has been designated to handle inquiries regarding nondiscrimination policies including Title IX, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination:

University Provost
Southern Nazarene University, Bresee Hall
6729 NW 39th Expressway
Bethany, OK 73008
405-491-6600

CONFIDENTIALITY OF STUDENT RECORDS

Southern Nazarene University is the custodian of many types of student records and recognizes a duty to protect the confidentiality of the information contained therein. SNU reserves the right to notify the general public of general information about its students, such as address, telephone number, college major, classification, and graduation date, if applicable. Student records are available for official use to authorized personnel who demonstrate a need to have access to such records. Students have access at reasonable times and under reasonable conditions to their SNU records.

DEFINING VALUES

MISSION

Our mission is to make Christlike disciples through higher education in Christ-centered community.

PURPOSE

Southern Nazarene University is the church at work in higher education; it is the primary postsecondary educational institution for the Church of the Nazarene in the South Central Region of the United States. We derive our mission and core values *ex corde ecclesiae*—from the heart of the church. A deep and vital relationship with the Church of the Nazarene is essential to SNU's mission and a nonnegotiable starting point in all we do. While governance and support comes primarily from the South Central Region, the university serves and partners with the work of the Church around the world. The mission of the Church of the Nazarene is "to make Christlike disciples in the nations."

Southern Nazarene University exists as an institution of the Church of the Nazarene to facilitate the work of Christ in the world. SNU's mandate is to seek truth with integrity, to explore long-held traditions and assumptions, to formulate an understanding of the world that is consistent with divine revelation and human experience, and to share in the formation of Christlike disciples. Thus, preparing graduates for a broadly defined Christian ministry is an underlying goal of all academic and cocurricular programs.

SNU exists so that the experience of learning will contribute to learners' inward transformation. Our intention is that persons who learn with us will come to a clearer understanding of themselves and of the world in which they live, and then see their place and purpose in life. We desire to facilitate students' encounter with learning in ways that prompt them to ask the ultimate questions of life and the meaning of human existence. Asking and attempting to answer those questions provides the occasions for students to consider who they are in relation to God. We genuinely affirm that God purposes to encounter persons who are seeking true meaning for life, and such encounters have transformative potential for human beings.

MOTTO

The University motto of "Character-Culture-Christ" was first introduced in 1933, and although the mission has undergone various modifications, the descriptors of the motto reflect the institution's most basic ideals. The continuity provided by this motto keeps the institution focused on the pivotal role of education in character development, the nurturing of cultural analysis and critique, and the tremendous potential of simultaneously pursuing the best in education and Christian commitment.

FOCUS ON EXCELLENCE IN ACADEMICS

We are committed to providing students with the best possible university-level education. We see no conflict between academic excellence and Christian commitment. We work at living out and acting upon the affirmation that all truth is God's truth. That affirmation allows us to explore fully any area of human knowledge while recognizing that human knowledge always has its limitations. We pursue higher learning within the framework of our confession that ultimate Truth is available only to God, who allows human beings to catch glimpses of that truth. Higher education as carried out at SNU thus has the first goal of honoring God. Only when that is done can its second goal, serving and helping humankind, have the genuine potential for fulfillment.

At its heart, the university is a residential gathering of scholars, supported by a corps of professional staff and administration. Each scholar pursues his or her own discipline and specialized area of inquiry by engaging in one or more forms of scholarship—discovery, integration, engagement, and teaching. Advanced, sustained scholarship, when combined with effective teaching and learning opportunities, provides depth and challenge in the curriculum. As students participate in scholarly work with faculty, they are invited to experience another dimension of intellectual life and prepared to pursue advanced academic work themselves. This student-faculty relationship is initiation, modeling and mentoring at their best. And students have opportunities to practice habits of mind and heart that reflect education in its fullest and best expressions as they participate in community life with peers and support staff.

SNU is known for its challenging academic programs and the quality of its graduates. We invite students

from diverse ethnic, socioeconomic, cultural and faith backgrounds and provide the resources and support necessary for such students to feel welcome and to flourish. We know that we will not achieve the high level of academic quality and transformative campus environment we desire and value without diversity in our community. Our theology compels us to extend hospitality; our academic mission cannot be achieved fully without it.

The core activities of an excellent teaching university are to teach, to shape, and to send. We intend for students to complete their courses of study and graduate with the requisite intellectual skills and knowledge befitting a university graduate. We also intend for our graduates to be persons of Christian integrity, direction, and purpose, with a keen sense of vocation and a theology of everyday life that will guide their work and shape their involvement in service and ministry wherever they find their place—around the corner or around the world.

Excellence in teaching requires professors who love learning and are motivated by a deep desire to partner with their students in discovering and discussing new ideas. Professors are encouraged, and indeed make every effort, to remain current with the latest research and issues in their area. Professors acknowledge they are scholarly role models: they read professional journals; write for publication; and present at workshops, conferences and conventions while encouraging their students to do the same. Professors do not insist that students accept their views, but they encourage students to examine issues, theories, and ideas so they can express their points of view with supporting evidence.

In General Education courses and many major courses, students spend class time engaging important texts and required readings; professors encourage students to question and debate topics so that they can develop higher-level thinking skills. In classes where excellence is displayed, professors use innovative pedagogy; they frequently employ small group discussions, debates, and facilitate experiential and service learning when possible, along with appropriate technology. During class, professors evidence the ongoing work of integrating Christian faith with their learning and provide a forum for students to do the same. When excellent teaching occurs, students leave the course thinking differently about the topic and their own education.

Educational Goals

Academic programs at Southern Nazarene University are designed to achieve two major educational goals:

1. to help students become critical and creative thinkers who can clearly discern and communicate a Christian perspective in every aspect of life, and
2. to prepare students for successful professional careers.

Working toward the fulfillment of the first goal, SNU's General Education program is an integral part of a liberal arts education. The General Education program attempts to introduce students to the knowledge and skills necessary for both academic success and effective citizenship. To these ends, SNU students engage in coursework focusing on developing their skills in written and oral communication, critical thinking and problem solving. Students are also provided with opportunities to learn how to think in those domains key to being a well-rounded Christian person and citizen in the modern world (critical thinking/discernment; effective communication; problem solving; aesthetic analysis; global perspectives; science, mathematics and technology; Christian tradition, scripture, and ethics). Pervading the entire General Education program is an emphasis on encouraging each student to engage in learning that integrates experiences in class with enriching experiences outside of class designed to break down artificial barriers between academic learning and real life. Through these experiences, SNU students learn to apply Christian faith and principles to the fundamental questions of thought and life. The knowledge and skills learned by students in their general studies reinforce and support the skills and knowledge necessary to succeed in the areas of study in which students elect to specialize.

To achieve the second educational goal of professional preparation, master's degree programs have

been developed and refined at SNU over the years. Each of these programs of study provide students with the opportunity to learn the skills and knowledge germane to the particular discipline as determined by faculty with professional qualifications in the area.

Academic Commitment

The success of SNU graduates reflects the commitment of faculty and administrators to thoroughly prepare students for their chosen avenues of service. SNU graduates enter a wide variety of occupational settings after having earned well-respected academic credentials at the university. Likewise, graduates from the University's preprofessional programs are welcomed as strong candidates into the best professional schools all over the country.

While SNU faculty members are active, respected and published in their professions, their principal concern is to teach effectively. Nearly all of the full-time faculty members teach lower-division and upper-division courses. A favorable faculty-student ratio makes it possible for students to receive personalized help not available at many larger universities. SNU students are also fortunate to have facilities, equipment and opportunities usually available only at much larger universities.

HERITAGE

Institutional History

Southern Nazarene University is the recognized university for the South Central educational region of the Church of the Nazarene, which includes Oklahoma, Arkansas, Texas and Louisiana. Known since 1986 as Southern Nazarene University (formerly Bethany Peniel College/Bethany Nazarene College), the institution developed through the merging of several educational institutions with the college located at Bethany.

These educational institutions were founded by men and women who felt the urgent need for trained Christian leadership, both lay and ministerial. In order to provide the best instruction for students in their educational region and to meet the demands of increasing educational requirements set by the Church and the State, educators periodically merged their schools. Grade records from these schools are on file in the Office of the Registrar at Southern Nazarene University.

- Peniel College - founded 1899, Peniel, Texas (merged 1920)
- Arkansas Holiness College - founded 1900, Vilonia, Arkansas (merged 1931)
- Bresee College - founded 1905, Hutchinson, Kansas (merged 1940)
- Beulah Heights College - founded 1906, Oklahoma City, Oklahoma (merged 1909)
- Oklahoma Holiness College - founded 1909, Bethany, Oklahoma (merged 1920)
- Central Nazarene University - founded 1910, Hamlin, Texas (merged 1929)

Institutional Presidents

Presidents of Southern Nazarene University since its merger have been:

- | | |
|---------------------------|------------------------------|
| A.K. Bracken, 1920-28 | Roy H. Cantrell, 1947-72 |
| S.S. White, 1928-1930 | Stephen W. Nease, 1972-76 |
| A.K. Bracken, 1930-42 | John A. Knight, 1976-85 |
| S.T. Ludwig, 1942-44 | Ponder W. Gilliland, 1985-89 |
| Oscar J. Finch, 1944-1947 | Loren P. Gresham, 1989- |

FOCUS ON CHRISTIAN COMMUNITY

Our educational mission is fulfilled within Christ-centered community. That community comes from the common pursuit of scholarship. However, our fundamental community arises and exists through our shared commitment to the person and work of Christ. We confess that God has made known through Christ the most significant truth that can be known by humankind—God's nature and purpose. Thus, we are most truly a community when we are focused upon God's call to live and work in ways that express the life and likeness of Christ. We belong together as learners and teachers because we all first of all belong to Christ.

ACCREDITATIONS AND MEMBERSHIPS

Southern Nazarene University is...

- an approved four-year senior college for the South Central region of the Church of the Nazarene.
- accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Master's program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604; phone number 800-621-7440).
- accredited for Master of Arts degree programs in Counseling Psychology, Theology, Teacher Education, Educational Leadership, and Sport Management; Master of Business Administration; and Master of Science in Management and in Counseling Psychology.
- accredited by the National Council for the Accreditation of Teacher Education (NCATE).
- accredited by the Commission on Collegiate Nursing Education (CCNE).
- accredited by the Commission on Accreditation of Athletic Training Education (CAATE).
- accredited by the National Association of Schools of Music (NASM).
- accredited by the Association of College and Business School Programs (ACBSP).
- approved by the Oklahoma Board of Nursing.
- approved for Teacher Education by the Oklahoma State Board of Education.
- a member of the International Board of Education (Church of the Nazarene).
- a member of the American Association of Colleges of Nursing.
- a member of the Association of Governing Boards of Universities and Colleges.
- a member of the Oklahoma Independent Colleges and Universities.
- a member of the American Association of Colleges for Teacher Education.
- a member of the Council for Christian Colleges and Universities (CCCU).
- a member of the Association for Continuing Higher Education (ACHE).
- member of the Council for Adult and Experiential Learning (CAEL).
- a member of the Christian Adult Higher Education Association (CAHEA).

MAIN CAMPUS FACILITIES

The Southern Nazarene University main campus is located on a 44-acre site in Bethany, Oklahoma, a western suburb of Oklahoma City. An additional 137 acres is under long-term lease from the Oklahoma City Airport Authority and City of Bethany for use as an athletic complex. As Oklahoma's largest city, Oklahoma City is at the crossroads of three interstate highways (I-40, I-44, and I-35) and is served by several national and regional airlines. SNU also maintains a campus center in Tulsa, Oklahoma, and a classroom site in Del City, Oklahoma.

A.M. Hills Hall

The A.M. Hills Residential Complex officially opened in January 2011 and houses 288 students in four and eight person suites. In addition to student housing rooms, students have common lobbies, study areas and a common kitchen. This LEED certified facility also includes new classrooms, complete with smart boards, and the Bud Robinson Conference Room, which can hold 300 people for meetings and dinners.

The Beverly L and Robert L. Fine Arts Center, renovated in 1989, houses a number of teaching studios for School of Music, several large classrooms, rehearsal rooms for various vocal and instrumental ensembles, and practice rooms available for student use. Also, a commercial quality recording studio featuring two control rooms, six isolation rooms and a MIDI production room. The Department of Art & Design houses the Macintosh Computer Lab, the Design & Fine Art Studios and the Nila Murrow Gallery where design and fine art work is showcased throughout the school year.

Bresee Hall is an SNU landmark. Originally built in 1918, it was added to in 1941 and renovated in 1993. SNU's administrative offices are located in this building.

Broadhurst Physical Education Center, remodeled in 2002, is a center of activity for intramural activities, and campus Leisure Services, as well as the primary classroom and office facility for the School of Kinesiology.

Cantrell Music Hall, which was built in 1934 and extensively renovated in 1975, houses a small recital hall, an excellent Bosendorfer grand piano, and a 37-stop Schliker tracker pipe organ. Some faculty offices for the School of Music are located here.

Herrick Hall, renovated in 1997, houses faculty offices and classrooms for the School of Education and for the Division of Cultural and Communication Studies (English, Mass Communication, Speech and Modern Language), as well as the TV studio and ECHO and ARROW offices. Herrick Auditorium is the site for SNU's chapel services. The University's Information Technology Center, Print Shop, and other offices are located in this building as well.

H. L. Short Prayer Chapel was built in the mid 1960s after Ludwig Hall was completed in 1963. The chapel is used by faculty, students and staff for individual prayer and is at times used as a wedding chapel.

Ludwig Hall is the site for the classrooms and offices of the SNU School of Theology and Ministry.

The Marchant Family Alumni and Welcome Center, completed and dedicated November 2005, serves as SNU's front door welcoming returning alumni and prospective students and their families. Housing the Office of Alumni Relations and the Office of Admissions, the Marchant Center also features displays from the Fred Floyd Archives in its Moore Heritage Hall and additional SNU statuary in Showalter Heritage Garden.

The Royce Brown Building, built in 1981, provides on the first floor, classrooms, conference rooms, and office space for the SNU School of Business and Graduate Studies in Management. The building's second floor is the site of classrooms and offices for the College of Graduate and Professional Studies.

The R. T. Williams Learning Resources Center (LRC) houses the SNU Library, McNair Scholars Program, Fred Floyd Archives, Center for Student Success, LIFE, Testing Services, Online Center and College of Teaching and Learning. In addition to its in-house collections, the library hosts electronic full-text access to a large number of databases. Books, and periodicals, and interlibrary loan service provides access to millions of books and periodicals throughout the world. Access to these databases is available through the SNU Library's website (snu.edu/library). The Archives houses materials concerning the history of SNU, the Southcentral region of the Church of the Nazarene, the General Church of the Nazarene, and, informally, the City of Bethany. Housed on 1st floor is the Center for Student Success

which provides a variety of academic support services. Testing Services provides proctors for Residual ACT exams, CLEP testing for course credit, MAT exams, Castle Tests (career specific exams), and other degree specific proficiency exams. The LRC 3rd floor is also home to the federally funded Ronald E. McNair Postbaccalaureate Scholars Program for high-achieving students from an underrepresented population.

The Sawyer Center, a 98,000 square foot, multimillion dollar, state-of-the-art facility is the home of Crimson Storm men's and women's basketball and women's volleyball and provides practice facilities for other varsity sports. The center hosts Commencement exercises, concerts, dinners, etc., and has been recognized as one of the finest small college facilities in the nation.

J. D. and Mary West Science Laboratory, built in 2014, as part of the multi-year, multiphase Campaign for the Sciences, is located south of the W. Don Beaver Science Hall. The 26,000 square foot building houses the offices and lab facilities for the Biology and Chemistry Departments of the Division of Science and Mathematics.

W. Don Beaver Science Hall is located just southeast of the Webster Commons. The Beaver Science Hall is the location for both graduate and undergraduate programs of the School of Nursing and the Division of Social and Behavioral Sciences. The facility also serves the undergraduate programs of the Math; Physics; Computer Science and Network Engineering Departments of the Division of Science and Mathematics. The Beaver Science Hall includes laboratory and classroom facilities for a variety of the natural, social, and health science programs.

The Webster Commons houses a variety of student services, including the SNU Dining, the 405 Café, conference rooms, University Store, the Student Health Services, Student Government Association offices, the Office of Spiritual Development, and the Office of Student Development (including Community Life, Counseling Center, Career Center, and Housing).

SNU-TULSA FACILITIES

Southern Nazarene University-Tulsa is a fully-staffed satellite campus located in south Tulsa's Post Rock Plaza at 8210 E. Regal Court (105th and S. Memorial) in a 17,000 square foot building containing nine classrooms along with administrative offices, computer kiosk/copier area, gift store and refreshment area. The SNU-Tulsa campus offers evening and weekend courses for adult learners in both graduate and undergraduate degree programs. It also offers the popular "Bridge" program for adult learners who need quality, fast-track General Education courses.

SCHOOL OF GRADUATE STUDIES PHILOSOPHY

Graduate studies allow students to build and articulate knowledge at various levels of the cognitive domain; however, the rigor and intensity of our programs require students to perform primarily at the analysis, synthesis, and evaluation levels of Bloom's taxonomy. Students develop a skill set comprised of research, presentation, professional writing, and appropriate utilization of technology.

Graduate students experience an in-depth exposure to the theoretical principles and theorists in their selected programs of study. Students are encouraged to be open to new and diverse ideas, perspectives, and epistemologies in an effort to find a deeper understanding of the discipline and to assess and evaluate their own perceptions in a critically constructive manner.

The Christian faith and the transformational power of grace are foundational to our graduate programs. By exploring how a Christian perspective informs and deepens meaning in cultural, interpersonal, and theoretical issues, students are challenged to analyze moral and ethical choices from a Christian worldview. A holistic view of persons, emphasized in SNU's mission, is a recurring theme in graduate studies and fosters a collaborative approach to learning and service.

Graduate programs provide opportunities for students to make practical applications of the theoretical constructs of their disciplines. Students are encouraged to use originality of concepts, creativity, and innovation in projects that may, ultimately, benefit the community and society. Graduates are expected to continue contributing to their professions, including participating in relevant organizations and providing leadership in their respective fields.

GRADUATE STUDIES LEARNING OUTCOMES

Upon completion of their respective graduate programs, SNU students will be able to:

- articulate, interpret, and evaluate the theoretical constructs and research of their disciplines.
- exhibit advanced levels of analysis and synthesis in research, professional presentations, and written communication.
- make professional decisions within a framework of Christian principles.
- model ethical leadership in a variety of professional contexts.
- demonstrate principles of lifelong learning by participating in and contributing to professional communities and roles.

ACADEMIC ORGANIZATION OF SNU

Administrators

Loren P. Gresham, Ph.D., University President
Melany Kyzer, J.D., University Provost
Linda Cantwell, Ed.D., Vice President for Enrollment Management
Michael Redwine, Ed.D., Vice President for Student Development
Scott W. Strawn, Ed.D., Vice President for Business and Finance
Terry Toler, Ed.D., Vice President for Church Relations

Colleges

COLLEGE OF HUMANITIES - *Steve Betts, Ph.D., Dean*

Division of Cultural and Communication Studies

Department of Art & Design

Department of English

Department of Modern Languages

Department of Speech Communication

School of Education

School of Music

School of Theology and Ministry

COLLEGE OF NATURAL, SOCIAL AND BEHAVIORAL SCIENCES - *Mark Winslow, Ph.D., Dean*

Division of Science and Mathematics

Department of Biology

Department of Chemistry

Department of Computer Science/Network Engineering

Department of Mathematics

Department of Physics

Division of Social and Behavioral Science

Department of History, Politics and Geography

Department of Psychology and Counseling

Department of Sociology

School of Nursing

School of Kinesiology

Honors Program

COLLEGE OF PROFESSIONAL AND GRADUATE STUDIES AND BUSINESS - *Davis Berryman, Ph.D.,*

Dean

School of Business

School of Graduate Studies

School of Professional Studies

COLLEGE OF TEACHING AND LEARNING - *Dennis Williams, Ph.D., Vice-Provost and Dean*

Assessment and Program Review

Faculty Development

General Education Program

Online Resources Center

Testing Services

Chapter 2

Admission Policies

Applicants seeking admission to any graduate degree program or coursework in any graduate degree program, must process their application materials through the office of the program to which they are making application. Details for each program and individuals associated with each degree program can be found at the following locations.

Program	Telephone
Counseling	405.717.6269
Education	405.491.6346
Kinesiology	405.717.6262
Management	405.491.6628
Nursing	405.491.6365
Theology	405.491.6368

Screening issues and other admissions criteria are handled by the individual programs for admission or denial thereof. Each program will issue an official acceptance letter to the qualified applicant.

IN THIS CHAPTER

SCHOOL ADMISSION

GRADUATE TRANSFER CREDIT

RE-ENTRY ADMISSION

SECOND MASTER'S DEGREE

INTERNATIONAL STUDENTS

SCHOOL ADMISSION

Southern Nazarene University offers three master's degrees: Master of Arts, Master of Science and Master in Business Administration. Admission and degree requirements for each major in the master's programs are listed individually in the programs' descriptions.

GRADUATE TRANSFER CREDIT

A maximum of six semester credit hours of equivalent graduate credit is eligible for transfer into any specific program. No course credit may be transferred unless the grade received was at least a "B" (3.00) from an accredited institution.

Correspondence courses are not accepted toward a graduate degree. Please refer to the appropriate section for specific program requirements.

In traditional graduate programs, up to nine graduate credit hours may be transferred from regionally accredited colleges prior to admission to candidacy, provided grades of "B" or above were earned. Transcripts are evaluated on an individual basis. Study on consignment is designed to allow students in a traditional degree program to enroll in another institution for a limited amount of coursework that is consistent with the student's approved degree program. Study on consignment must have the prior approval of the student's graduate program coordinator and the college dean.

Once a student has been admitted to candidacy, courses cannot be taken elsewhere to count toward the degree except on consignment. Total graduate course credit hours accepted by transfer and/or on consignment shall not exceed nine.

RE-ENTRY ADMISSION

All graduate students who have previously attended SNU must submit a re-entry application and transcripts of any courses taken since leaving SNU.

A dismissed student may apply for readmission after one year upon demonstrating an improvement in motivation or preparation for graduate work. A dismissed student's application for readmission will be referred to the graduate program directors for review. If a student leaves the institution for a semester or more, the student returns at the same standing.

Students who leave SNU for two or less consecutive semesters (not including summer sessions) will re-enter under the academic program / curriculum in effect at the time of re-entry.

SECOND GRADUATE DEGREE

A student who holds a master's degree from a regionally accredited university may earn a subsequent master's degree by completing all program requirements required for the subsequent degree.

A student may apply no more than nine credits of work from the previous degree to a subsequent degree; all coursework applied to a degree must be no more than six years old from the time the coursework was completed.

INTERNATIONAL STUDENTS

In addition to the regular admission materials, students who completed any of their baccalaureate studies from an English-speaking college or university outside of the United States must submit proof of proficiency in the English language. This is usually accomplished by a TOEFL internet-based score of at least 79 (or paper-based equivalent), an IELTS score of 7.0, or successful completion of an approved ESL

program. A copy of the student's visa, notarized verification of ability to meet financial obligations, and proof of health insurance coverage must also be submitted. These materials are required before the individual's application will be reviewed for admission.

Chapter 3

Policies and Procedures

Policies and procedures are generally the same across degree plans; however, because of the nature of the programs, there are some specific policies that apply only to a particular program or delivery system. All nontraditional, modularized programs publish their own program-specific handbooks that contain all program-specific policies and procedures. These handbooks function as official extensions of this catalog.

While we value the quality of student-faculty interaction in all areas, it must be noted that the students are responsible for knowing and maintaining graduate policies, procedures and quality standards for continuance in a graduate program. This catalog and the appropriate student handbook contain all information needed as students enter and progress through a program. Southern Nazarene University reserves the right to make changes in policy and curriculum as necessary.

IN THIS CHAPTER

GRADUATION REQUIREMENTS

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GRADUATION REQUIREMENTS

These requirements must be met in order to apply for those seeking to graduate.

1. Admission to full standing for each program.
2. Completion of a planned program of the required semester credits (programs vary from 31 to 60 credits—see program sections) with a grade average of "B" (3.00 on 4.00 scale) or above.
3. For the student following a non-thesis plan, satisfactory performance on the exit evaluation.
4. For those taking the thesis option, submission and defense of an acceptable thesis.
5. Submission of an application for graduation early in the semester before expecting to complete requirements for graduation. Graduate students will work with their appropriate program office to submit applications at the appropriate point in the program sequence.

ACADEMIC LIMITATIONS

Statute of Limitations

Coursework for the master's degree must be completed within six years of the date of the first registration in a degree program. All transfer work accepted must also be earned within these six years.

Auditing

Audits carry no credit. Students may audit traditional courses on a space-available basis. Contact the business office for the current audit fees. No audits are allowed in modularized courses.

Correspondence and Extension

SNU does not offer correspondence work and accepts neither correspondence nor extension credit at the graduate level.

Independent and Directed Study

A maximum of six credit hours of independent or directed study can be used toward a degree unless the program allows fewer (e.g. theology).

Maximum Course Loads

For M.A. in Theology students, the normal course load is nine to twelve credit hours during a semester and three credit hours during the summer term. Heavier loads are permitted only with the approval of the appropriate program director. In the modularized programs, course loads are determined by program design.

Residency

All courses in graduate programs will be administered within the residency requirements as delineated in the course syllabus.

Undergraduates Receiving Graduate Credit

This policy, applicable to MA Theology students only, allows a currently enrolled SNU senior, within one semester of completing graduation requirements, to enroll in no more than nine credit hours in the Master of Arts degree program. Students must have prior approval of the appropriate coordinator or director and the dean of the College of Professional and Graduate Studies. Formal admission to the graduate school as a graduate special student is also required.

Enrollment in degrees delivered in nontraditional formats is limited to those who have completed the baccalaureate degree.

GRADES AND GRADE POINT AVERAGES

The School of Graduate Studies issues the following grades. Grade points are calculated on a 4.00 scale. "P" and "NC" receive no grade points and are not counted in the GPA. While it is intended that this Catalog will remain in force during the period for which it is issued, the University reserves the right to make whatever changes in curricula or policies are necessary from time to time.

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-, D+, D, D-, F	Not passing, the course must be repeated to receive credit
P	A through B- work
DC	Deferred Credit
NC	No Credit
W	Withdrawn
X	Continuing Thesis

A GPA of 3.00 or above on all courses completed for graduate credit is required for admission to candidacy and for graduation. It should be emphasized that any course in which a "D", "NC" or "F" is earned must be retaken. In calculating the grade-point average after a course is repeated, only the replacement grade is used. The original "D", "NC" or "F" remains on the transcript but is coded to indicate the course has been retaken.

Students must maintain a cumulative 3.0 GPA throughout the program. If the GPA drops below a cumulative 3.0, the student must bring it back to the 3.0 mark within three courses (9 credit hours) of the course that dropped the GPA below 3.0. Upon receiving their first "C" a student must set up an appointment to discuss their progress with their respective program director. Failure to maintain a 3.0 GPA will be subject to the student's being withdrawn from the respective program. No course may be attempted more than twice. In addition, students who receive more than two grades of "C" or lower will be withdrawn from the program.

APPEALS

All decisions made by the graduate school administrators and instructors affecting students may be appealed.

Grade Changes and/or Appeals

Pre-appeals

1. Discuss with faculty instructor to seek resolution.
2. Discuss with department / school chair or director if not resolved with instructor.
3. Any grade change is communicated to the Registrar.

Appeals Procedure

1. A formal appeal must be initiated by the student within 90 days after the grade is posted.
2. If the pre-appeals procedure does not result in a resolution, the appeal is initiated with the college dean and relayed to the appeals board consisting of the dean, Provost, and three additional

members of the graduate faculty, of which at least one will be selected for relevant expertise. Both the appealing student and the faculty instructor will be asked to submit documentation in writing. Neither will participate in the appeals board's deliberations. Any action requiring a grade change will be processed by the dean and the registrar. Results will be communicated to all parties.

3. In the event an appeal is initiated and the appeals board is not available, an appeals committee will serve. This committee will consist of the dean, Provost, registrar and the department / school chair or director.

COURSE NUMBERING

Courses carrying graduate credit are arranged on three levels designated by the first digit in the course number.

- Courses numbered 6000-6099 are designed for graduate students only.
- Courses numbered 5000-5099 are graduate level courses which may be open to select undergraduate seniors with permission of the college dean.
- Courses numbered 3000-4099 are advanced upper division undergraduate courses that may be open to graduate students when the Graduate Council has approved these courses and the professor is a member of the graduate faculty or has been approved by the dean. These courses are included in the departmental listings of courses of instruction in this catalog.

THESIS DEFENSE / EXIT EVALUATION

Each degree program requires an exit evaluation. The form and expectations differ according to the design of the program. The candidate should check with the program director in the specialization area for details.

Non-thesis students must complete the exit evaluation ten calendar days prior to graduation. Thesis students must

- i. complete the thesis defense three weeks prior to Commencement and
- ii. submit their final thesis two weeks prior to Commencement.

COMMENCEMENT AND DEGREE-GRANTING

SNU grants degrees in August, December and May of each year. Commencement ceremonies are held in May and December. All graduation requirements must be completed to participate in commencement. Students with outstanding requirements will participate in a subsequent commencement.

ONLINE LEARNING POLICIES

Policies and procedures for graduate programs administered online are typically found in each program's student handbook. Questions related to graduate online policies and procedures should be directed to the specific graduate program office.

COMPUTER USE AND ETHICS

Policies

This Computer Use and Ethics policy relates to use of all computer facilities operated through SNU by students, employees, or guests for any purpose. SNU makes available computer facilities primarily for the use of students, faculty, and staff for purposes of research and instruction. We aspire that such facilities be used in faithful accord with the ethical perspective of the Church of the Nazarene and the

Wesleyan-Arminian theological tradition.

Respect for intellectual labor and creativity is vital to academic discourse and to the learning enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution.

Because electronic information is so volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism and copyright violations, may be grounds for sanctions against members of the academic community.

This section of the catalog includes SNU's principles and guidelines related to academic honesty, copyright, privacy, security, and appropriate use have been established to facilitate the ethical and responsible use of computers. Instructors or departments may impose additional requirements or restrictions in connection with course or departmental work.

Appropriate Use

The primary purpose of computer communications systems and networks in an academic environment is to promote the free exchange of ideas and information, thus enhancing teaching and research. All online communications and behavior should respect the Wesleyan theological perspective of SNU.

SNU prohibits the use of computing resources to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, creed, or sexual orientation.

Fraudulent, threatening or obscene e-mail, graphical displays or audio files used to harass or intimidate are prohibited.

Chain letters, mass mailings, and all campus network broadcast messages are also examples of inappropriate uses of SNU electronic communications resources.

Use of SNU computers for commercial purposes requires prior approval by the Chief Academic Officer.

Copyright

The interests of authors, inventors and software developers in their products are protected by U.S. copyright and patent laws. Software license agreements serve to increase compliance with copyright and patent laws, and to help insure publishers, authors, and developers return on their investments.

Violating the copyrights or patents of computer software is against SNU policy and is a violation of state or federal law. Making your own copies of software having a restricted use license is theft.

It is against SNU policy to violate software agreements. The number of software users must not exceed the purchased software licensing.

The Digital Millennium Copyright Act of 1998 prohibits copying and/or distributing digital media files on the network.

Academic Honesty and Intellectual Theft

Originality, derivation, and the acknowledgement of sources and collaboration are essential to scholarship and the progress of knowledge. Respect for the work and personal expression of others is especially critical in computer environments. Plagiarism and copyright violations infringe on authorial integrity and are grounds for sanctions.

Students are expected to avoid all forms of academic dishonesty including plagiarism, misrepresentation of authorship, and inappropriate collaboration on assignments. The Office of

Academic Affairs will be notified of occurrences of academic dishonesty. Examples of academic dishonesty include such cases as the following:

- Turning in or submitting electronically someone else's work as one's own with or without the other person's knowledge or permission.
- An individual allowing another individual to turn in or submit electronically work and represented as their own.
- Completing an assignment as a group and submitting multiple copies electronically, representing the work either implicitly or explicitly completed individually.
- Using any part of someone else's work without proper acknowledgement.
- Stealing a solution from an instructor.
- Submitting work products that are substantially similar on an assignment that calls for independent work (e.g. academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation).

Examples of academically honest practices include cases such as the following:

- Turning in or submitting electronically work done alone or with the help of the course's staff.
- Receiving or giving help to solve minor syntax errors.
- Discussing assignment specifications to clarify understanding of the assignment.

Privacy

Students, faculty, and staff who use the computer have the right to privacy and security of their computer programs and data. At the same time, SNU ownership of the computer system network implies a limited expectation of privacy. SNU reserves the right to view and/or retrieve any file or software stored on the computer or passing through the network. Computer users should not tamper with files or information that belongs to other users or to the operating system.

Reading someone else's electronic mail without permission is a federal offense (Title 18 of the United States Code Section 2701). Computer system administrators are excluded for technical reasons. They are, however, prohibited from disclosing a user's e-mail traffic to anyone unless the user or the other party to the traffic gives permission.

Security

Owners and users of computer networks operate in an interdependent environment that necessitates joint ownership of institutional information. Reliability and accessibility of information is critical to the successful operations of SNU. Accessing a computer system without authorization is a federal offense (Title 18 of the United States Code Section 2701).

Computer users must not attempt to modify system facilities or attempt to crash the system. Users should not attempt to subvert the restrictions associated with their computer accounts, the networks of which SNU is a member, or microcomputer software protections. Loopholes in computer security systems or knowledge of a special password should not be used to breach security by:

- damaging computer systems or degrade the performance of a computer system,
- obtaining extra resources or taking resources from another user,
- gaining access to systems or use systems for which proper authorization has not been given,
- falsifying SNU records, forms or other documents, or
- tampering with or destroying the work of others.

Enforcement

SNU reserves the right to examine computer files as necessary to enforce these policies. Use of this computing system in any way contrary to applicable federal or state statutes or the policies of SNU is prohibited and will make users subject to SNU disciplinary actions and may also subject users to criminal penalties.

Violations of these policies and guidelines may result in the loss of a user's computer use privileges. These privileges may be suspended immediately upon the discovery of a violation of these guidelines. The account may be removed or deactivated or privileges removed from one or all SNU computing systems permanently or until the matter is completely resolved.

SNU personnel discovering violations of these policies should report to their direct supervisor, who will report incidents to the appropriate office (Office of Academic Affairs, Office of Student Development, or Office of Human Resources). Information related to violations will be shared among these offices and the appropriate disciplinary procedures will be followed in keeping with SNU policy for students and employees. Violations of these policies will be dealt with in the same manner as violations of other SNU policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available. These include, but are not limited to, the loss of computer use privileges, immediate dismissal from SNU, and legal action. Violations of some of the above policies may constitute a criminal offense. Criminal offenses may be subject to a fine of not more than \$5,000 or imprisonment for not more than six months, or both.

Appeals related to any disciplinary actions resulting from violations of these policies should be taken to the Student Judicial Council (student appeals) or the President's Cabinet (employee appeals).

The SNU Technology Advisory Committee will be responsible to periodically review and revise these policies. Final approval of these policies rests with the President's Cabinet.

ACADEMIC INTEGRITY

Policies

SNU seeks to support and promote qualities of academic honesty and personal integrity in all aspects of life. Serious offenses against the SNU community include cheating, plagiarism, and all forms of academic dishonesty. Cheating or academic dishonesty is defined as the deception of others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another's work as one's own with or without permission from the other individual.
2. Completing an assignment as a group and submitting multiple copies, representing the work either implicitly or explicitly as completed individually.
3. Failing to properly acknowledge sources quoted, cited or consulted in the preparation of written work (plagiarism).
4. Using a textbook or notes during an examination without permission of the instructor.
5. Receiving or giving unauthorized help on assignments.
6. Stealing a problem solution from an instructor.
7. Tampering with experimental data to falsify desired results or creating results for experiments not done ("dry labbing").
8. Tampering with or destroying the work of others.
9. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
10. Lying about these or other academic matters.

11. Falsifying college records, forms or other documents.
12. Accessing of unauthorized computer systems or files.

Academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation.

Enforcement

Students who are guilty of academic integrity violations such as these can expect to be penalized; any student who knowingly assists another student in dishonest behavior is equally responsible.

The course instructor shall have the authority to deal with instances of academic dishonesty in a variety of ways including, but not limited to, the following:

1. Work may be redone for full or partial credit.
2. Alternate assignments may be given for full or partial credit.
3. Work may not be redone and no credit will be given for that particular assignment.
4. The student may be dropped from the course.

Faculty members are required to report any academic integrity incident to the Office of Academic Affairs. A student found violating academic integrity standards will be placed on academic integrity probation. Following two reports against a particular student, action will be initiated under provisions of the judicial code and may lead to dismissal of the student from SNU.

Chapter 4

Financial Information

Southern Nazarene University is among the most affordable Christian colleges in the country. The financial support of our denomination enables us to offer a quality education for thousands less than other similar universities. To maximize this value, students are encouraged to complete the FAFSA (Federal Financial Aid). Additionally, students can use our scholarship estimator to calculate some of the institutional awards which are available.

For the most current financial information related to financial assistance, visit the SNU Web site.

snu.edu/graduate-financial-aid

IN THIS CHAPTER

TUITION/FEES

FINANCIAL ASSISTANCE

TUITION/FEES

Each of the graduate programs have different tuition and fee structures. Please contact the graduate program offices listed on p. 17 of this catalog for information about costs.

FINANCIAL ASSISTANCE

Financial Assistance is all federal and state assistance. Financial Assistance is specifically used to help students with the costs of college education. Federal financial aid is provided for eligible students through federally funded programs. Although federal financial aid is not designed to cover the entire cost, applying for federal aid can be the first step in meeting educational expenses.

Assistance from the graduate financial assistance office (Royce Brown building, 2nd floor) is available between the hours of 8:00 a.m. and 6:00 p.m. (Central Time) Monday through Thursday, and 8:00 a.m. and 4:00 p.m. on Friday, by phone at 405/491-6685, or by e-mail at GradStudiesFA@snu.edu.

Subsidized Stafford Loan

A Subsidized Stafford Loan is a federal loan that must be repaid. For new borrowers, the interest rate is variable (not to exceed 8.25%) and is reviewed and determined by July 1 each year. Eligibility is determined by the results of the FAFSA, but application for the loan is made through a separate lending institution. Interest does not accrue and repayment does not begin until six months after the student has completed the program or has withdrawn from the University. Prior to disbursement, the lender withholds approximately 3% from the loan amount to cover loan origination and insurance fees. For details on the maximum annual loan limits, contact the Professional Studies Financial Assistance office at 405/491-6685 or 405-717-6204.

Unsubsidized Stafford Loan

If the student is not eligible for a Subsidized Stafford Loan, as determined by the results of the FAFSA, an Unsubsidized Stafford Loan can be an alternative. Unsubsidized means that interest will accrue while the student is in school. The student can choose to pay the interest while in school or defer the interest and have it added to the principal balance. As with the subsidized loan, repayment on the principal does not begin until six months after the student has completed the program, or withdrawn from the University. The interest rate is variable (not to exceed 8.25%) and is reviewed and determined by July 1 each year. Eligibility is determined by the results of the FAFSA, but application for the loan is made through a separate lending institution. Prior to disbursement, the lender withholds approximately 3% from the loan amount to cover loan origination and insurance fees. For details on the maximum annual loan limits, contact the Professional Studies Financial Assistance office at 405/491-6685.

Payment Plans

Payment Plans are available through the SNU Graduate Studies Business Office, phone 405/491-6349, e-mail GradStudiesFA@snu.edu.

Chapter 5

Programs and Curricula

The rigor and intensity of graduate studies requires students to perform at the analysis, synthesis, and evaluation levels of Bloom's taxonomy. Graduate work allows students to build and articulate knowledge in various cognitive domains. This includes a skill set comprised of research, presentation, professional writing, and appropriate utilization of technology.

Second, graduate students experience an in-depth exposure to the theoretical principles and theorists in their selected programs of study. SNU expects individuals to be open to new and diverse ideas, perspectives, and epistemologies in an effort to find a deeper understanding of the discipline and to assess and evaluate their own perceptions in a critically constructive manner.

The Christian faith and the transformational power of grace are foundational to SNU graduate education. SNU expects individuals to articulate how a Christian perspective informs and deepens meaning in cultural, interpersonal, and theoretical issues. Students will be able to evaluate moral and ethical choices in light of Christian and Wesleyan theological traditions. A holistic view of persons encourages a collaborative approach to learning and service.

Finally, in response to the above, students will make practical applications of the theoretical foundations of their discipline. Students will be encouraged to use originality of concepts and applications in projects that may, ultimately, benefit the community and society. In addition, students are expected to participate and provide leadership in their respective professional fields.

IN THIS CHAPTER

GRADUATE PROGRAMS IN COUNSELING

GRADUATE PROGRAMS IN EDUCATION

GRADUATE PROGRAMS IN KINESIOLOGY

GRADUATE PROGRAMS IN MANAGEMENT

GRADUATE PROGRAMS IN NURSING

GRADUATE PROGRAMS IN THEOLOGY and MINISTRY

GRADUATE PROGRAMS IN COUNSELING

Program Information

The graduate degree programs in counseling at SNU offer a Master of Arts in Counseling Psychology (MACP) and a Master of Science in Counseling Psychology (MSCP). Each Degree is a 60-hour program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). Also included are optional elective concentrations that meet the academic licensure requirements for the Licensed Marital and Family Therapist (LMFT) and Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma. All programs share a common core of coursework and are delivered in an accelerated, modularized format.

The mission of the Southern Nazarene University Graduate Programs in counseling is to educate and prepare students to assist diverse populations as competent, ethical, and self-reflective practitioners. As a university rooted in the Wesleyan theological tradition, we shape our students to value hospitality, curiosity, and compassion, emphasize a relational-developmental model, and promote service and social justice.

Program Objectives

- *Foundational Counseling Methods:* The graduate will demonstrate competence in helping skills, the development/maintenance of the therapeutic relationship, including insight and self-awareness, and effectively communicating case material through writing.
- *Research:* The graduate will demonstrate competence in regards to appropriate literature review, development of hypotheses, application of research design, and effective analysis and interpretation of data.
- *Assessment:* The graduate will demonstrate basic awareness and competence in evidence-based family, psychological, and career assessment techniques, procedures, interpretation, and report writing.
- *Multiculturalism/Diversity:* The graduate will demonstrate awareness and competency in using therapeutic and assessment approaches sensitive to multicultural and diversity concerns, finding opportunities to serve others, enacting social justice, and promoting general welfare.
- *Diagnosis:* The graduate will demonstrate an awareness of diagnostic criteria and effectively provide appropriate diagnosis based on case material.
- *Case conceptualization:* the graduate will demonstrate theoretically sound and developmentally appropriate conceptualization of case material.
- *Treatment Planning:* The graduate will demonstrate theoretically consistent and evidence-based planning for therapeutic treatment including individual, systems-based, and group modalities.
- *Law & Ethics:* The graduate will demonstrate awareness and competency in making legally consistent and ethical decision-making.
- *Integration:* the graduate will demonstrate an ability to understand and relate psychological theory and principles according to one's own faith tradition and/or value system.

The curricular design of the Graduate Programs in counseling utilizes a generalized approach that offers students the flexibility to develop expertise in dealing with a wide range of specific problem/content areas (e.g., substance abuse, domestic violence, vocational exploration, etc.) through a range of therapeutic methodologies (e.g., individual counseling, marriage and family therapy, play therapy, group therapy, etc.).

Admission Requirements

The faculty and administration in the Graduate Programs in Counseling take the process of training counselors very seriously. The application process is therefore very thorough and critical to both the admissions and educational process. The faculty and administration greatly value the application

process and accept only those applicants whom the faculty believe will make the best counselors. The GRE is not required because the faculty do not want to simply quantify potential applicants. The program's desire is for the admissions process to allow the faculty to get to know each applicant as a person in order to see if that person will be a good fit for the program, and that the program will be the right fit for the applicant. Also, the faculty firmly believes that the program is challenging, demands excellence from its students, and more than adequately prepares all students for the variety of situations faced as a counselor. The faculty are looking for future students who can excel in the classroom, be flexible in thought, and have the ability to connect with and engage others from various backgrounds and circumstances. The program is accelerated in order to provide students the best training possible, while also allowing future graduates the opportunity to start their career as soon as possible.

Application Deadlines

Bethany: Fall Semester (Early Admissions—March 1st; Regular Admissions—June 1st)

Bethany: Spring Semester (October 15th)

Tulsa: Fall Semester (August 1st)

Application Process

All steps are required to be completed prior to the application deadline in order to obtain an interview.

Step 1: Applicants must meet the following requirements to apply to the program: hold a baccalaureate degree from a regionally accredited college or university; have taken at least 18 hours of psychology related undergraduate coursework (General or Introduction to Psychology and Statistics are required); a GPA of 3.0 or higher is considered competitive: however, multiple factors are considered when making admissions decisions.

International Students: Please visit the international admissions webpage to find out more about the application requirements. <http://snu.edu/international-admissions>.

Step 2: Send official transcripts in order to verify successful completion of application requirements.

For Bethany applicants, transcripts can be emailed to Scott Secor (SSecor@snu.edu), faxed to (405) 491-6375, or mailed to Scott Secor, Southern Nazarene University, 6729 NW 39th Expressway, Bethany, OK 73008.

For Tulsa applicants, Transcripts can be emailed to Kim Roach (kiroach@mail.snu.edu), or mailed to: Kim Roach, Southern Nazarene University, 8210 E. Regal Court, Tulsa, OK 74133.

Step 3: Applicants who meet the application requirements can complete the rest of the application process: online application; three recommendations; curriculum vitae/resume; writing packet; background check release; \$50 application fee.

Step 3b: Applicants who do not meet the application requirements can contact their admissions counselor: Bethany applicants can email Scott Secor (ssecor@snu.edu) and Tulsa applicants can email Kim Roach (kiroach@mail.snu.edu). The admissions counselors will provide options for applicants to consider.

Step 4: Applicants will be contacted to set up their interview once the admissions deadline for the group to which they are applying has been reached, provided that all application materials have been submitted.

Application Materials Descriptions

Recommendations

Three recommendations are required per applicant. A minimum of two recommendations must be academic in nature and should come from recommenders who can comment on the applicant's professional or educational aptitude. Recommendations should ideally be made by persons who have known the applicant for at least a year and with whom the applicant has had considerable interaction. Recommenders that can comment directly on the applicants fit and potential as a successful counselor are particularly helpful. All recommendations can be emailed or mailed to Scott Secor (ssecor@snu.edu) for Bethany applicants or to Kim Roach (kiroach@mail.snu.edu) for Tulsa applicants.

Curriculum Vitae/Resume

Applicants are encouraged to submit a formal vita or resume along with their application.

Writing Packet

The submission of a personal statement, the admissions essay, and the vignette response each offers applicants the opportunity to communicate to the Graduate Programs in Counseling their overall fit with the program. These written documents will convey the applicant's ability for self-reflection, their capacity to be present with and serve others, their understanding of the responsibilities and obligations of a professional counselor, their understanding of diversity concerns and social justice, their intellectual capabilities, and their readiness for the academic demands of graduate work in counseling. These documents will be evaluated in terms of the applicant's capacity for written expression. Only self-disclose regarding particulars to the extent that is appropriate for you. Please complete all three parts of this writing packet on three separate documents.

Background Check Release

The Graduate Programs in Counseling Requires a background check for all applicants. Filling out and sending in the background check release allows the program to conduct the background check.

Application Fee

All applicants are required to submit a \$50 application fee prior to their interview. The Graduate Programs in Counseling accepts either cash or check. Checks should be made out to the Graduate Programs in Counseling. Application fees can be paid at the time of the interview.

Interview Process

The interview is designed to assist the faculty in determining the fit between the applicant and the program/profession. The program seeks to admit students who best reflect key characteristics of effective counselors in the field. The interview process itself will consist of two individual interviews and one group interview.

Applicants will be contacted by the department to schedule their interview once the deadline for applications has been reached and if the applicant has submitted all required application materials. The admissions committee meets to make admissions decisions after all interviews have been conducted. Applicants will be informed within two weeks after the interview regarding their application status. Applicants then are given approximately one month to inform the department of their acceptance or denial of the invitation to join the group.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY (MACP)

MACP PROGRAM

The Master of Arts in Counseling Psychology (MACP) degree is a 60 hour program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC) Also included in optional elective concentrations that meet the academic licensure requirements for the

Licensed Marital and Family Therapist (LMFT) and Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma. This degree is ideal for students who are most interested in the practitioner side of counseling.

The MACP degree consists of 48 core hours and 12 elective hours. The 48 core hours occur over four semesters, training students in four foundational areas of counseling: professional foundations, theoretical foundations, assessment, and contextual applications. The fifth and final semester affords students the opportunity to select from one of three elective concentrations: marriage and family therapy, drug and alcohol counseling, or child and play therapy. Further, students who complete the child therapy sequence will meet the academic requirements of the Association for Play Therapy in Oklahoma to become a Registered Play Therapist.

The lone distinction between the MACP degree and the Master of Science in Counseling Psychology (MSCP) degree is the difference in research emphasis. Students pursuing the MACP degree will take one research project and thesis.

Courses are completed over five non-traditional, accelerated semesters in approximately two years. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. During the first four semesters, half of the courses will meet one night a week for a four-hour session. For all other courses, the class sessions will occur over intensive weekend courses that meet Friday Evenings for four hours and all day Saturday for eight hours. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

Core 48-Hours

Course Number	Course Title	Credit Hours
<u>Professional Foundations</u>		
PSY 5333	Introduction to Counseling Technique	3
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 5283	Professional Orientation	3
<u>Theoretical Foundations</u>		
PSY 6113	Theories and Techniques of Counseling I	3
PSY 6123	Theories and Techniques of Counseling II	3
PSY 6253	Marital and Family Systems Theories	3
PSY 6133	Research Methods I	3
<u>Assessment</u>		
PSY 6193	Internship	3
PSY 6593	Multiculturalism and Diversity in Counseling	3
PSY 5153	Psychological and Career Assessment	3
PSY 5233	Alcohol and Drug Addiction and Assessment	3
<u>Contextual Applications</u>		
PSY 6493	Internship	3
PSY 6213	Group Psychotherapy Techniques	3
PSY 6303	Counseling Children and Adolescents	3
PSY 6293	Philosophy of Interpersonal Relationships	3
Elective 12-Hours		
<u>Concentration I: Marriage and Family</u>		
PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6283	Marriage and Couples Therapy	3

Concentration II: Drug and Alcohol Counseling

PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6223	Drug and Alcohol Theories	3

Concentration III: Child and Play Therapy

PSY 5113	Child and Adolescent Psychopathology and Assessment	3
PSY 6313	Introduction to Play Therapy	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

Internship

In addition to the courses, MACP students will complete 450 hours of Internship. Work on both components of the program (courses and internship) occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised experience in counseling situations. Internships begin within the first two semesters and are completed by the end of the fifth and final semester. The internship occurs in approved clinical settings.

Capstone Project and Exit Evaluation

All graduate degree programs at SNU require an exit evaluation. In the MACP program, the exit evaluation occurs in conjunction with the completion of the capstone project: the Clinical Competency Interview (CCI). The CCI is a way for the student to demonstrate clinical competency through the capacity to synthesize various clinical components learned throughout the program and during clinical training (i.e., assessing, diagnosing, and treating clients).

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MSCP)**MSCP PROGRAM**

The Master of Science in Counseling Psychology (MSCP) degree is a 60 hour minimum program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). Also included are optional elective concentrations that meet the academic licensure requirements for the Licensed Marital and Family Therapist (LMFT) and Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma. For students in the MSCP degree program, meeting LMFT and LADC requirements will involve additional coursework beyond the 60-hour minimum requirement. This degree is ideal for students who are most interested in research and is the best preparation for those interested in pursuing doctoral work.

The MSCP degree consists of 54 core hours and a minimum of six elective hours. The first 48 hours occur over four semesters, training students in four foundational areas of counseling: professional foundations, theoretical foundations, assessment, and contextual applications. The fifth and final semester affords students the opportunity to take the research and thesis concentration. This concentration consists of a second research methods course, the completion of a research project, and the proposal and defense of a thesis. Students will then have the option of selecting a minimum of two courses from one or three elective concentrations: marriage and family therapy, drug and alcohol counseling, or child and play therapy. Further, students who complete all four courses in the child therapy sequence will meet the academic requirements of the Association for Play Therapy in Oklahoma to become a Registered Play Therapist.

The lone distinction between the MSCP degree and the Master of Arts in Counseling Psychology (MACP) degree is the difference in research emphasis. Students pursuing the MSCP degree will take two research

courses and will be required to complete a research project and a thesis.

Courses are completed over five non-traditional, accelerated semesters in approximately two years. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. During the first four semesters, half of the courses will meet one night a week for a four-hour session. For all other courses, the class sessions will occur over intensive weekend courses that meet Friday evenings for four hours and all day Saturday for eight hours. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours

Core 48-Hours

Course Number	Course Title	Credit Hours
<u>Professional Foundations</u>		
PSY 5333	Introduction to Counseling Techniques	3
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 5283	Professional Orientation	3
<u>Theoretical Foundations</u>		
PSY 6113	Theories and Techniques of Counseling I	3
PSY 6123	Theories and Techniques of Counseling II	3
PSY 6253	Marital and Family Systems Theories	3
PSY 6133	Research Methods I	3
<u>Assessment</u>		
PSY 6193	Internship	3
PSY 6593	Multiculturalism and Diversity in Counseling	3
PSY 5153	Psychological and Career Assessment	3
PSY 5233	Alcohol and Drug Addiction and Assessment	3
<u>Contextual Application</u>		
PSY 6493	Internship	3
PSY 6213	Group Psychotherapy	3
PSY 6303	Counseling Children and Adolescents	3
PSY 6293	Philosophy of Interpersonal Relationships	3
<u>Research and Thesis</u>		
PSY 6143	Research Methods II	3
PSY 6993	Thesis	3
	Elective from either Concentration I, II or III	3
	Elective from either Concentration I, II or III	3
Elective Minimum 6-Hours		
<u>Concentration I: Marriage and Family</u>		
PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6283	Marriage and Couples Therapy	3
<u>Concentration II: Drug and Alcohol Counseling</u>		
PSY 6403	Neuropsychopharmacology	3
PSY 6273	Family and Systems Psychotherapy	3
PSY 6263	Family Crisis Intervention	3
PSY 6223	Drug and Alcohol Theories	3

Concentration III: Child and Play Therapy

PSY 5113	Child and Adolescent Psychology and Assessment	3
PSY 6313	Introduction to Play Therapy	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

Thesis

In addition to the courses, MSCP students will complete a research project and corresponding master's thesis. Work on all three components of the program (courses, thesis, and internship) occurs simultaneously. Work on the thesis begins in the Research Methods I course and culminates with a thesis defense prior to graduation.

Internship

In addition to the courses, MSCP students will complete 450 hours of Internship. Work on both components of the program (courses and internship) occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised experience in counseling situations. Internships begin within the first two semesters and are completed by the end of the fifth and final semester. The internship occurs in approved clinical settings.

Capstone Project and Exit Evaluation

All graduate degree programs at SNU require an exit evaluation. In the MSCP program, the exit evaluation occurs in conjunction with the completion of the capstone project: the Clinical Competency Interview (CCI). The CCI is a way for the student to demonstrate clinical competency through the capacity to synthesize various clinical components learned throughout the program and during clinical training (I.E., assessing, diagnosing, and treating clients).

GRADUATE PROGRAMS IN COUNSELING COURSE DESCRIPTIONS

PSY 5333	Introduction to Counseling Techniques (3 credit hours) This course introduces students to the primary concepts related to the process of psychotherapy and the relational ideas that are central to the practice of counseling. Relationship building skills and techniques, including interviewing, reflective listening, and the development of insight and self-understanding are explored. Students are also introduced to basic theoretical concepts, including person-centered and existential theories, to begin conceptualizing counseling cases and to understand the common factors of psychotherapeutic change.
PSY 5313	Lifespan Development (3 credit hours) Lifespan Development covers theoretical and research approaches to the development of human abilities and behavior throughout the lifespan. The course addresses a variety of theoretical approaches, as well as different developmental tasks across the lifespan. In order to more fully understand the issues and dynamics of counseling, it is imperative to have a clear grasp of the processes involved in human development. Such understandings of development are important because many clients enter counseling with problems that are the result of disrupted or dysfunctional developmental processes.
PSY 5263	Psychopathology (3 credit hours) This module provides an emphasis on describing, classifying, and differentiating deviant behavior syndromes according to the current, prevailing classification system in the United States (Diagnostic and Statistical Manual of Mental Disorders). Literature dealing with description, etiology, and prognosis of various disorders will be examined.
PSY 5283	Professional Orientation (3 credit hours) This course is designed to provide a survey of ethical, legal and professional issues facing counselors and others in human services. Emphasis is given to raising awareness of the complexities of ethical issues in professional practice.

- PSY 6133 Theories & Techniques of Counseling I (3 credit hours)**
This course provides an overview of the various psychoanalytic, psychodynamic, and interpersonal approaches to counseling, specifically offering an introduction to the various perspectives on theory and technique. This course also examines the historical development of these approaches, the contemporary impact and understanding of these various approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.
- PSY 6123 Theories & Techniques of Counseling II (3 credit hours)**
This course provides an overview of the various behavioral, cognitive, and other evidence-based approaches to counseling, specifically offering an introduction to the various perspectives on theory and technique. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.
- PSY 6253 Marital & Family Systems Theories (3 credit hours)**
This course provides an overview of family structure theories and family systems approaches and applications to counseling. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.
- PSY 5153 Psychological & Career Assessment (3 credit hours)**
This course provides an introduction and overview of assessment, including the administration, scoring and interpretation of psychological tests in the areas of personality, intelligence, psychopathology, and occupation/career. This course is designed to help students understand the basics of test construction and measurement, as well as to guide students in the selection and utilization of appropriate assessment measures for diagnosis, conceptualization, and development of treatment plans. In addition, students will examine theories of career development, principles for effective education/career planning, and how to offer information and resources to clients based on assessment results. Students will learn how to integrate assessment results into career and general counseling.
- PSY 6253 Marital & Family Theories (3 credit hours)**
This course provides an overview of family structure theories and family systems approaches and applications to counseling. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches. Students will have opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.
- PSY 6133 Research Methods I (3 credit hours)**
An overview of the various research methodologies used to study behavior. The focus is on application, especially to counseling research. This course is closely tied to development of the thesis. The prospectus is begun during this module.
- PSY 6593 Multiculturalism & Diversity in Counseling (3 credit hours)**
This course will focus on the diverse demographics with which counselors interact, especially related to race and culture, religion, gender, age, sexuality, disability, and socio-economic status, emphasizing the implications of these factors for counseling. Students will have the opportunity to examine counseling approaches to diverse groups by analyzing various levels of therapeutic intervention, the barriers to multicultural awareness, and ways to incorporate multicultural competencies in organizations. In addition, students will establish a dialogue between theory and practice, between personal reflections and interpersonal exchange, between feelings, actions, and thoughts. Students will be asked to examine personal assumptions regarding internalized presuppositions about other persons and groups of varying demographics. Students will therefore utilize both ethnographic and self-reflective techniques to expand cultural and diversity awareness.
- PSY 6263 Family Crisis Intervention (3 credit hours)**
An applied psychotherapy lab course that engages the student in both the theoretical foundations for crisis

intervention and in the actual and practical experience of implementing crisis intervention techniques. Students will review literature relevant to intervention in crisis situations as well as engage in a didactic interchange with speakers who work within the framework of crisis intervention as their occupation. Students will be instructed in the stages of emergency and crisis situations and the theoretical frameworks for describing crisis events. In addition, students will actively participate in a staged crisis situation and will develop crisis intervention strategies within the class setting. These strategies will include emergency assessment techniques for individuals who have the potential to harm themselves or others.

- PSY 6293 Philosophy of Interpersonal Relationships (3 credit hours)**
This course begins by making the case that all modern psychotherapeutic discourse is moral discourse and therefore contains presuppositions about the human good life. The course then examines the presuppositions of the Christian tradition regarding human nature, the good life, and the practices that shape human transformation. Students are then asked to examine their own conceptions of human nature and the good life and the relationship of these conceptions to their personal narratives, religious traditions, and cultural and historical contexts.
- PSY 6143 Research Methods II (3 credit hours)**
Research Methods II provides tools to analyze research data and draw appropriate conclusions from that data. This module is a study of computer-based techniques for the more common statistical procedures used in psychological research. It gives the student experience in using SPSS to describe and draw inferences about research data, as well as assisting in completing the research for the student's thesis.
- PSY 6243 Marriage and Family Therapy (3 credit hours)**
This course addresses the practice of marital and family therapy. It is designed to teach theory application, technique formation, technique delivery and follow-through in marital and family therapy. The application of family systems theory to the practice of family therapy is the foundation for this course. Techniques in marital and family therapy such as joining, relabeling, reframing, structure change, pattern enhancement, first- and second-order change, power word unpacking and faith-language framing will be taught. Instruction in the assessment and utilization of the families language, rules and structure will be provided.
- PSY 6393 Multicultural Treatment Planning (3 credit hours)**
This course is a synthesis of the student's clinical training. The student is taught how to coordinate diagnostic interviewing, psychological assessment techniques and diagnosis to assist in developing appropriate treatment plans for clients. Students will demonstrate appropriate use of DSM-IV diagnostic skills and illustrate an awareness of the growing body of literature on empirically based treatment planning. Multicultural aspects of counseling and treatment planning are investigated.
- PSY 6353 Counseling the Elderly (3 credit hours)**
A major emphasis for this course will be the multitude of changes that elderly adults experience and how these changes can result in issues that are addressed in a counseling setting. Normal and non-normal physiological changes and memory changes will be identified and discussed. Depression, substance abuse, and the high incident of elderly suicide will be highlighted. Geriatric assessment evaluation tools will be reviewed with emphasis on strengths, limitations, and scoring. Caregiving dynamics, both spousal as well as adult child, will be included as they impact on the elderly client. An integration of how these factors can become an integral part of the dynamics in a counseling setting will be identified with discussion centering on effective strategies.
- PSY 6213 Group Psychotherapy Techniques (3 credit hours)**
This is an applied psychotherapy lab course that engages the student in both the theoretical foundations for group psychotherapy and in the actual experience of facilitating a psychotherapy group. Students will review literature regarding appropriate referrals to this modality of treatment as well as learning techniques to enhance the efficacy of group therapies. Much of this course will involve an experiential learning model as students participate in group process.
- PSY 5223 Career Assessment and Counseling (3 credit hours)**
An exploration of testing theory, career assessment theory and the application of career assessment to career counseling. Major theories in career counseling are examined and the assessment tools utilized with various age groups are considered.
- PSY 6303 Counseling Children and Adolescents (3 credit hours)**
This advanced course will serve as an overview course to introduce students to some of the basic issues that arise when providing services to children and adolescents. We will address issues that arise in

working with youth including child maltreatment, divorce, trauma, and legal/ethical issues. Information pertaining to the treatment of childhood disorders based upon empirical evidence (emphasizing behavioral strategies) will be discussed. Special focus will be given to Parent-Child Interaction Therapy (PCIT) and Coping Cat (anxiety treatment manual). Adherence to the scientist-practitioner model and the relative contributions of research to clinical practice will be emphasized throughout the course.

PSY 6233 Brief Psychotherapy (3 credit hours)

Explores the growth and implementation of short-term treatment strategies with particular attention to cognitive behavioral intervention strategies. Cognitive behavioral therapy seeks to understand the foundation of behavior through cognitive schemes. Outcome studies indicating the efficacy of these models will be discussed. Students will be required to complete assignments and journal activity before the class commences. Students will be required to practice cognitive behavioral techniques with peers during the course.

PSY 6343 Marital and Family Systems (3 credit hours)

This course is the foundational material for discovering how Marital and Family Therapy approaches human relationship problems. Marital and Family Therapy utilizes systemic theory as problems and problem resolution in a different way. This "different way" brings focus on the processes or context that is giving meaning to events instead of the individuals or the events themselves. Examination of marriage and family in the context of a system will be the theme of this course. Students will evaluate the usefulness of the concepts; equilibrium, fusion, recursion, morphostasis, morphogenesis, rules, boundaries, equifinality, equipotentiality, wholeness, complementary, enmeshment, disengagement and other system concepts, in their models of therapy.

PSY 5323 Child Development (3 credit hours)

Child Development covers physical, cognitive, social, emotional, behavioral, and spiritual development from birth through early adulthood, using both theoretical and research approaches. Each aspect of growth, change, and stability in the developing child is examined in both cultural and universal aspects, considering normative and non-normative aspects as supported by research.

PSY 5113 Child and Adolescent Psychopathology and Assessment (3 credit hours)

This course provides an overview of psychopathology commonly seen in children and adolescents. Although not every disorder that may adversely influence child functioning will be discussed in detail, this course will provide students with resources to help them investigate other disorders in more depth. A developmental perspective will be taken during the exploration of these topics as well as an emphasis on critically evaluating the relevant current research. Related topics including risk factors, resilience, and current controversies in child diagnosis will be discussed. Students will also receive an overview of child and adolescent assessment measures. The importance of assessing different domains, environments and multiple reporters will be emphasized. Students will practice conducting a basic developmental interview with a parent and child, and be exposed to a variety of behavior rating scales. Information on synthesizing assessment data and presenting results will be covered.

PSY 6313 Introduction to Play Therapy (3 credit hours)

This module provides an overview of effective strategies for working with children and adolescents. Students will gain instruction in the history, theories, modalities, techniques, and application of play therapy with children and adolescents. Additional topics will include the impact of culture, ethics, and spirituality when delivering developmentally appropriate counseling services for children and adolescents.

PSY 6323 Specialized Techniques in Play Therapy (3 credit hours)

This course will build on the basic principles of play therapy. Treatment plan development based on assessment from PSY 5323 and PSY 5113 will incorporate play therapy techniques in relationship to theoretical models being utilized. Specific play therapy techniques such as but not limited to art, sand tray, water play, mutual storytelling, puppetry, board games, and role plays will be presented in an experiential learning environment. Each technique will be discussed and practiced in relationship to each theoretical modality. Therapeutic modalities will be paired with specific issues and trauma. Therapeutic modalities will include CBT, Adlerian, Gestalt, Child-Centered, Ecosystemic, and Prescriptive. Students will initiate use of library research to develop hypotheses for empirical research.

PSY 6363 Advanced Clinical Play Therapy (3 credit hours)

This course will incorporate advanced skills and principles. Theoretical foundations will be explored and

practiced in depth. Family involvement will be incorporated and include both family systems and filial therapy. Documentation of therapeutic progress, evidence based practice skills, and empirically validated tools and measurements will be utilized. Report writing, documentation, court testimony and validation of play therapy will be included.

- PSY 5233 Alcohol & Drug Addiction & Assessment (3 credit hours)**
 This course will focus on methods for assessing, diagnosing, and treating alcohol and drug-related problems in counseling settings. The course offers strategies for screening clients for substance-related issues, taking a detailed alcohol/drug history, working with ambivalence and increasing motivation to change addiction behaviors, examining family dynamics that contribute to addiction, treatment planning, and counseling interventions. The course will focus on assessing and treating a full range of substance-related and addiction problems, such as individuals with beginning substance use, individuals that do not acknowledge or understand more serious problems, more pervasive or diagnosed substance-related addiction, and family members of those with substance-related problems.
- PSY 6403 Neuropsychopharmacology (3 credit hours)**
 This course provides an overview of basic neurophysiology, as it is relevant to behavior, mood and psychopathology. It also examines the neurochemistry of the major classifications of psychotropic medications as they relate to treating mental disorders, their effects and side effects, and relevant concerns for clients that take them. In addition, the course will acquaint students with neurophysiology connected to abuse and addiction of alcohol, prescription drugs, and illicit substance abuse, including the connection between the effects of brain changes and resulting problematic behaviors that are a focus of treatment. It offers students important implications for counseling and educating individuals and families presenting with psychopharmacological, addiction, and other substance-related concerns.
- PSY 6273 Family & Systems Psychotherapy (3 credit hours)**
 This course addresses the practice of family theory application, technique and delivery, and follow-through in family therapy. In addition to the various theories of family structure and process, guiding principles and strategies for assessing families problems, including problems related to addiction and substance abuse, domestic violence, and child abuse, will be presented, as will other techniques for engaging and connecting with families. Students will learn to develop hypotheses and formulate treatment plans that include specific family therapy techniques and interventions. Students will be exposed to practical family systems counseling methods from real life situations, including situations related specifically to substance abuse and addiction systems models. Issues of diversity in families will be discussed and implications for treatment. Students will also explore their own personal families of origin, identifying roles, patterns, and the impact on their development, functioning, and role as a family counselor.
- PSY 6263 Family Crisis Intervention (3 credit hours)**
 This course provides an emphasis on recognizing, assessing, and responding to a range of crises that arise in the counseling setting. Students will review literature relevant to intervention in crisis situations and observe mental health settings that engage in direct individual and family crisis intervention. Students will be engaged in both the theoretical frameworks for describing and intervening in crisis events, as well as the actual and practical experience of implementing crisis intervention strategies. These individual and family strategies will include emergency assessment, appropriate reporting, and intervention techniques for those with potential to harm themselves or others, for drug and alcohol intoxication-related crises, for situations of abuse and neglect, and for domestic violence. The course will examine individual and family dynamics that contribute to the development of at-risk behaviors, drug and alcohol-related emergencies, and abusive systems, as well as interventions that provide protection against abuse and/or enhance the effective processing of trauma.
- PSY 6283 Marriage & Couples Therapy (3 credit hours)**
 This course is designed to introduce students to the theory, philosophy, and treatment of problems typically encountered by couples. The role of the counselor and strategies of intervention will be emphasized. During this course students review the fundamentals of assessment and intervention with couples and how this differs from psychotherapy with individuals, groups, and families. This is a practice and technique-focused course and a significant portion of the course will be devoted to demonstrations, role-plays, and the practical implementation of couples counseling skills.
- PSY 6223 Drug & Alcohol Theories (3 credit hours)**
 The purpose of this course is to educate students in the field of chemical dependency and substance

abuse. The course is designed to assist the student in developing prevention, intervention, and treatment techniques and skills. In depth issues surrounding addiction, etiology, diagnosis and treatment will be explored. Through readings, research, presentations and discussions related to chemical dependency and substance abuse, the student will explore their own perspective about drug use/abuse. The aim is for each student to become intellectually and emotionally engaged in the complexities of the material presented. Chemical dependency and substance abuse is a growing field of study with far reaching implications. Students need to be aware of the confounding variables (biological, psychological, social cultural, and family) associated with substance abuse.

PSY 6193 Internship I (3 credit hours)

In conjunction with PSY 6493, supervised clinical experience and practice in field-work, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Internship(s) will total minimum of 450 hours of service.

PSY 6493 Internship II (3 credit hours)

In conjunction with PSY 6193, supervised clinical experience and practice in field-work, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Internship(s) will total minimum of 450 hours of service

PSY 6196 Internship (6 credit hours)

Supervised clinical experience and practice in field-work, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Internships will total minimum of 500 hours of service.

GRADUATE PROGRAMS IN EDUCATION

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (MAEL)

MAEL PROGRAM

The Master of Arts in Educational Leadership (MAEL) program is for teachers who want to be equipped with the necessary skills and knowledge to become effective educational administrators. It is designed to meet very specific needs of persons wishing to prepare for an active role in decision making in both public and private schools. In this rapidly changing information world, such things as finance, law, public / private debate, and understanding and addressing the needs of an increasingly diverse culture, will be needed for this challenging profession. This offering also meets curriculum requirements for Oklahoma licensure / certification in administration.

Program Objectives

The MAEL is based on the following ten principles of leadership. It is the goal of this program to develop individuals committed to:

Truth – Education is the pursuit of truth in the making and living of life. This commitment includes a belief in the spiritual dimensions to life. This notion of God as Creator and Sustainer of all things is our understanding of truth as a seamless web, in which all truth is God's truth. Educational leaders should be guided by the proposition of the unity of truth as being basic to a well-ordered society.

Openness – Education is rooted both in tradition and change. This commitment includes a belief in the need to be as fully rooted in the present as in the past. This notion is rooted in a view of God as Ultimate Agent of Change. Educational leaders should be guided by the assumption of the need to be open to the past and the future.

Efficiency – Education is enabled by the wise use of human and material resources. This commitment is grounded in the belief of wise stewardship of all resources. This notion is rooted in a view of God as the Giver of all things. Educational leaders should be guided by the assumption that managerial expertise should prepare persons to maximize the efficient and effective use of persons and resources.

Personhood – Education is enabled by the democratic commitment to the sanctity of each person. This commitment is grounded in the belief that persons are made in God's image. This notion is rooted in a view of God as the author of the whole human person. Educational leaders should be guided by the assumption that education should be as individualized as warranted to meet the needs of the greatest number of students.

Community – Education is experienced in the diverse life of a pluralistic society. This commitment to community is grounded in the belief that diversity is good. This notion is rooted in the view that in diversity is strength, not weakness. Educational leaders should be guided by the assumption that education should be responsive to its various publics, and guide the community toward a life of tolerance.

Professionalism – Education is entrusted to those who are trained and dedicated to the highest standards. This commitment to professionalism is rooted in the need to blend training with experience. This notion is rooted in the view that increased professionalism is an asset. Educational leaders should be guided by the assumption that increased professionalism on their part is necessary for the revitalization of education in America.

Democracy – Education is conducted in a democratic society with democratic values. This commitment to democracy is rooted in the notion of the equality of all persons. This notion is derived from the view

that interdependence and participatory styles of governance are preferable to hierarchic and authoritative styles of governance. Education leaders should be guided by the assumption that participatory styles of management, where all voices are heard but no one voice dominates, is preferable.

Excellence – Education calls forth the highest in human achievement in all fields of study. This commitment to excellence is rooted in the notion of progress. This notion derives from the view that maximizes relevant opportunity for students. Education leaders should be motivated by the assumption that the nature of the global society is dependent on education fulfilling its potential.

Integrity – Education calls for people to live out a life both noble in means and ends. This commitment to the highest good is rooted in the notion of human happiness. This notion is grounded in the belief that noble lives enrich society. Education leaders should be exemplary in their own pursuit of virtue, manifesting integrity both in the means and ends of governance.

Progress – Education calls people to live productive and successful lives. This commitment is grounded in the belief that education is necessary for progress. This notion is rooted in the belief that economic and social well-being are linked to learning. Education leaders should prepare the various publics for this commitment, manifesting courage in the face of opposition to all warranted progress in education.

Program Learning Outcomes

ELCC Building Level Standards

- A building level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and selection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school based stakeholders.
- A building level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.
- A building level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high quality instruction and student learning.
- A building level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.
- A building level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the

potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

- A building level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school based leadership strategies.
- A building level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on site mentor.

ELCC District Level Standards

- A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.
- A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.
- A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human fiscal and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.
- A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partner.
- A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspect of schooling.
- A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and

caregivers; acting to influence trends and initiatives in order to adapt district-level leadership strategies.

- A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship-experience that has district-based field experiences and clinical practice within a district setting and its monitored by a qualified, on site mentor.

Admission Requirements

The requirements for admission to the MAEL program are as follows:

- Hold a baccalaureate degree from a regionally accredited college or university.
- Two years of teaching experience.
- If the student's cumulative undergraduate GPA is below 3.00, the Miller Analogies Test is required with a minimum score of 33. It may be taken at any university testing center. The SNU Testing Center (405.491.6694) gives the test by appointment arranged a minimum of three weeks in advance.
- This 36-credit program is comprised of ten courses (modules) and one internship.

Program Curriculum

Course Number	Course Title	Credit Hours
ED 6003	Leadership	3
ED 6153	Educational Research/Statistics	3
ED 6023	Evaluation Curriculum/Instruction	3
ED 6033	Human Resource Management	3
ED 6043	School Law	3
ED 6053	School Finance	3
ED 6063	Long Range Planning	3
ED 6073	Schooling and Education Administration	3
ED 6083	School/Community Relations	3
ED 6093	Sociology Cultures/Communities/School	3
ED 6106	School Site Internship	6

GRADUATE PROGRAMS IN EDUCATION COURSE DESCRIPTIONS

ED 6003	Leadership (3 credit hours) To develop an understanding of the concept of leadership. Such concepts include the ability to guide individuals and groups, decision-making, interpersonal skills, organizational ability and communication.
ED 6153	Educational Research/Statistics (3 credit hours) The application of principles, methods and techniques of research in education. Includes interpretation, evaluation and use of research as well as an introduction to techniques of reporting research.
ED 6023	Evaluation Curriculum/Instruction (3 credit hours) Curriculum planning which anticipates occupational trends and how that curriculum may respond to the student's lifelong learning needs is studied. Focus will also be on the evaluation of curriculum and instruction programs in the local schools.
ED 6033	Human Resource Management (3 credit hours) The course centers on human relations and adjustment in the school environment. Problems such as evaluation, interpersonal relationships and employee motivation will be covered.
ED 6043	School Law (3 credit hours) An understanding of the legal responsibilities of the school administrator and procedure and policy implementation that meets legal requirements will be covered in this course. The candidate will develop

an understanding of the public and private legal issues surrounding education today.

- ED 6053 School Finance (3 credit hours)**
This class will develop an understanding of local, state and federal finance as it relates to the school. Particular attention will be paid to budgets and tax bases.
- ED 6063 Long Range Planning (3 credit hours)**
Reviews the nature of long range planning including development and implementation of a vision statement. Focus will be on the needs of the local schools in all areas including staffing, technology, facilities and student support.
- ED 6073 Schooling and Education Administration (3 credit hours)**
The development of education in the United States both historically and in contemporary society. The forces that are setting the current educational agenda will be studied.
- ED 6083 School/Community Relations (3 credit hours)**
Develop an understanding of the needs and responsibilities of the public and private sectors as they relate to education. Study will center on skills for building community support for district priorities and policies.
- ED 6093 Sociology Cultures/Communities/School (3 credit hours)**
Candidates will develop an understanding of the diversity that exists in the local community and how the school should respond, promoting the value of local school/community cultures.
- ED 6106 School Site Internship (6 credit hours)**
Principal and Superintendent Candidates—Focus will be on personnel management and curriculum. Candidates will select one of these areas as a focal topic during each internship block. Internship experience is designed to familiarize the candidate with the practical aspects of programs they will be involved in during their professional career. Specific emphasis will be placed on school finance, legal aspects, facilities and personnel. All placements are made cooperatively between the candidate and the university internship placement committee. Internship placement may begin anytime after completing ED 6063. Candidates will complete assignment in cooperation with site-based mentor and the university internship placement committee.
- ED 6153 Educational Research/Statistics (3 credit hours)**
The application of principles, methods and techniques of research in education. Includes interpretation, evaluation and use of research as well as an introduction to techniques of reporting research.
- ED 6413 Foundations of Reading I (3 credit hours)**
A course designed to study the research concerning the influences of language acquisition, sociopsycholinguistic bases, interrelationship between thought and language processes for the purpose of learning to read. A second purpose of this course is to study specific reading approaches, instructional strategies and materials for pre-kindergarten and primary children.
- ED 6513 What Works in Today's Classroom (3 credit hours)**
Course focuses on principles and practices of effective teaching. The five Core Propositions identified by the National Board for Professional Teaching Standards (NBPTS) are addressed throughout the course.
- ED 6523 Classroom Management (3 credit hours)**
This online course focuses on three approaches to classroom management: proactive, responsive, and supportive. The candidate will complete and submit the assignments online through Performance Learning systems (PLS).
- ED 6533 Reflective Writing (3 credit hours)**
This course emphasizes the value of reflection and requires candidates to practice writing using description and analysis. Candidates will be required to describe and analyze student assignments and to reflect on their teaching practices utilizing specific writing skills identified by NBPTS as highly effective.
- ED 6543 Assessment (3 credit hours)**
The focus of this course is on the necessity of using assessment as part of the teaching/learning process. Emphasis is placed on authentic classroom assessment as well as on standardized assessment and the relationship of assessment to standards and learning. Students will develop four types of authentic assessment.
- ED 6563 School Improvement (3 credit hours)**
The course will focus on using data to improve schools. Candidates will be introduced to specific strategies

that research has shown lead to increased learning.

ED 6573 Mentoring/Coaching (3 credit hours)

In this course candidates will be taught the value of coaching students, new teachers, and other colleagues. Communication skills will be emphasized. Candidates will create a coaching plan for their schools.

ED 6583 NBPTS Certification I (3 credit hours)

This course provides teachers with an overview and framework for completion of the requirements for National Board for Professional Teaching Standards (NBPTS) certification. Teachers will explore and examine the standards and portfolio guidelines for the area of certification and receive guidance and consultation in gathering and organizing documentation required for NBPTS assessments.

ED 6593 NBPTS Certification II (3 credit hours)

This course is a continuation of NBPTS I, which is a prerequisite. The course mentors and supports teachers through the advanced certification process as designed by the National board for Professional Teaching Standards (NBPTS). Teachers will develop on-site portfolio entries and prepare for the assessment center exercises.

GRADUATE PROGRAMS IN KINESIOLOGY

MASTER OF ARTS IN SPORT MANAGEMENT & ADMINISTRATION (MASMA)

MASMA PROGRAM

The Master of Arts in Sport Management and Administration is designed for individuals who hold a baccalaureate degree and have an interest in Sport Management and/or Athletic Administration. The educational experiences provided within the program would enhance those working in coaching, teaching, athletic administration, event promotion and management as well as business managers for professional and league sport organizations. This program will equip the student with the necessary skills and knowledge to become effective leaders in diverse sport organizational settings.

This 36 hour program consists of 12 courses which incorporates both face-to-face and online formats.

Program Learning Outcomes

Upon completion of the MASMA program, students will be able to

- Analyze ethical situations in sport management and respond within the Christian framework for professional decision-making.
- Describe and interpret the economic impact of sport in North American culture.
- Demonstrate accounting and finance skills for ethical decision making for sport managers.
- Evaluate with expertise issues in compliance and governance.
- Identify legal issues related to risk, contracts, human resources and facility design.
- Demonstrate skills in media productions and sport marketing.
- Interpret and evaluate sport management research utilizing social construct theories.

Admission Requirements

- Hold a baccalaureate degree from a regionally accredited college or university.
- Graduate college application and application fee.
- Official transcripts from each institution attended.
- Three letters of recommendation from professional contacts.
- Admission essay to assess the applicant's writing skill. The essay should focus on the student's experiences and professional goals.

Program Curriculum

Course Number	Course Title	Credit Hours
KNES 6713	Social Issues in Sport	3
BADM 6123	Organizational Communication	3
KNES 5713	Ethics in Sport Management	3
MGT 5133	Management of Organizational Behavior	3
KNES 6703	Media Production for Sport Managers	3
KNES 5723	Sport Marketing	3
KNES 5733	Sport Finance	3
KNES 6723	Sport Facility Planning and Management	3
KNES 6743	Sport Organization, Leadership and Management	3

MGT 6153	Human Resources Management and Administration	3
KNES 6733	Sport Law	3
KNES 6753	Sport Governance and Compliance	3

Graduation requirements include completion of program curriculum with a grade average of “B” (3.00 on 4.00 scale) or above.

GRADUATE PROGRAMS IN KINESIOLOGY COURSE DESCRIPTIONS

KNES 6713 Social Issues in Sport (3 credit hours)

This survey course examines social issues in sport known to various social groups and countries. Study is given to the cultural and historical issues as they impact international sporting events. Particular areas of interest are youth sport programs, violence, racism, religion and gender issues. This course will examine current events and trends related to the future of sport in North America.

BADM 6123 Organizational Communication (3 credit hours) on-line

This course examines organizational communication theory and process. Special emphasis is given to common and special problems associated with interpersonal and intergroup communication affecting decision making and operations.

KNES 5713 Ethics in Sport Management (3 credit hours)

This course is designed to explore an individual moral compass. Various ethical decision-making models will be examined. Analysis of ethical issues in contemporary sports will help develop decision-making models abilities of Sport Managers.

MGT 5133 Management of Organizational Behavior (3 credit hours) on-line

This course examines behavioral social systems in work organizations. Topics include individual and group behavior, leadership, organizational change and development, behavioral research, decision processes and motivation processes.

KNES 6703 Media Production for Sport Managers (3 credit hours)

This course prepares students in all aspects of producing sports-related media in video and print formats and disseminating the productions through broadcast and online channels. Students will develop a concept and see it through to production followed by post-production activities including non-linear video editing, desktop publishing and web authoring via a content management system (CMS). Students will also practice skills related to writing and broadcasting sports information.

KNES 5723 Sport Marketing (3 credit hours)

This course is designed to advance the sport management student’s knowledge in marketing of sport and exercise. Emphasis is placed on marketing theories and principles. Additionally, focus will be placed on practices for developing, implementing, and managing marketing strategies for exercise and sport programs.

KNES 5733 Sport Finance (3 credit hours)

This course is designed to provide the sport manager the skills necessary to fundraise, manage and develop a budget as well as use key financial concepts to obtain the data to ensure business success.

KNES 6723 Sport Facility Planning and Management (3 credit hours)

This course introduces students to designing and construction of a comprehensive sport facility. Emphasis will be placed on managing a multi-dimensional sport facility that includes: physical education, athletics, recreation, health/fitness, and aquatics.

KNES 6743 Sport Organization, Leadership and Management (3 credit hours)

This course examines various organizational structures and leadership styles. The student will also review leadership roles, management techniques and practices in the operation of sport organizations included sport business and traditional athletic settings.

MGT 6153 Human Resources Management and Administration (3 credit hours) on-line

The focus of this course is to examine the functional areas of human resource management including

acquisition and placement, job analysis and design, training and development, performance management, and rewarding of human resources. Extensive reading, writing, group discussions, and case studies are utilized.

KNES 6733 Sport Law (3 credit hours)

This course presents the basics of the legal system, its terminology, and principles as applied to professional, amateur and recreational sports. Emphasis is placed on identifying and analyzing legal issues, the ramifications of those issues, risk management and limiting the liability of sport organizations. The concepts of tort law, constitutional, and statutory law are discussed.

KNES 6753 Sport Governance and Compliance (3 credit hours)

This course is an overview of the organizations that govern sport. Organizations to be included in the discussion are High School athletic associations, NCAA, and the USOC. Course will emphasize organizational and policy development as well as ethical decision making.

GRADUATE STUDIES IN MANAGEMENT PROGRAMS

The Graduate Studies in Management (GSM) programs are designed for working adults who hold baccalaureate degrees and who have a strong interest in the effective practice of management. The curriculum has practical orientation and involves significant preparation outside of class. A portfolio is required which provides a permanent record of the student's work and evidence of the student's growth throughout the program. A maximum of six transfer credit hours may be accepted, provided work has been completed within the past five years. Waiver of the Environment courses may be approved based on the student's baccalaureate background and professional certification/s, by approval of the director of GSM programs in conjunction with the college dean.

Program Information

All GSM students must meet the graduate school requirements for graduation and the following GSM requirements:

- Completion of all required coursework with a grade of "C" or better.
- Satisfactory completion of the portfolio.
- Satisfactory completion of the exit evaluation 10 calendar days prior to Commencement.
- A cumulative 3.00 GPA at the conclusion of the program.

Learning Outcomes

The graduate programs in management are professional in nature and are designed to provide a broad educational experience in management. The programs are designed to fulfill established objectives consistent with the School of Business related to **Business Knowledge**, **Business Skills**, a **Global Perspective** and a commitment to **Business Ethics**. The graduate programs in management are designed to fulfill the following outcomes:

1. Demonstrate management competencies in communicating and/or delivering presentations.
2. Contribute to goal accomplishment in a team setting.
3. Demonstrate sound decision making with a strategic perspective, utilizing an ethical framework.
4. Demonstrate understanding of current business trends from domestic and global perspectives.
5. MSM Program: Demonstrate understanding of strategic human resource practices and leadership approaches.
6. MSM Program: Utilize financial statement analysis and other quantitative information to solve problems.
7. MBA-Health Care: Utilize financial management and other quantitative tools to solve problems in health care organizations.
8. MBA-Health Care: Demonstrate understanding of leadership and strategic issues in health care organizations.

MASTER IN BUSINESS ADMINISTRATION (MBA)

MBA PROGRAM

Admission Requirements

The admission requirements for entry into the graduate studies in management programs are:

1. A bachelor's degree from an accredited college or university with a cumulative GPA of at least 2.00.
2. Graduate college application.
3. Official transcripts from each institution attended.
4. Professional résumé in electronic format.

5. Payment of registration fee (due upon taking the GSM-QWT Assessment).
 6. Make financial arrangements with the Office of Graduate Studies Financial Assistance.
- The 40 credit-hour program is composed of 13 courses (modules) and a management seminar. Courses are taken individually in a planned sequence one at a time. Each three credit-hour course consists of six weeks of intensive study including weekly classroom sessions (seminar style) and extensive preparation outside of class. The program consists of 80 class sessions.

Enrollment is in the total program rather than individual courses. Grades are provided for each course. Upon enrollment the student is assigned to a cohort group and remains with this group throughout the program.

Program Curriculum

The curriculum for the MBA program is composed of 13 three credit-hour courses and a one credit hour seminar. A professional portfolio and exit interview completes the program of 40 credit hours. The requirements for graduation, as previously defined, must also be met.

Course Number	Course Title	Credit Hours
BADM 6123	Organizational Communication	3
ECO 5003	The Economic Environment	3
MGT 5133	Management of Organizational Behavior	3
MGT 6143	Legal Environment of Management	3
MKT 5113	Marketing Management	3
FIN 5003	The Accounting and Finance Environment	3
MGT 6153	Human Resource Management and Administration	3
MGT 5153	Ethics in Management	3
ACC 5113	Management Accounting	3
MGT 6173	Strategic Management	3
MGT 6131	Management Seminar (Entrepreneurship)	1
FIN 5113	Financial Management	3
ECO 5113	Managerial Economics	3
MGT 5123	Management Science	3

MBA-HEALTH CARE PROGRAM

The MBA-Health Care program is designed for professionals who hold an earned baccalaureate degree and desire to pursue a career in management in a health care organization or are currently working for health care organizations and desire to increase their effectiveness as managers and/or professionals. Applicants to the program may be in management, nursing, administration, or health care related fields.

The mission of the MBA-Health Care program is to provide students with the skills needed to be successful managers in the health care industry by providing a strong foundation in business and management with a focus on practical applications in the health care setting.

For other program specifications related to course structure and program enrollment, see the details listed under the MBA program above.

Program Curriculum

The curriculum for the MBA-Health Care program is composed of 13 three credit-hour courses and a one credit-hour seminar. A professional portfolio completes the 40 credit-hour program. The requirements for graduation, as previously defined in this catalog, must also be met.

Course Number	Course Title	Credit Hours
BADM 6123	Organizational Communication	3
ECO 5003	The Economic Environment	3
MGT 5133	Management of Organizational Behavior	3
MGT 6243	Legal Environment of Health Care	3
FIN 5003	The Accounting and Finance Environment	3
MKT 5113	Marketing Management	3
MGT 6153	Human Resource Management and Administration	3
MGT 5173	Ethics in Health Care	3
ACC 5123	Management Accounting for Health Care	3
MGT 5163	Health Care Administration	3
FIN 5123	Financial Management in Health Care	3
ECO 5123	Managerial Economics in Health Care	3
MGT 6331	Leadership in Health Care Seminar	1
MGT 6173	Strategic Management (capstone course)	3

MASTER OF SCIENCE IN MANAGEMENT (MSM)

MSM PROGRAM

The 31 credit-hour program is composed of 10 courses (modules) and a management seminar. Course descriptions are included in this catalog. Courses are taken in a planned sequence one at a time. Each course consists of six weeks of intensive study including weekly classroom sessions (seminar style) and extensive preparation outside of class. The total program consists of 62 class sessions.

Enrollment is in the total program rather than individual courses. Grades are provided for each course. Upon enrollment, the student is assigned to a cohort group and remains with this group throughout the program.

Program Curriculum

The curriculum for the M.S.M. degree, listed below, is composed of 10 three credit-hour courses and one credit-hour seminar. A professional portfolio and exit interview completes the program of 31 credit hours. The requirements for graduation, as previously defined, must also be met.

Course Number	Course Title	Credit Hours
BADM 6123	Organizational Communication	3
ECO 5003	The Economic Environment	3
MGT 5133	Management of Organizational Behavior	3
MGT 6143	Legal Environment of Management	3
MKT 5113	Marketing Management	3
FIN 5003	The Accounting and Finance Environment	3
MGT 6153	Human Resource Management and Administration	3
MGT 5153	Ethics in Management	3
MGT 6163	Strategic Human Resource Management	3
MGT 6173	Strategic Management	3
MGT 6131	Management Seminar (Entrepreneurship)	1

GRADUATE STUDIES IN MANAGEMENT COURSE DESCRIPTIONS

ACC 5113	Management Accounting (3 credit hours) A study of the various systems and uses of accounting by managers with emphasis on the management accountant's role in the planning and control function. The organization of data for decision-making and the influence of quantitative techniques on management accounting are the major topics of this course. Prerequisite: FIN 5003 or equivalent undergraduate course
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- ACC 5123 Management Accounting for Health Care (3 credit hours)**
This course examines the various systems and uses of accounting in health care organizations, with emphasis on the manager's role in the planning and control function. Major topics for this course include the organization of data for decision making and the influence of quantitative techniques on management accounting, as related to health care organizations, and other accounting principles and practices specific to the health care industry such as: Principles and Practices of Health Care Accounting, Financial Statement Analysis, Resource Allocation: Capital Budgeting, Strategic and Operational Planning, Working Capital Management, Uses of Cost Information/Pricing, Profitability, Absorption Costing, Third Party Reimbursements, and other appropriate topics. Case analysis related to health care organizations is used extensively in this course.
- BADM 6123 Organizational Communication (3 credit hours)**
This course examines organizational communication theory and process. Special emphasis is given to common and special problems associated with interpersonal and intergroup communication affecting business decisions and operations.
- ECO 5003 The Economic Environment (3 credit hours)**
This course examines economics from a historical perspective. Economic principles are discussed from a management perspective, including production, costs, exchange, distribution, and consumption. Students apply economic concepts such as scarcity and opportunity costs, relationship between aggregate supply and demand, profit maximization, foreign trade, and banking systems.
- ECO 5113 Managerial Economics (3 credit hours)**
This course applies economic theory to practical business operations and examines how managers can best structure the architecture of their organizations to motivate various constituencies, thereby increasing the overall value of organizations. Attention is focused on the management of assets and allocation of capital.
- ECO 5123 Managerial Economics in Health Care (3 credit hours)**
This course applies economic theory to the health care sector. Demand and supply, elasticity, health insurance regulation, competition and cost effectiveness will be areas of emphasis. Attention is devoted to planning, implementation and operation of health care organizations from the perspective of providers, payers, and the population.
- FIN 5003 The Accounting and Finance Environment (3 credit hours)**
This course deals with basic accounting and financial functions with an emphasis on management's role, the organization of data for decision making, and the budgeting process.
- FIN 5113 Financial Management (3 credit hours)**
This course presents an intensive study of the finance function in the corporate world. The financial environment, time-value, capital budgeting, cost of capital, working capital management, debt-equity structure, and international finance are examined.
- FIN 5123 Financial Management in Health Care (3 credit hours)**
This course focuses on applied financial management concepts for health care organizations. Topics include preparation and analysis of financial statements for health care organizations, staffing, reporting, financial ratios, budgeting, and asset acquisition.
- MGT 5123 Management Science (3 credit hours)**
Operations and management science techniques currently used in organizations are explored. Project management, forecasting, inventory models, scheduling, and other techniques are included.
- MGT 5133 Management of Organizational Behavior (3 credit hours)**
This course deals with behavioral social systems in work organizations. Topics include individual and group behavior, leadership, organizational change and development, behavioral research, decision processes and motivation processes.
- MGT 5153 Ethics in Management (3 credit hours)**
This course presents a rational, ethical framework, consistent with Christian values, by which decisions and actions undertaken by business people can be evaluated. Ethics will be examined through case studies, class discussions, and position papers related to the students' experiences.

- MGT 5163 Health Care Administration (3 credit hours)**
This course is designed to give students an opportunity to develop conceptual skills needed by top-level health care managers. Emphasis is given to the integration of subject matter from industry best practices and business administration/management courses. Topics include development of organizational strategy in health care organizations, the strategic planning process, formulation of objectives and policies, and the management of change in the health care industry.
- MGT 5173 Ethics in Health Care (3 credit hours)**
This course presents a rational, ethical framework, consistent with Christian values, by which decisions and actions undertaken by health care professionals can be evaluated. Ethics will be examined through case studies, class discussions, and position papers related to the students' experiences.
- MGT 6131 Management Seminar (Entrepreneurship) (1 credit hour)**
This course consists of three elements: 1) a two-night seminar, Entrepreneurship, 2) a portfolio created by the student demonstrating his or her growth from entry to completion of the program, and 3) an exit interview.
- MGT 6143 Legal Environment of Management (3 credit hours)**
This course provides the management student with a sound understanding of today's legal environment. Lectures, reading, group activities, and actual case studies are incorporated to assist the student in complying with the appropriate laws governing today's business environment.
- MGT 6153 Human Resource Management and Administration (3 credit hours)**
The focus of this course is to examine the functional areas of human resource management including acquisition and placement, job analysis and design, training and development, performance management, and rewarding of human resources. Extensive reading, writing, group discussions, and case studies are utilized.
- MGT 6173 Strategic Management (3 credit hours)**
This is the capstone course for the MBA and MSM programs. This course integrates the functional business disciplines (Marketing, Managerial Accounting, Human Resource Management, Operations Management, Economic Environment, and Financial Management) within the strategic management process. A management gaming component is utilized to demonstrate the strategic linkage of these functional areas.
- MGT 6243 Legal Environment of Health Care (3 credit hours)**
This course provides the health care administration student with a sound understanding of today's legal environment. Lectures, reading, group activities, and actual case studies are incorporated to assist the student in complying with the appropriate laws governing today's health care environment.
- MGT 6331 Leadership in Health Care Seminar (1 credit hour)**
The seminar portion of this course emphasizes working with various stakeholders (employees, councils, boards, volunteers, donors, and taxpayers). Strategic issues include alignment of mission, goals, and objectives, record systems, and building alliances. The effective use of limited resources, conflict resolution, and proactive teamwork are also addressed.
- MKT 5113 Marketing Management (3 credit hours)**
This course is an advanced marketing course that incorporates the techniques and functions of management and marketing as they relate to product, place, price, and promotion. Extensive reading, case analysis, and marketing plan preparation are used throughout the course.

GRADUATE PROGRAMS IN NURSING

Program Information

The graduate nursing programs at SNU are accredited by the Commission on Collegiate Nursing Education and is designed for baccalaureate-educated registered nurses who want to increase their effectiveness as nurses. The programs consists of an accelerated modular Professional Study program, with two tracks: nursing education and nursing leadership. Each track, in the sequential curriculum, consists of 18 credit hours of CORE content, followed by 15 credit hours of specialty courses. At the end of the programs, there is a six credit-hour capstone course culminating in a thesis or capstone.

Each course consists of six weeks of intensive study and include classroom sessions and group and individual projects. During the six credit-hour capstone course, learners receive extensive support in the completion of research study culminating in the writing of a thesis.

Students who complete either M.S. in Nursing track may return and complete the four specialty courses in the second track for a certification.

Admission Requirements

Admission requirements for entry into the M.S. with a nursing major are:

1. Students must have a minimum undergraduate cumulative GPA of 3.00 to be unconditionally admitted. Students with GPAs below that 3.00 are reviewed for possible conditional admittance.
2. Baccalaureate degree in nursing from a nationally accredited program or a baccalaureate degree in a discipline other than nursing and an associate's degree in nursing from a nationally accredited program.
3. Current unencumbered registered nurse licensure in Oklahoma or eligibility for the same.
4. Documentation of basic computer skills.
5. Successful completion of a basic statistics course.
6. Brief statement of professional goals.
7. Three letters of recommendation speaking to applicant's qualifications to pursue graduate education.
8. Test of English as a Foreign Language (TOEFL) score of 550 or higher (traditional version) or 213 or higher (computer version) for foreign educated students. Those who have successfully completed a college degree program in an English-speaking university or in the United States do not need to submit the TOEFL.

MASTER OF SCIENCE IN NURSING EDUCATION (MSNE)

MSNE PROGRAM

This program is designed to prepare registered nurses to become effective educators in nursing. The curriculum allows the individual to develop teaching expertise in both academic and clinical settings.

Program Objectives

The objectives of the track are to:

- influence nursing education, practice, research, and/or healthcare environments.
- use specialized knowledge and skills within the focus areas to foster maximum growth within a target population.
- design activities that support critical think, professional growth, open communication, and collaborative relationships.

- commit to a personal ethic of social responsibility and service.

Program Curriculum

Course Number	Course Title	Credit Hours
<i>Core Courses</i>		
NURS 5113	Theoretical Foundations of Nursing	3
NURS 5133	Nursing Research	3
NURS 6123	Profession as Ministry	3
NURS 6153	Trends and Issues in Healthcare Policy	3
NURS 6176	Capstone Experience	6
NURS 6183	Illness Reduction and Management	3
NURS 6243	Nursing Informatics	3
<i>Specialty Courses</i>		
NURS 5123	Theoretical Foundations of Education	3
NURS 5143	Teaching and Evaluation Methods	3
NURS 6113	Curriculum Development for the Health Professions	3
NURS 6193	Nursing Education Practicum	3
NURS 6263	Clinical Focus	3

MASTER OF SCIENCE IN NURSING LEADERSHIP (MSNL)

MSNL PROGRAM

This program is designed for baccalaureate-educated registered nurses desiring preparation for nursing leadership throughout the healthcare delivery system.

Program Objectives

The objectives of the track are to:

- provide individualized, evidence-based care to clients, families, and communities.
- create healthcare environments that will improve outcomes for individuals and groups.
- assume responsibility and authority for decision making regarding client care.
- participate in multidisciplinary collaboration for the coordination of total client care.

Program Curriculum

Course Number	Course Title	Credit Hours
<i>Core Courses</i>		
NURS 5113	Theoretical Foundations of Nursing	3
NURS 5133	Nursing Research	3
NURS 6123	Profession as Ministry	3
NURS 6153	Trends and Issues in Healthcare Policy	3
NURS 6176	Capstone Experience	6
NURS 6183	Illness Reduction and Management	3
NURS 6243	Nursing Informatics	3
<i>Specialty Courses</i>		
NURS 5153	Leadership Practicum	3
NURS 5163	Organizational Behavior in Healthcare	3
NURS 6163	Human Resource Management and Administration	3

NURS 6173	Financial Management in Health Care	3
NURS 6263	Clinical Focus	

GRADUATE PROGRAMS IN NURSING COURSE DESCRIPTIONS

- NURS 5113 Theoretical Foundations of Nursing (3 credit hours)**
The study and application of relevant theories and concepts that allow the professional nurse to develop a comprehensive and holistic approach to clinical nursing practice.
- NURS 5123 Theoretical Foundations of Education (3 credit hours)**
Emphasis is on application of learning principles and adaptation of subject matter content and teaching techniques to the learner population. Also examines legal and professional issues facing contemporary educators (i.e. teacher and learner rights and responsibilities, confidentiality, classroom management issues, etc.)
- NURS 5133 Nursing Research (3 credit hours)**
Focus is on the discovery and utilization of new knowledge to provide high quality healthcare, initiate change and improve nursing practice. The focus is on the identification of researchable problems and the utilization of research as a basis for decision-making in the practice setting. A research proposal will be developed.
- NURS 5143 Teaching and Evaluation Methods (3 credit hours)**
A variety of instructional strategies (lecture, seminar, self-directed learning, laboratory practice, simulations, case studies, journaling and effective clinical instruction) will be considered. Describes methods to evaluate knowledge acquisition and critical thinking of the learner in various settings. Emphasis on development and administration of valid and reliable knowledge- and performance-based tests.
- NURS 5153 Leadership Practicum (3 credit hours)**
Designed to provide the student with an understanding of how the foundations of nursing practice and leadership theories and principles can be integrated to function in the role of a nurse leader. The student reviews the Nursing Code of Ethics, ANA Standards of Practice, and be introduced to various theories of leadership, as they apply to the clinical practice setting. Discussion of leadership theories and management theories will provide an understanding of the differences and role differentiation between expertise and leadership. A major component of the course is a practicum requirement, where students spend time with here students spend time with nurse leaders/managers in a selected healthcare setting. nurse leaders/managers in a selected healthcare setting. Theory and practicum components.
- NURS 5163 Organizational Behavior in Health Care (3 credit hours)**
This three credit-hour module focuses on behavioral and social systems in works organization. Topics will include individual and group behavior, organization change, leadership development in complex systems, and the impact of organizational culture on decision-making and motivation of staff. Students will have an opportunity to put the information into practice by developing an action plan for a problem or issue that is unique to their work setting.
- NURS 6113 Curriculum Development for the Health Professions (3 credit hours)**
Provides elements of curriculum design, including course and syllabus development, evaluation of student learning and current issues in teaching in the health professions. Emphasis is on the academic preparation of professional nurse faculty.
- NURS 6123 Profession as Ministry (3 credit hours)**
The focus of the course is on professional role development providing the learner with an understanding of the integration of faith, learning and living in the practice of nursing. Ethical decision-making, patient advocacy and service to the global community are emphasized.
- NURS 6153 Trends and Issues in Health Care Policy (3 credit hours)**
A study of the current trends in healthcare including health care financing, globalization of health care, allocation of scarce resources, social issues, lifestyle choices, cultural sensitivity and diversity which influence the world's health status.

- NURS 6163 Human Resource Management and Administration (3 credit hours)**
This three hour module is designed to provide an understanding of the laws and regulations that guide hiring, firing, and managing the human resources of an organization. Identifying data and information sources routinely available to achieve defined clinical outcomes and response to the accreditation requirements will assist the learner to understand the relationship of revenue flow and the provision of care. Budget preparation, on the micro level, will be discussed, and will be integrate with staffing, patient safety, and patient outcomes.
- NURS 6173 Financial Management in Health Care (3 credit hours)**
This three credit-hour module focuses on the role of financial management in organizations, and the financial skills that are needed to develop or to supervise the development of financial information. The course will look at the financing of health care within the health care environment. Topics will include budgeting, applied economics, and financial accounting. Basic accounting principles, analysis of financial statements, cost management, managerial accounting, forecasting, planning, and the use of computers in financial management will be covered.
- NURS 6176 Capstone Experience (6 credit hours)**
Completion and presentation of a research study, which integrates all elements of the learning experience. Culminates in a Master's thesis or capstone. It is recommended that students begin planning and developing this experience early in the program.
- NURS 6183 Illness Reduction and Management (3 credit hours)**
This three credit-hour module focuses on disease reduction and prevention, through expanded knowledge in pathophysiology, epidemiology, and health assessment. The course builds on a background of anatomy and physiology and health assessment, to provide a foundation for understanding health deviations.
- NURS 6193 Nursing Education Practicum (3 credit hours)**
Focuses on preparing MSNE graduates for their roles as new faculty members. During the course, students look at the culture of the institutional environment, faculty mentoring, advising students, how to publish, the process of grantmanship, expectations and opportunities related to faculty service, and legal issues in education. Theory and practicum components.
- NURS 6243 Nursing Informatics (3 credit hours)**
This is a three credit-hour graduate course. The course provides an overview of nursing informatics for the nurse educator and leader. Focus is on developing and understanding of concepts relevant to health care informatics. Current trends and issues in using, designing, and managing health care information systems will be examined.
- NURS 6263 Clinical Focus (3 credit hours)**
Experiences are individualized to meet learning needs of the students. Discussions concentrate on individual students' research studies. Concepts relevant to the development and writing of the early chapters of the Master's thesis are covered. Theory and practicum components.

GRADUATE PROGRAMS IN THEOLOGY and MINISTRY

MASTER OF ARTS IN THEOLOGY

Program Objectives

The program of studies for the Master of Arts in Theology degree seeks to meet the needs of ministerial students, active ministers and laypersons interested in reflective biblical, theological and ministerial studies. A candidate's studies can be directed in accordance with personal goals and needs. For anyone who is interested in more advanced scholarship in the academic disciplines, the degree may focus on studies in Bible and theology. For someone who wishes to cultivate skills for ministry, the degree may focus on studies in practical theology and Christian education. This flexibility makes the program attractive to practicing ministers as well as first-time graduate students holding recently conferred baccalaureate degrees.

The courses for the M.A. in Theology are offered in three different formats. There are several week-long modules offered each year, typical of adult studies programs. Students are expected to do preliminary reading and study before the week of classroom instruction for a module. That week begins on Monday afternoon, includes all day on Tuesday, Wednesday and Thursday, and concludes by noon on Friday. Follow-up written assignments for research and reflection are then due a month after the week of classes.

There are also more traditional instructional formats, fitting within the usual semester. These include seminars, which meet one afternoon or evening each week for the entire semester, and typical lecture courses which meet two or three times each week throughout the semester. This variety in instructional delivery also makes the M.A. in Theology program attractive and feasible for full-time ministers living at a distance as well as for typical, traditional graduate students living near the campus. The interchange between students from a wide range of perspectives and experience in a given module or course adds a positive dimension to the learning experiences envisioned for the classes.

The School of Theology and Ministry gives full support to Nazarene Theological Seminary and encourages its graduates to take advantage of the broad, three-year professional program of Nazarene Theological Seminary. The seminary will normally transfer credit from the SNU M.A. in Theology program and will grant advanced standing as allowed by the guidelines of the Association of Theological Schools.

Through the Master of Arts in Theology degree program, the school aims to:

- Increase the students' understanding and appreciation of the Bible as both the word of God and the work of inspired writers.
- Acquaint the student with the historical, exegetical, theological and devotional literature of the Christian religion.
- Encourage proficiency in the biblical languages as an aid to research and exposition of the Bible.
- Inspire deep commitment to the worldwide mission of the church.
- Improve effectiveness in Christ's kingdom through increased professional competence.
- Enlarge the intellectual and spiritual perspectives of its candidates.
- Develop professional competence in the techniques of scholarly research and communication.
- Identify and promote the student's mastery of the foundations for ministry—biblical, theological, historical and social.
- Cultivate the student's skills for ministry—communicative, hermeneutical, administrative, leadership, organizational and pastoral.

Admission Requirements

- Have previously earned a bachelor's degree from an accredited institution. The degree does not

have to be in religion/theology, although an undergraduate major or minor in religion/theology is the most beneficial as a basis for graduate work in theology.

- Have completed a minimum of six credit hours in systematic theology. Students deficient in this area may still be admitted, but must take the course Theological Method (THEO 5303) as part of the M.A. CORE.
- Have undergraduate preparation in a foreign language of at least nine credits. Students deficient in this area have two further options: a) take three credit hours of biblical Hebrew as an elective or cognate course, or b) take an additional Bible course as an elective.
- Have completed at least 15 credit hours of religion at the undergraduate level, including three credit hours in Old Testament and three credit hours in New Testament. Students deficient in this area will take the course Biblical Interpretation (B LT 5203) as part of the M.A. CORE.
- The Miller Analogies Test is required of students whose undergraduate GPA is under 3.00 (test date may not be more than five years prior to application date). It may be taken at any university testing center. The SNU Testing Center gives the test by appointment only.
- **See the introduction section of this catalog for other admission requirements.**
- Applicants who may be deficient in one or more admission requirements may be admitted to conditional standing.
- Candidacy: completion of or concurrent enrollment in at least 12 credit hours.

Curriculum

The M.A. in Theology is a 36 credit-hour program. It is built around a 12 credit-hour CORE in biblical literature and theology, augmented by 24 credit hours of a concentration in Bible, theology or practical theology (or any combination of these). It can be used as a terminal degree, a pre-seminary program, or a basis for other graduate study.

Courses carrying graduate credit are arranged on three levels designated by the first digit in the course number. Courses numbered 6000-6999 are designed for graduate students only. Courses numbered 5000-5999 are graduate level courses that are also open to select undergraduate seniors. Courses numbered *4000-*4999 are advanced, upper division undergraduate courses which are also open to graduate students. These courses have additional requirements when taken for graduate credit. Normally, 3000-level courses are not accepted in the M.A. degree program.

The 12 credit hours of required CORE courses must be taken from 5000- and 6000-level courses. To become eligible for the M.A. in Theology, the candidate must complete an approved program of 36 credit hours of graduate work. The M.A. in Theology program offers both a thesis and a non-thesis option.

NOTE: A minimum of 18 credit hours must be in courses in which only graduate students may enroll (typically 6000-level courses).

Course Number	Course Title	Credit Hours
Core Courses		
THEO 5303*	Theological Method	3
B LT 5233**	Biblical Introduction	3
B LT 5203	Biblical Interpretation	3
THEO 6103	Theology of Church and Ministry	3
B LT, THEO and PRTH Electives		24

Students may still take a thesis option for up to six credits hours.

* Students entering the program with six credit hours of systematic theology have the option of substituting another theology course.

**Students entering the program with at least 15 credit hours of religion, including three credit hours of

Old Testament and three credits of New Testament, have the option of substituting another Bible course.

General Information

Graduate-level courses in Biblical Literature (B LT) may not be taken until Biblical Introduction (B LT 5233) is completed. Graduate-level courses in Theology (THEO) may not be taken until the student has met the prerequisites for Systematic Theology or has completed Theological Method (THEO 5303).

Biblical Introduction (B LT 5233) is foundational for the M.A. program and should be taken as soon in the student's program as possible. It is usually offered in modular format every 12 to 16 months.

A background in biblical languages is beneficial in all Biblical Literature courses. The Greek Testament will be a major source for New Testament courses and the Hebrew Bible will be used in Old Testament courses. Therefore a biblical language is strongly recommended as the language admission requirement.

A graduate committee will be appointed for students choosing a thesis option. The student will work closely with this committee in preparing the thesis.

A distinction is made between directed readings and a directed study course. In a directed study course the student must meet with the guiding professor at least five hours during the semester, preferably once every three to four weeks. In a directed readings course the student is expected to work more independently and must meet with the guiding professor at least twice during the semester, including a final session at the end of the semester. A directed readings course may be taken only on a pass/fail basis. A pass represents the equivalent of "B" or better work. A student is permitted to take no more than four credit hours of the 36 credit-hour program by directed study and/or directed readings. Approval by the M.A. coordinator and the professor of the area in which the work is being done is required, and depends on the interest and capability of the student to do work in the proposed area, as well as the availability of a professor to supervise the work. A syllabus of required work must be filed with the M.A. coordinator.

Cognate Studies

Cognate courses may be selected from any field in which graduate courses are offered at SNU. If special permission is given by the dean and the M.A. coordinator, cognate courses may be taken in other fields by consignment or transfer. Grades of "B" or better must be earned in all transfer or consignment work.

Exit Evaluation

Each candidate for graduation must successfully complete an exit evaluation. For the thesis candidate, the thesis will be the basis for the evaluation, to be conducted by the candidate's thesis committee. For the non-thesis candidate, the evaluation will be conducted by three members of the School of Theology and Ministry appointed by the M.A. Coordinator.

M.A. IN THEOLOGY COURSE DESCRIPTIONS

Courses marked with an asterisk (*) are undergraduate courses approved for graduate credit contingent on additional reading and research.

B LT (BIBLICAL LITERATURE)

B LT 4123 8th and 7th Century Prophets* (3 credit hours)

An exegetical study of the prophetic literature of the 8th and 7th centuries B.C., focusing on the major themes of prophetic preaching, the phenomena of prophecy and the prophetic response to history. This course includes the books of Amos, Hosea, Micah, Isaiah 1-39, with some attention to Nahum, Habakkuk, Zephaniah and Joel. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4173 Johannine Literature* (3 credit hours)

An investigation of the characteristics, purposes, and central themes of the gospel and epistles of John.
Prerequisite: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4181-3 Directed Study* (1-3 credit hours)

B LT 4193 General Epistles and Revelation* (3 credit hours)

A literary, cultural and theological analysis of the Epistle to the Hebrews, the Epistles of James, Jude and Peter, and the book of Revelation. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4213 Poetic and Wisdom Literature* (3 credit hours)

An exegetical study of the Psalms and Wisdom Literature of the Old Testament, focusing on the literary form, the social and religious milieu and the theological significance of selected Psalms, the books of Proverbs, Job and Ecclesiastes, as well as a brief survey of extra-canonical wisdom literature. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4273 Luke - Acts* (3 credit hours)

A study of the Lukan writings as a literary unit which covers the history of the Gospel from its beginnings in the life and ministry of Jesus through its proclamation to the world in the life and ministry of the Early Church. Attention will be given to the literary relations between Luke and the other Synoptic Gospels, as well as to the unifying themes of Luke-Acts. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 5003 Seminar: Selected Studies (3 credit hours)

A study of a significant area of contemporary and enduring interest in Biblical Studies. Hermeneutics, Intertestamental Literature, Messianism, Hebrews, selected General Epistles, Miracles, recent developments in the study of Jesus, etc., are the kinds of topics that will be selected for the seminar.

B LT 5183 Readings in New Testament Greek (3 credit hours)

See GK 5183

B LT 5191-3 Directed Study (1-3 credit hours)

See GK 5191-3

B LT 5203 Biblical Interpretation (3 credit hours)

After a brief survey of the history of biblical interpretation, attention is given to contemporary methods of analyzing the Bible for the purpose of interpretation in a ministry context. A major interpretation project in both Old Testament and New Testament is required. This is a CORE module for M.A. students having deficiencies in Bible.

B LT 5213 Deuteronomy and Mosaic Traditions (3 credit hours)

A detailed exegetical study of the Torah, including a survey of the critical problems of the first five books of the Old Testament, but focusing especially on the Torah's theological interpretation of the Wilderness Period and the concepts of law, religious institution and covenant. This course will primarily deal with Leviticus, Numbers and Deuteronomy. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.

B LT 5223 Exilic Literature (3 credit hours)

A detailed exegetical study of the prophetic response to the theological crisis of Exile, focusing especially on the tension between wrath and mercy, the continued rise of Messianism and the development of the concept of redemptive suffering. The course includes the books of Isaiah, Jeremiah, Ezekiel, Obadiah and Lamentations. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.

B LT 5233 Biblical Introduction (3 credit hours)

M.A. IN THEOLOGY CORE COURSE. An examination of the biblical writings in relation to the questions posed by critical inquiry. The course will include: a brief survey of the history of biblical interpretation; the more specific issues of authorship, date, sources, literary features, and redaction; the problem of the Bible as the Word of God in the words of humans; and the larger issues of authority, inspiration, actualization and canonization. This course will help students identify and evaluate their own presuppositions while developing tools and methods for proper biblical interpretation.

B LT 5323 Readings in Biblical Hebrew (3 credit hours)

See HB 5323

B LT 5333 Advanced Readings in Hebrew/Aramaic (3 credit hours)

See HB 5333

B LT 5361-3 Directed Study In Hebrew/Aramaic (1-3 credit hours)

SEE HB 5361-3

B LT 6123 Studies in Post-Exilic Literature (3 credit hours)

An advanced exegetical study of the prophetic and priestly response to the restoration of the people of God after the Exile, focusing on the re-establishment of community, the theological interpretation of God's purpose in history and the growing emphasis on eschatology. The course includes the books of Isaiah, Haggai, Zachariah, Chronicles, Ezra-Nehemiah, Malachi and Jonah, as well as the priestly and prophetic redactions of the Pentateuch. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.

B LT 6133 The Parables of Jesus (3 credit hours)

A seminar on the meanings of the parables of Jesus as evidenced by the historical and cultural background and by the literary context of the parables in the individual gospels. The role of the parables in revealing the theological emphases of each gospel will be emphasized. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.

B LT 6263 Paul's Thought in Recent Study (3 credit hours)

A seminar on the theological emphases of Paul's thought. Twentieth century interpretations of Paul will provide the backdrop for an analysis of major Pauline themes and texts. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.

C ED (CHRISTIAN EDUCATION)**C ED 4133 Survey of Youth Ministry* (3 credit hours)**

A study of the developmental needs, organization and administration, methods and techniques, pertaining to the context of a local church ministry to young people. The course will include interaction with full-time youth pastors in the field.

C ED 4143 Survey of Adult Ministry* (3 credit hours)

A study of the developmental needs, the organization and administration, methods and techniques, that formulate educational programming for ministry of adults in the local church environment.

C ED 4153 Multiple Staff Ministry* (3 credit hours)

A study of the principles of organizing and maintaining a paid staff in the local church, with consideration given to the opportunities and problems of multiple staff operation. **Prerequisite:** Foundations of Christian Education (C ED 2103) and Evangelism and Church Renewal (C ED 3323).

C ED 4163 Pastoral Leadership and Team Building* (3 credit hours)

This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well as in-class application of these principles.

C ED 5181-3 Directed Study (1-3 credit hours)

Requires approval by M.A. coordinator and Christian Education professor.

C HS (CHURCH HISTORY)**C HS 5103 History of the American Church (3 credit hours)**

A study of the transplanted of Old World faiths to the New World and their subsequent development in the American environment. Revivalism and the rise of new denominations, social reforms and the development of colleges and seminaries will be given special attention.

C HS 6223 Specialized Studies (3 credit hours)

A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating biblical, theological, and historic concerns with practical ministry will be a major focus. The course may be repeated with different subject matter. Topics may include: Teaching Ethics, Strategies for Effective Evangelism, Marriage and Family Counseling, as well as other topics of current interest in the life, thought and ministry of American Christianity.

GK (GREEK)

- GK 5183 Readings in New Testament Greek (3 credit hours)**
Advanced readings from the Greek text of selected New Testament books. The books of Romans, Corinthians, Prison Epistles, Matthew, Luke and Acts are offered at various times. This course may be repeated. **Prerequisite:** Nine credit hours of New Testament Greek.
- GK 5191-3 Directed Study (1-3 credit hours)**
Requires approval by M.A. coordinator and Greek professor.

HB (HEBREW)

- HB 5313 Introduction to Biblical Hebrew I (3 credit hours)**
An introduction to the basic grammar of Biblical Hebrew with emphasis on accidence and vocabulary building necessary for translation.
- HB 5323 Readings in Biblical Hebrew II (3 credit hours)**
A continuation of HB 5313 with more emphasis on the translation and inductive analysis of biblical texts. **Prerequisite:** HB 5313. This course is offered as needed.
- HB 5333 Advanced Readings In Hebrew/Aramaic (3 credit hours)**
The translation and exegesis of selected Biblical passages as a means of studying advanced Hebrew (or Aramaic) grammar and syntax. This course may be repeated. **Prerequisite:** Introduction to Biblical Hebrew I (HB 5313) and Readings in Biblical Hebrew II (HB 5323).
- HB 5361-3 Directed Study In Hebrew/Aramaic (1-3 credit hours)**
This course may be repeated.

MISS (MISSIONS)

- MISS 4113 International Relations* (3 credit hours)**
Forces dividing nations, nationalism in all its phases, colonial and economic imperialism, militarism and war are studied. **Prerequisite:** Junior standing or American Federal Government (HP 1113).
- MISS 4123 Modern East Asia* (3 credit hours)**
Political development of Japan, China, India and Korea. Designed for students preparing to do missionary work in the Orient. **Prerequisite:** Sophomore standing or American Federal Government (HP 1113).
- MISS 4163 Theology of Christian Missions* (3 credit hours)**
A study of the underlying principles and theological presuppositions of the Christian mission in relation to other cultures and non-Christian religions.
- MISS 4183 Cultural Anthropology* (3 credit hours)**
A cross-cultural approach to a study of race, culture, and society which provides understanding toward effective communication of the gospel.
- MISS 4213 Communication in Conflict Management* (3 credit hours)**
A study and practice of communication as interpersonal behavior and relationship with emphasis upon the individual and his/her management of conflict situations through specific tactics and strategies. Extensive use of cases and simulations illustrating conflict problems and management in personal, family and professional situations.
- MISS 4223 Mission Topics* (3 credit hours)**
Selected topics related to missions such as Culture and Evangelism, Linguistics, Area Studies and Issues in Missiology. The course is taught subject to interest and specialization of the Garner Chair of Missions professor.
- MISS 4233 Intercultural Communication* (3 credit hours)**
An introduction to the communication which takes place when people of different cultures interact. This course surveys differences in cultures which can create obstacles to understanding and communication and offers suggestions for dealing with these obstacles.
- MISS 4273 Linguistics* (3 credit hours)**
A comprehensive study of current linguistic theory, language change, language universals, and the impact of language study on literary criticism.

MISS 4281-3 Directed Study in Missions* (1-3 credit hours)**MISS 4333 World's Living Religions* (3 credit hours)**

A study of the major religions of mankind and their literature, with special emphasis on the religions of the Orient and the Near East.

MISS 5103 Traditional Religions (3 credit hours)

A study of the basic features of religious systems and institutions of animistic societies in which witchcraft, sorcery, shamanism, priesthoods and prophetic movement are considered.

PHIL (PHILOSOPHY)**PHIL 4113 Developments in Contemporary Philosophy (3 credit hours)***

The main problems of Pragmatism, Neorealism, Logical Positivism, Phenomenology, Existentialism and Analytic Philosophy are carefully surveyed and analyzed. **Prerequisite:** History of Ancient and Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).

PHIL 4123 Philosophy of Religion* (3 credit hours)

Attention is given to the meaning of religion, the relation of faith and reason, the nature and validity of religious experience, the arguments for the existence of God, the nature of good and evil, the knowledge of God and the theories of religious language. **Prerequisite:** History of Ancient and Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).

PHIL 4192-3 Seminar in Philosophy* (2-3 credit hours)

An advanced course designed to deal intensively with a topic of current philosophical significance. The content varies so that credit may be obtained in successive semesters. A wide variety of subjects make the course attractive to students of all fields, and by permission of the instructor special students may be admitted to the class even though not of advanced standing.

PHIL 4333 World's Living Religions* (3 credit hours)

See MISS 4333

PHIL 5153 Religion and Science (3 credit hours)

This course seeks to survey the main issues in the interaction between science and religion. The course will survey some comparisons of the tasks of scientific and theological investigation and discourse, and look at models of the interaction between the two. There are also major points of intersection between religion and science, such as ethical issues raised by developments in science and technology; biological evolution and the assessment of its religious significance by different cultural traditions; models of God popular among scientists and those living in a scientific age (theism, panentheism, pantheism); developments in physics and cosmology which suggest new types of metaphysical commitments.

PHIL 5181-3 Independent Study (1-3 credit hours)

Requires approval of MA coordinator and Philosophy professor.

PRTH (PRACTICAL THEOLOGY)**PRTH 4103 Expository Preaching* (3 credit hours)**

An advanced course in Biblical preaching with a definite emphasis on expository homiletics. **Prerequisite:** Senior Standing, Fundamentals of Preaching (PRTH 3113), nine credit hours of B LT, New Testament Greek (GK 2113), or permission of the instructor.

PRTH 4113 Psychology of Religion* (3 credit hours)

An interpersonal approach to the study of religious experience and behavior. The course is primarily concerned with normal Christian religious experience. Such topics as conviction, conversion, sanctification, prayer, guilt, devotion, and religious development will be explored. The relationship between religious life and mental health will be examined and contemporary approaches to counseling and therapy will be presented. **Prerequisite:** Familiarity with the basic vocabularies of theology and psychology. Psychology of Personality (PSY 4153) recommended.

PRTH 4143 Pastoral Care and Counseling* (3 credit hours)

A study of the place of pastoral counseling in the Christian ministry. Personality problems and counseling processes are surveyed. Emphasis is placed on developing counseling techniques and a study of the types of counseling used in the ministry. **Prerequisite:** One course in psychology or permission of the professor.

- PRTH 4163 Pastoral Leadership and Team Building* (C ED 4163) (3 credit hours)**
SEE C ED 4163
- PRTH 5001 Orientation to SNU Online Studies (1 credit hour)**
This course serves as an orientation to SNU, the course management software and to the kind of work necessary to succeed in the program. It also provides a participatory experience in the rapidly changing use of technology in adult education and organizational communication.
- PRTH 5113 Biblical Preaching for Today (3 credit hours)**
This course is designed to discover new ideas and concepts in preaching. It is the goal of this course to enable individual students to build and develop skills for more effective biblical preaching. Attention will be especially focused on expository preaching from the Gospel of Saint Luke.
- PRTH 5203 Leadership and Conflict Resolution (3 credit hours)**
This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well practical application of these principles. Students will have the opportunity to explore various styles of leadership and begin to identify their own leadership style using the Leadership Practices Inventory developed by Kouzes and Posner. Students will gain hands-on experience by analyzing their performance in a current or new leadership role in the Church.
- PRTH 5303 Leadership Skills and Team Building (3 credit hours)**
Causes of conflict will be studied along with strategies of its management and reduction. Discussion will integrate leadership philosophy and conflict issues.
- PRTH 6133 Patterns of Church Renewal (3 credit hours)**
The biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.
- PRTH 6191-3 Thesis Research (1-3 credit hours)**
By permission of the M.A. coordinator only.
- PRTH 6223 Specialized Studies (3 credit hours)**
A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating biblical, theological, and historic concerns with practical ministry will be a major focus. This course may be repeated with different subject matter. Topics may include: "Teaching Ethics," "Strategies for Effective Evangelism," "Marriage and Family Counseling," as well as other topics of current interest in the life, thought, and ministry of American Christianity.
- PRTH 6401-2 Directed Ministry Practicum (1-2 credit hours)**
A supervised practicum in an area of actual ministry will be selected in consultation with the Coordinator of the M.A. program.
- PRTH 6403 Ministry Practicum: Leading Change in the Local Church (3 credit hours)**
This course provides a culminating integration for students finishing the degree program. Students will demonstrate their ability to apply the principles of Church Leadership by diagnosing a current situation in their church and designing a change plan based on the concepts and principles taught in the various courses of the MACL.

THEO (THEOLOGY)

- THEO 4181-3 Directed Study* (1-3 credit hours)**
Requires approval by M.A. coordinator and Theology professor.
- THEO 5113 Wesleyan-Arminian Theology (3 credit hours)**
The first half of the semester will be devoted to the background and development of the theology of James Arminius in its relation to the 17th century Reformed theology. Special consideration will be given to the events which led to the Synod of Dort. The second half of the semester examines John Wesley's theology against the background of 18th century theology. Special attention is paid to Wesley's doctrine of Christian Perfection. Extensive readings in primary source materials will be required on both men.
- THEO 5143 Theologians of the Modern Era: 19th – Mid 20th Century (3 credit hours)**
This course is a study of the theological conversation that emerged because of the Enlightenment. Special

attention will be given to the philosophical presuppositions from which modern theology developed. The class will explore a variety of modern theologians (from Schleiermacher to Barth) and their methods.

- THEO 5153 Theologians of the Post-Modern Era: Late 20th Century (3 credit hours)**
This course is a study of the theological conversation that emerged because of the Post-Modern setting. Attention will be given to the problem of pluralism and the doctrinal issues which are impacted by this problem. We will explore a variety of theological methods and theologians for this post-modern setting. Half of the class will be devoted to exploring and constructing a specific theological approach.
- THEO 5163 Reformation Theology (3 credit hours)**
A study of the chief theological concepts of the Protestant Reformation against the background of late medieval thought. Major attention will be given to the thought of Luther and Calvin with extensive readings in their works.
- THEO 5173 Seminar in Theology (3 credit hours)**
In response to the most recent developments in the theological world, specialized seminars on contemporary topics such as liberation theology, incarnational theology, etc., will be offered according to need.
- THEO 5181-3 Directed Readings in Theology and Ministry (1-3 credit hours)**
Study in subjects and literature in a specialized area of Theology and Ministry is permitted. (This course is only offered on a Pass/Fail basis.) Requires approval by M.A. coordinator and professor directing the study
- THEO 5191-3 Seminar in Theology (1-3 credit hours)**
Specialized investigation of specific areas of Biblical or theological content. May be repeated.
- THEO 5303 Theological Method (3 credit hours)**
The Wesleyan quadrilateral will provide the basis for lecture, readings and discussion on the role of Scripture, tradition, experience and reason in making theological decisions relating to ministry. The implications of other contemporary theological methods for ministry will be explored. This is a CORE module for M.A. students having deficiencies in Systematic Theology.
- THEO 6103 Theology of Church and Ministry (3 credit hours)**
M.A. IN THEOLOGY CORE MODULE. Biblical, historical and contemporary bases will be explored as resources for the formulation of a theology of the church and of ministry in the church. The impact on one's presuppositions of church and ministry on actual practice of ministry will be discussed.
- THEO 6113 Patristic Theology (3 credit hours)**
A study of Christian theology in the classical period of its development, from the Apollitic age to the 5th Century. Attention is given to the thought of the Early Church Fathers, the beginnings of constructive theology, the conflict with heresies, the influence of Greek ideas on Christian thought, and the writing of the creeds.
- THEO 6123 Medieval Theology (3 credit hours)**
A study of Christian theology through the scholastic period of its development from the 6th to the 15th Century. Besides attention to the important individuals, special emphasis will be placed on the philosophical presuppositions and theological trends which paved the way for the Protestant Reformation.
- THEO 6133 Patterns of Church Renewal (3 credit hours)**
The Biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.
- THEO 6191-3 Thesis Research (1-3 credit hours)**
By permission of the M.A. coordinator only.
- THEO 6223 Specialized Studies (3 credit hours)**
A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating Biblical, theological, and historic concerns with practical ministry will be a major focus. The course may be repeated with different subject matter. Topics may include "Teaching Ethics," "Strategies for Effective Evangelism," "Marriage and Family Counseling" as well as other topics of current interest in the life, thought and ministry of American Christianity.

Chapter 6

Academic Personnel

IN THIS CHAPTER

PRESIDENT'S CABINET

FACULTY

DIRECTORS AND ADMINISTRATIVE STAFF

EMERITI FACULTY

PRESIDENT'S CABINET

Loren Gresham, Ph.D., University President (1969)

B.A., Pasadena College
M.A., University of Southern California
Ph.D., University of Oklahoma

Melany Kyzer, J.D., University Provost (2001)

B.S., Bethany Nazarene College
M.A., Southern Nazarene University
J.D., Oklahoma City University

Linda Cantwell, Ed.D., Vice President for Enrollment Management (2011)

B.A., MidAmerica Nazarene University
M.A., Webster University
Ed.D., Azusa Pacific University

Michael Redwine, Ed. D., Vice President for Student Development (2007)

B.A., MidAmerica Nazarene University
M.Ed., MidAmerica Nazarene University
M.B.A., MidAmerica Nazarene University
Ed.D., St. Louis University

Scott Strawn, Ed.D., Vice President for Business and Finance (2008)

B.A., Anderson University
M.A., Ball State University
Ed.D., The University of Kansas

Terry Toler, Ed.D., Vice President for Church Relations (2000)

A.A., Ohio Christian University
B.A., Southern Nazarene University
M.Min., Southern Nazarene University
Ed.D., University of Sarasota

FACULTY

Daniel R. Abrego, M.M., Assistant Professor, School of Music (Fall 2015)

B.M.E., Southern Nazarene University
M.M., University of Texas at Arlington

Joshua M. Achipa, M.S.L.S., Associate Professor, Library (Spring 1997)

B.A., Washington Bible College
M.R.E., Liberty Baptist Theological Seminary
M.S.L.S., Clarion University

Rebekah Ambrosini, M.P.A., Associate Professor, School of Music (Fall 2006)

B.Mus., Oklahoma City University
M.P.A., Oklahoma City University
Graduate Study, University of Oklahoma

W. Davis Berryman, Ph.D., Professor/Dean, College of Professional and Graduate Studies (Fall 2002)

B.S., Washington University
M.S., Case Western Reserve University

Academic Personnel

M.B.A., Kent State University
Ph.D., Michigan State University

Steve Betts, Ph.D., Professor/Dean, College of Humanities (2001-2011 & Fall 2015)

B.A., MidAmerica Nazarene University
M.M., Wichita State University
Ph.D., The University of Oklahoma

Jody L. Bowie, M.A., Assistant Professor, School of Education (Fall 2016)

B.S., Southern Nazarene University
M.A., Southern Nazarene University
Graduate Study, Oklahoma State University

Michelle Bowie, M.A., Assistant Professor, Department of English (Spring 2011)

B.A., Southern Nazarene University
M.A., Southern Nazarene University
Graduate Study, Oklahoma State University

Pamela Bracken, Ph.D., Professor, Department of English (Fall 1994)

B.A., Bethany Nazarene College
M.A., Southern Nazarene University
Ph.D., Catholic University of America

Julie Brant, M.A., Assistant Professor, School of Education (Fall 2015)

B.S., Southern Nazarene University
M.A., Southern Nazarene University

Linda Breslin, Ph.D., Professor, Department of English(Fall 2016)

A.S., Middlesex Community College
B.A., Cedar Crest College
M.A., Lehigh University
Ph.D., Lehigh University

Pamela S. Broyles, Ph.D., Professor, Department of Speech Communication (Fall 1979)

B.A., Bethany Nazarene College
M.Ed., University of Oklahoma
Ph.D., University of Oklahoma

Richard E. Cantwell, Ph.D., Professor, School of Music (Fall 2011)

B.F.A., University of Nebraska
M.M.E., University of Nebraska
D.M.A., University of Missouri at Kansas City –Conservatory of Music

Janice R. Carr, R.N., M.Ed., Assistant Professor, School of Nursing (Fall 2013)

B.S.N., University of Oklahoma Health Sciences Center
M.S.N., Oklahoma Baptist University
M.Ed., University of Central Oklahoma

Stephoni Case, Ed.D., Associate Professor, School of Education (Spring 2014)

B.A., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Oklahoma State University

Casey J. Cassidy, R.N., M.S.N., Assistant Professor, School of Nursing (Fall 2013)

B.S.N., East Central University

M.S.N., Oklahoma Baptist University
Graduate Study, Oklahoma City University

Hal A. Cauthron, Ph.D., Professor/Chair, School of Theology and Ministry (Spring 1995)

B.A., Bethany Nazarene College
M.A., Bethany Nazarene College
M.Div., Nazarene Theological Seminary
M.A., Vanderbilt University
Ph.D., Vanderbilt University

Charles Chitwood, D.Min., Associate Professor, Registrar (Fall 2008)

B.S., University of North Carolina/Chapel Hill
M.Div., Church of God Theological Seminary
M.A., Sam Houston State
D.Min., Dallas Theological Seminary

Heather Clemmer, Ph.D., Professor/Chair, Department of History, Politics and Geography
(Fall 2006)

B.S., Southern Nazarene University
B.A., Southern Nazarene University
M.A., University of Oklahoma
Ph.D., University of Oklahoma

Jason L. Coles, M.S., Assistant Professor, School of Kinesiology (Fall 2015)

B.S., Sterling College
M.S., Ohio University
A.T.C., Certified Athletic Trainer

Julian R. Cowart, Ph.D., Associate Professor, School of Professional Studies (Fall 2016)

B.S., Trevecca Nazarene University
M.A., The George Washington University
Ph.D., Capella University

Lisa Crow, Ph.D., Associate Professor/Chair, Department of Chemistry (Spring 2008)

B.A., Greenville College
M.S., University of Oklahoma
Ph.D., University of Oklahoma

Timothy J. Crutcher, Ph.D., Professor, School of Theology and Ministry (Fall 2003)

B.A., Southern Nazarene University
M.A., Southern Nazarene University
M.Div., Nazarene Theological Seminary
M.Th., Katholieke Universiteit Leuven, Belgium
Ph.D./S.T.D., Katholieke Universiteit Leuven, Belgium

Tamara Dawson, M.S., Assistant Professor, School of Professional Studies (Fall 2013)

B.S., Southern Nazarene University
M.S., Southern Nazarene University
Graduate Study, Northcentral University

Lou Dennard, Ed.D., Professor, School of Business (1976-1982; 1991-1997; Spring 2008)

B.A., Southern Nazarene University
M.B.A., University of Central Oklahoma
Ed.D., Oklahoma State University

Scott Drabenstot, Ph.D., Assistant Professor, Dept. of Psychology and Counseling (Fall 2013)

B.S., Southern Nazarene University
M.S., Southern Nazarene University
Ph.D., University of Oklahoma

Nathan Drake, Ph.D., Associate Professor, Department of Math (Fall 2016)

B.A., MidAmerica Nazarene University
M.S., Clemson University
Ph.D., Clemson University

Don W. Dunnington, D.Min., Professor, School of Theology and Ministry (Fall 1991)

B.A., Olivet Nazarene University
M.Div., Nazarene Theological Seminary
D.Min., Trinity Evangelical Divinity School
Graduate Study, Vanderbilt University

Phyllis Eagle, B.A., Associate Professional Specialist, Department of Art & Design (Fall 2016)

B.A., University of Central Oklahoma

Mike Eskew, M.S.N., Assistant Professor, School of Nursing (Fall 2016)

B.S.N., University of Oklahoma
M.S.N., Duke University
Graduate Study, Duke University

Brent Eskridge, Ph.D., Professor, Chair, Department of Computer Science/Network Engineering, (Fall 2004)

B.S., Southern Nazarene University
M.S., University of Oklahoma
Ph.D., University of Oklahoma

Douglas D. Forsberg, M.A., Associate Professor, School of Theology and Ministry (Fall 2003)

B.A., Bartlesville Wesleyan College
M.Div., Nazarene Theological Seminary
M.A., Oklahoma State University

J. Rendall Garrett, M.S.A., CPA, Assistant Professor, School of Business (Fall 1976)

B.S., Bethany Nazarene College
M.S.A., Oklahoma City University
Certified Public Accountant

Diane Gaston, R.N., M.S., Assistant Professor, School of Nursing (Fall 2011)

B.S.N., University of Central Oklahoma
M.S., Southern Nazarene University

Anne A. Ghost Bear, Ed.D., Professor, School of Professional Studies (Fall 2002)

B.S., East Central University
M.S., Oklahoma State University
Ed.D., Oklahoma State University

Sylvia Goodman, Ed.D., Professor/Chair, School of Kinesiology (Fall 2001)

B.S., Taylor University
A.T.C., Certified Athletic Trainer
M.A., Miami University
Ed.D., Boston University

Jim Graves, M.M., Associate Professor, School of Music (Fall 2008)

B.Mus.Ed., Boise State University
 M.M., University of North Texas
 Graduate Study, University of Oklahoma

Stephen G. Green, D.Min., Professor/W. N. King Professorship, School of Theology and Ministry (Fall 1998)

B.S., Bethany Nazarene College
 M.Div., Nazarene Theological Seminary
 D.Min., Vanderbilt University
 Advanced Graduate Study, Fuller Theological Seminary

Jeffrey Griffitts, Ph.D., Associate Professor, Department of Biology (Fall 2008)

B.S., East Central University
 Ph.D., University of Oklahoma Health Sciences Center

Gwen Ladd Hackler, Ph.D., Professor, Department of English (Fall 1983)

B.A., Bethany Nazarene College
 M.A., University of Kansas
 Ph.D., University of Kansas

Anna R. Harper, Ph.D., Assistant Professor, Dept. of Psychology and Counseling (Fall 2015)

B.S., Mount Vernon Nazarene University
 M.A., Bowling Green State University
 Ph.D., Bowling Green State University

Loral McDonald Henck, M.A., Associate Professor, Center for Student Success (Fall 2000)

B.S., Bethany Nazarene College
 M.A., Northeastern State University
 Reading Specialist Certification, Northeastern State University
 Advanced Graduate Study, Oklahoma State University

Mary Hibbert, Ph.D., Professor/Interim Chair, School of Nursing (Fall 1995)

B.S., Pittsburg State University
 M.S.N., University of Kansas
 Graduate Study, University of Kansas
 Ph.D., Texas Woman's University

David Hoekman, Ph.D., Assistant Professor, Department of Biology (Fall 2014)

B.S., Wheaton College
 Ph.D., University of Notre Dame

Catherine A. Hutchings-Wedel, Ed.D., Professor, School of Professional Studies (Fall 1988)

B.A., Southern Nazarene University
 M.A., Southern Nazarene University
 Ed.D., Oklahoma State University

Kirk A. Jackson, Ph.D., Assistant Professor, MBA/MSM Graduate Program (Fall 2015)

B.S., Southern Nazarene University
 M.B.A., University of Oklahoma
 Ph.D., Anderson University

Harlan Johnson, Ph.D., Assistant Professor, School of Kinesiology (Fall 2014)

B.S., Bacone College
 M.Ed., East Central University

Ph.D., Northcentral University

Delilah G. Joiner, Ed.D., Professor, School of Professional Studies (Fall 1981)

B.A., Bethany Nazarene College

M.Ed., Central State University

Ed.D., Oklahoma State University

Paul Jones, Ph.D., Associate Professor, Department of Psychology and Counseling (Fall 2008)

B.S., Southern Nazarene University

M.A., Fuller Theological Seminary

Ph.D., Fuller Theological Seminary

Kenneth (Kep) Keoppel, Ph.D., Professor, School of Education (Fall 1981)

B.A., Bethany Nazarene College

M.A., Bethany Nazarene College

Ph.D., University of Oklahoma

Kathryn M. King, M.S.L.S., Assistant Professor, Library Director (Spring 2012)

B.S., Southern Nazarene University

M.L.I.S., The University of Oklahoma

Brent A. LaVigne, M.S., Assistant Professor/Chair, School of Business (Spring 2014)

B.S., Southern Nazarene University

M.S.M., Mount Vernon Nazarene University

Graduate Study, Oklahoma State University

Wesley Lee, M.S., CBA, Associate Professor, Center for Student Success (Fall 2008)

B.S., Southern Nazarene University

M.S., Southern Nazarene University

C.B.A., Certified Behavior Analyst

Graduate Study, Northcentral University

Melissa Lewis, D.M.A., Professor/Chair, School of Music (Fall 1999)

B.S., Southern Nazarene University

M.M., University of Cincinnati College-Conservatory of Music

D.M.A., University of Cincinnati College-Conservatory of Music

Bobby Gene Martin, M.A., Assistant Professor/Athletic Director (Fall 1979)

B.S., Bethany Nazarene College

M.A., Central State University

Loren Martin, D.P.T., Assistant Professor, School of Kinesiology (Fall 2016)

B.S., Southern Nazarene University

D.P.T., Northwestern University

Marty A. Michelson, Ph.D., Professor, School of Theology and Ministry (Fall 1998)

B.A., Northwest Nazarene College

M.A., Point Loma Nazarene College

M.A., Southern Nazarene University

Postgraduate coursework, Iliff School of Theology and University of Denver

Ph.D., University of Manchester, U.K.

Larry Mills, Ph.D., Professor, School of Business (Fall 1969)

C.M.A., Institute of Management Accounting

B.S., Southern Nazarene University

M.B.A., University of Oklahoma

Ph.D. in Management, University of Oklahoma

Brint A. Montgomery, Ph.D., Professor, School of Theology and Ministry (Fall 1996)

B.A., Northwest Nazarene College
 M.Div., Nazarene Theological Seminary
 M.A., University of Oklahoma
 Ph.D., University of Oklahoma

Mark Murray, B.S., Associate Professional Specialist, Department of Computer Science/Network Engineering, (Fall 2014)

B.A., Southern Nazarene University
 B.S., Southern Nazarene University

A. Koshy Muthalaly, Ph.D., Professor, School of Professional Studies (Fall 1999)

B.A. HONS., Bangalore University, India
 B.D. (M.Div), Union Biblical Seminary, Maharashtra, India
 M.Th., United Theological College (Serampore University)
 Ph.D., Southern Baptist Theological Seminary
 M.B.A., Southern Nazarene University

Dwight E. Neuenschwander, Ph.D., Professor/Chair, Department of Physics (Fall 1986)

B.S., University of Southern Colorado
 Ph.D., Arizona State University

David O'Bannon, M.B.A., Instructor, School of Business (Fall 2011)

B.S., Southern Nazarene University
 M.B.A., Oklahoma City University

Laura O'Neil, R.N. M.S., Assistant Professor/School of Nursing (Fall 2005)

B.S.N., University of Oklahoma
 M.S., University of Oklahoma

Lisa Orth, M.L.I.S., Assistant Professor, Library (Fall 2012)

B.S., Pennsylvania State University
 M.L.I.S., University of Oklahoma

Joanne L. Peterson, Ph.D., Assistant Professor, Department of Biology (Spring 2014)

B.A., University of Central Oklahoma
 B.S. Ed., University of Central Oklahoma
 M.S., University of Central Oklahoma
 Ph.D., University of Oklahoma Health Sciences Center

Margaret (Peggy) Poteet, Ph.D., Professor, Department of English (1973-1978; Fall 1988)

B.A., Northwest Nazarene College
 M.A., California State College at Los Angeles
 Ph.D., University of Oklahoma

Bryan Powell, M.M., Instructor, School of Music (Fall 2014)

B.S., Southern Nazarene University
 M.M., University of Oklahoma
 Graduate Study, University of Oklahoma

Cynthia Powell, M.B.A., CPA, Assistant Professor, School of Business (Fall 1985)

B.S., Southern Nazarene University

Academic Personnel

M.B.A., University of Central Oklahoma
Certified Public Accountant

Mark Reighard, D.M.A., Professor, School of Music (Fall 1969)

B.Mus.Ed., Bethany Nazarene College
M.A., University of Oklahoma
D.M.A., University of Oklahoma

Anthony D. Rodin, Ph.D., Assistant Professor, Dept. of History, Politics and Geography (Fall 2015)

B.A., Whitworth University
M.A., Purdue University
Ph.D., Purdue University

Kenneth Rosfeld, B.A., Associate Professional Specialist, School of Music (Fall 2005)

B.A., Southern Nazarene University

Kim Rosfeld, M.M., Assistant Professor, McNair Grants (Fall 2014)

B.M.E., Southern Nazarene University
M.M., University of Oklahoma
Graduate Study, Northcentral University

Eileen M. Ruger, M.R.E., Assistant Professor, School of Theology and Ministry (Fall 2013)

B.S., Southern Nazarene University
M.R.E., Nazarene Theological Seminary
Graduate Study, Assembly of God Theological Seminary

R. Douglas Samples, D.Min., Professor, School of Theology and Ministry (Fall 1998)

B.A., Olivet Nazarene University
M.Div., Nazarene Theological Seminary
D.Min., Fuller Theological Seminary

Stephane Shellenberger, M.A., Assistant Professor/School of Kinesiology

(1977-1985; Fall 1992)

B.S., Bethany Nazarene College
M.A., Central State University

Jimmie D. Smith, M.A., Associate Professor, Department of Speech Communication

(1987-1989; Fall 1991)

B.A., Bethany Nazarene College
M.A., Bethany Nazarene College
Graduate Study, University of Oklahoma

Blair Spindle, Ed.D, University Pastor/Dean of the Chapel (Fall 2012)

B.S., Mid-America Nazarene University
M.A., Nazarene Theological Seminary
Ed.D., Nova Southeastern University

Randall Spindle, Ed.D., J.D., Professor, School of Business (1978-1993; Fall 1999)

B.A., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Oklahoma State University
J.D., University of Oklahoma Law School

**Sheila J. Stout, M.A., M.A.F.T., Associate Professor/Division of Cultural and Communications
Interim Chair, Department of Speech Communications** (Fall 1999)

B.A., Southern Nazarene University
 M.A., Southern Nazarene University
 M.A.F.T., Southern Nazarene University
 Graduate Study, Oklahoma State University

J. Timothy Taylor, Ed.D., Professor/Chair, School of Education (Fall 1995)

B.Mus.Ed., Bethany Nazarene College
 Graduate Study, University of Arkansas
 M.Ed., Northeastern Oklahoma State University
 Ed.D., Oklahoma State University

Betty Lou Thompson, M.A., Associate Professor, School of Education (Fall 1986)

B.S., Bethany Nazarene College
 M.A., Bethany Nazarene College
 Advanced Graduate Study, University of Oklahoma

Linda Patterson Wilcox, Ph.D., Professor, Online Learning (1993-2012/Spring 2015)

B.S., Trevecca Nazarene College
 M.A., University of Missouri
 Ph.D., University of Oklahoma

Dennis Williams, Ph.D., Professor/Vice-Provost & Dean, College of Teaching & Learning
 (Spring 1994)

B.A., Southern Nazarene University
 M.A., Texas Tech University
 Ph.D., Texas Tech University

Mark Winslow, Ph.D., Professor/Dean, College of Natural, Social and Health Sciences (Fall 2004)

B.S., Greenville College
 M.S., University of Kansas
 Ph.D., Kansas State University

Ronald W. Wright, Ph.D., Professor/Chair, Department of Psychology and Counseling
 (1997-2002; Fall 2010)

B.A., Mount Vernon Nazarene University
 M.A., Fuller Theological Seminary
 Ph.D., Fuller Theological Seminary

Shawna York, Ph.D., Professor, Department of Chemistry (Fall 2012)

B.S., Southern Nazarene University
 M.S., University of Oklahoma
 Ph.D., University of Oklahoma

Alan B. Young, Ph.D., Professor/Chair, Dept. of Sociology (Fall 2006)

B.A., University of Illinois at Urbana-Champaign
 M.Div., Trinity Evangelical Divinity School
 M.A., University of Illinois at Urbana-Champaign
 M.B.A., Southern Nazarene University
 Ph.D., University of Illinois at Urbana-Champaign

Gina Weaver Yount, Ph.D., Associate Professor, Department of English (Fall 2006)

B.A., Southern Nazarene University
 M.A., Rice University
 Ph.D., Rice University

Randy Zabel, Ph.D., Assistant Professor, Institutional Research and Assessment (Fall 2011)

B.S., Oklahoma State University
M.A., University of Central Oklahoma
Ph.D., University of Texas at Austin

Nicholas Zoller, Ph.D., Assistant Professor/Chair, Department of Mathematics (Fall 2009)

B.A., Messiah College
M.S., Lehigh University
Ph.D., Lehigh University

DIRECTORS AND ADMINISTRATIVE STAFF

Academic Support Programs and Centers

Academic Grants—Dr. Gwen Ladd Hackler, Director
Academic Services—Prof. Wesley Lee, Director
Center for Global Engagement—Prof. Eileen Ruger, Director
Center for Student Success—Misty Jagers, Associate Dean
General Education—Dr. Heather Clemmer, Director
Honors Program—Dr. Gina Weaver Yount, Director
Library—Prof. Kathryn King, Director
Ministry Internship Program—Dr. Doug Samples, Director
Morningstar—Dr. Tom Herskowitz, Director
Online Learning—Dr. Linda Wilcox, Director
Ronald E. McNair Postbaccalaureate Scholars Program - Prof. Kim Rosfeld, Director
Teacher Education—Dr. Tim Taylor, Director
Testing Center— Stacie Veitch, Director

Professional Studies Program Directors

Business Administration—Prof. Tamara Dawson, Director
Family Studies and Gerontology, General Education, Bridge, Prior Learning Assessment—Dr. Delilah Joiner, Director
Professional Studies Department Chair, Organizational Leadership—Dr. Cathy Hutchings-Wedel, Director
Assessment and Faculty Development—Dr. Julian Cowart, Director
SNU-Tulsa—Dr. Anne GhostBear, Director
Network Management—Prof. Mark Murray, Director

EMERITI/RETIRED FACULTY

W. Joy Beaver, Ed.D., Dir., School for Children/Professor of Education Emerita (1959-60, 1967-2005)
 George A. Biggs, M.S., Associate Professor of Business Emeritus (1979-2002)
 Kenneth L. Bryant, Ph.D., Chair, Dept. of Modern Languages/Professor of Spanish Emeritus (1994-2005)
 Thurman Coburn, Ph.D., Professor of Psychology Emeritus (1962-1986)
 Howard R. Culbertson, D.Min., Professor of Missions Emeritus (1988-2013)
 Beverly DeVries, Ed.D., Professor of Education Emerita (1993-2016)
 Mary Eskridge, Ed.D., Professor of Education Emerita (1996-2015)
 Chloe R. Findley, M.A., M.S., R.N., Retired Associate Professor of Nursing Emerita (1991-1998)
 Leo R. Finkenbinder, Ph.D., Professor of Biology Emeritus (1968-2003)
 Beatrice E. Flinner, M.L.Sc., M.A., M.A., Associate Professor of Library Science Emerita (1968-1996)
 Richard W. Gaddis, Ed.D., Professor of Management Emeritus (1992-2004)
 Daisy Goulden, M.S., R.N., Assistant Professor of Nursing Emerita (1981-1996)
 Vera M. Hance, Ph.D., Retired Associate Professor of Psychology Emerita (1995-2005)
 Iris M. Harris, M.B.A., C.P.A. Assistant Professor of Accounting Emerita (1982-2006)
 Gene Heasley, Ph.D., Professor of Chemistry Emeritus (1960-1999)
 Robert Judd, Ph.D., Professor of Biology Emeritus (1968-1998)
 Forrest E. Ladd, Ph.D., Professor of Psychology Emeritus (1955-1995)
 Gary Lance, M.S., Associate Professor of Mathematics Emeritus (1968-2008)
 Robert John Lively, Ph.D., Professor of History, Politics & Geography Emeritus (1980-2015)
 Sue Anne Lively, Ed.D., Professor of Professional Studies Emerita (1980-2016)
 Linda Miner, Ph.D., Professor of Professional Studies Emerita (1990-2014)
 Philip A. Moore, D.M.A., Professor of Music Emeritus (1981-2014)
 Nila West Murrow, M.T., Associate Professor of Art Emerita (1968-1998)
 Wayne L. Murrow, Ph.D., Dean, Graduate & Adult Studies/Professor of Speech Communication & Education Emeritus (1968-2002)
 Joy E. Pauley, M.L.Sc., Assistant Professor of Library Science Emerita (1980 -2012)
 Janice K. Reinbold, M.L.Sc., Associate Professor of Library Science Emerita (1975-2008)
 Paul E. Reinbold, Ph.D., Professor of Chemistry Emeritus (1970-2008)
 Anita Reynolds, Ed.D., Professor of Sociology Emerita (1967-1998)
 Wanda M. Rhodes, P.E.D., Professor of Health and Human Performance Emerita (1962-1994)
 Gwen Rodgers, M.S., Assistant Professor of Online Learning Emerita (2007-2015)
 Elmer B. Shellenberger, Ed.D., C.P.M., Professor of Business Emeritus (1960-1989)
 Dorothy A. Stasser, Ed.D., Professor of Psychology Emerita (1967-2013)
 Jimmie D. Tabers, M.S., Associate Professor of Computer Science Emeritus (1980-2014)
 Jirair Tashjian, Ph.D., Professor of New Testament Emeritus (1983-2008)
 Rex Tullis, Ed.D., Professor of Education Emeritus (1995-2014)
 Virgil Lee Turner, Ph.D., Professor of Mathematics Emeritus (1978-2016)
 Betty J. Ware, M.S., R.N., Associate Professor of Nursing Emerita (1980-1993)
 Carolyn Waterman, M.A., Associate Professor of English Emerita (1979-2005)
 Linda Patterson Wilcox, Ph.D., Professor of Sociology Emerita (1993-2013)
 Sharon Young, Ph.D., Professor of Biology Emerita (1968-2008)

