

Southern Nazarene University

2020-2021 GRADUATE ACADEMIC CATALOG



SOUTHERN NAZARENE UNIVERSITY

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“Our mission is to make Christlike disciples through higher education.”

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Message From the President


Welcome to Southern Nazarene University. We are so glad you have chosen to become part of the SNU family. Here you will be surrounded by a caring team of professionals who are ready to partner with you to help you achieve a high-quality education in a Christ-centered environment.

Here at SNU we are preparing LIVELast leaders – men and women who embrace the words of Jesus in Mark 9:35, “If anyone would be first, he must be last of all and servant of all.” It’s a transformational journey of personal and spiritual growth that will open doors to opportunities to learn and serve in ways and places you have only dreamed of until now.

An important tool on your educational journey is the University Catalog. The pages that follow will assist you as you plan and prepare for the future. Please don’t hesitate to ask for assistance. We promise to be available to you and we’re praying for you as you take this next step on a life changing adventure.

So, begin now to imagine receiving your diploma and hearing the cheers of your family, friends, classmates, and the SNU community. It will be an exciting day and one that I look forward to with great anticipation.

Believing in you and praying big prayers for you!



Dr. Keith Newman
President
Southern Nazarene University



DOCTORAL PROGRAMS

Doctor of Education in Administration and Leadership Program (Ed.D.)

MASTER'S 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)

Master of Arts in Administration of Special Education (MAASE)

Kinesiology Master's Programs

Master of Arts in Sports Management and Administration (MASMA)

Master of Science in Exercise Science: Health Promotion Track and Human Performance Track (MSES)

Leadership Master's Degree Program

Master of Leadership (MOL)

Business Master's Degree Programs

Master of Business Administration (MBA)

Master of Science in Management (MSM)

Healthcare Administration Certificate

Management Certificate

Theology and Ministry Master's Degree Programs (currently not accepting students)

Master of Arts in Theology (MAT)

FALL SEMESTER — 2020

Board of Trustees Meeting, Oct. 8-9 (Th-F)
Alumni Homecoming, Nov. 6-7 (F-Sa)
Thanksgiving Break - Campus Closed, Nov. 25-27 (W-F)
Winter Commencement (2 p.m.), Dec. 12 (Sa)
Christmas Break - Campus Closed, Dec. 23–Jan. 3 (W-Su)

SPRING SEMESTER — 2021

Martin Luther King, Jr. Day, - No Classes, Jan. 18 (M)
Board of Trustees Meeting, March 4-5 (Th-F)
Spring Break, Mar. 15-19(M-F)
Campus closed, Mar. 17-19 (W-F)
Good Friday - Campus Closed, April 2 (F)
Easter Break - No Classes, April 2-5 (F & M)
Spring Commencement - 10 a.m. & 2 p.m., May 15 (Sa)

SUMMER SESSIONS — 2021

Memorial Day - Campus Closed, May 31 (M)
Independence Day - Campus Closed, July 3 (F)

FALL SEMESTER — 2021

Labor Day Holiday - Campus Closed, Sept. 5 (M)
Fall Break, Oct. 17-18 (Th-F) (tentative)
Board of Trustees Meeting, Oct. 7-8 (Th-F)
Alumni Homecoming, Nov. 12-13 (F-Sa)
Thanksgiving Break - Campus Closed, Nov. 24-26 (Th-F)
Winter Commencement (2 p.m.), Dec. 4(Sa)
Christmas Break - Campus Closed, Dec. 24 –Jan. 2 (F-Su)

SPRING SEMESTER — 2022

Martin Luther King, Jr. Day, - No Classes, Jan. 17 (M)
Board of Trustees Meeting, March 3-4 (Th-F)
Spring Break, Mar. 14-18 (M-F) (tentative)
Campus closed, Mar. 16-18 (W-F) (tentative)
Good Friday - Campus Closed, April 15 (F)
Easter Break - No Classes, April 15-18 (F & M)
Spring Commencement - 10 a.m. & 2 p.m., May 14 (Sa)

SUMMER SESSIONS — 2022

Memorial Day - Campus Closed, May 30 (M)
Independence Day - Campus Closed, July 2(F)

Chapter 1

General Information

Our mission is to make Christlike disciples through higher education. 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 32,000 alumni work and serve throughout the United States and the world.

IN THIS CHAPTER

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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, 2020—June 30, 2021).
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 graduate 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.

STATEMENT OF NONDISCRIMINATION

Non-Discrimination/Equal Employment Opportunity Statement: Southern Nazarene University policy prohibits discrimination on the basis of race, sex, age, color, creed, national or ethnic origin, marital status, disability, genetic information, veterans status or any other legally protected class in the recruitment and admission of students, in all personnel actions or decisions including, but not necessarily limited to, recruitment, hiring, training, upgrading, promotion, demotion, termination and salary, and in the operation of all university programs, activities, and services. Any concerns regarding discrimination on the basis of categories listed above should be addressed to the appropriate person listed below.

Under Title IX of the Education Amendments of 1972, Southern Nazarene University prohibits all unlawful discrimination on the basis of sex or gender in its educational programs and activities, except where the University has been granted exemptions from certain Title IX regulations on religious grounds, including the specific religious tenet of the University.

Gail Collier
Southern Nazarene University, Bresee Hall
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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, 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 in the College of Graduate Studies at Southern Nazarene University is to foster academic excellence through research, scholarship, and practice, to prepare for professional success, to promote diversity and inclusion, and to encourage Christ-centered ethical leadership and service

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. The latest modification of the motto was expanded this year in the strategic planning document entitled "*Livela*st," to "refining Character, creating Culture, serving Christ."

VISION

The College of Graduate Studies at Southern Nazarene University strives to develop servant leaders along best practices in graduate education. The College of Graduate Studies oversees integrity and quality of graduate programs by facilitating the development and success of graduate faculty and graduate learners while enriching Southern Nazarene University's mission to make Christlike disciples. The College of Graduate Studies prepares diverse, thoughtful, creative, intellectual leaders who will contribute to local and global communities.

FOCUS ON EXCELLENCE IN ACADEMICS

We are committed to providing students with the best possible graduate 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. Graduate 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 graduate school is a gathering of scholars, supported by a corps of distinguished faculty and administration. Each graduate student pursues their own specialized area of inquiry by engaging in one or more forms of scholarship—research, 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 experience another dimension of intellectual life and pursue advanced academic work themselves.

We welcome students from diverse ethnic, socioeconomic, cultural, and faith backgrounds and provide the resources and support necessary for all students to flourish. We will achieve the highest level of academic quality and transformative experience as we embrace diversity in our graduate school. Our academic mission is reached as we extend hospitality as a community; our academic mission cannot be achieved fully without it.

The focus of the graduate college is to teach, to inspire, and to prepare. We 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.

1. Graduate programs at SNU will be developed and maintained by the rigor and attention of faculty leadership.
2. Graduate education at SNU is primarily achieved through relationships between faculty mentors and graduate learners.
3. Graduate learning and graduate learner development occurs best when faculty are working closely with learners, providing expectations and support.
4. Graduate program development and maintenance at SNU is best supported through the partnerships between the Graduate Council, department chairs, Program Directors, VPAA-PGS, and the Office of Graduate Studies.
5. Graduate education at SNU is most productive when attentive and competent staff in the program offices and all university offices and resource departments administratively supports faculty and learners.
6. Graduate programs at SNU will be at their best when every employee in Graduate Studies recognizes their essential role in supporting graduate education.

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 | Stephen W. Nease, 1972-76 |
| S.S. White, 1928-30 | John A. Knight, 1976-85 |
| A.K. Bracken, 1930-42 | Ponder W. Gilliland, 1985-89 |
| S.T. Ludwig, 1942-44 | Loren P. Gresham, 1989-2017 |
| Oscar J. Finch, 1944-47 | J. Keith Newman, 2017- |
| Roy H. Cantrell, 1947-72 | |

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.

INTERCULTURAL LEARNING AND ENGAGEMENT

Overview of Intercultural Learning and Engagement (ILE)

Southern Nazarene University prioritizes an inclusive institutional culture which values diverse representation, equity and justice through social responsibility. This facilitates our collaborative strategic framework rooted in our mission to make Christ like disciples in Higher Education. The Office for Intercultural Learning and Engagement has been created to fulfill the vision for this prioritization of our institutional strategic plan.

Our Intercultural Learning and Engagement Team seeks to nurture a culturally responsive and inclusive learning institutional culture throughout Southern Nazarene University. This work is integrated in the areas of curricular, co and non-curricular, advocacy, assessment, and institutional responsiveness. We are committed to engage the unique needs of faculty, staff and students, by embracing a Kingdom identity and where the intercultural community is valued through diverse citizenship, equity and justice here and in the world.

ILE collaborates with others to inform, inspire, and invite learning opportunities that affect policy and promote culturally responsive pedagogy and praxis, resulting in reconciliation and transformational learning outcomes and a culture of belonging. We desire that data reflects the humanity rather than having humanity reduced to data.

In collaboration, the ILE team consults with faculty, staff, and students and facilitates seminars, workshops, conferences, and other experiential learning opportunities that raise awareness regarding issues of diversity, equity, justice, and inclusion—locally, nationally, and globally. In addition, intercultural academic development and learning is a vital part of diversity, equity, and justice work. Providing curriculum development and intercultural classroom engagement fosters a campus climate of cultural responsiveness. From collaborating with academic divisions to all TRAD and PGS areas, ILE works to create spaces of belonging and gives voice for all.

Our ILE focus is to foster diversity, inclusion, equity, respect, and the promotion of reconciliation in the University community. The primary goal is that the culture will reflect and model an intercultural and culturally responsive beloved community in which all people can flourish, thrive and succeed.

It is our goal to collaborate in constructing new initiatives that cultivate an intercultural on campus and SNU institutional climate of belonging through refining character, creating an inclusive culture and serving Christ with justice and equity in mind and heart.

The redesign of these areas to come together under Intercultural Learning and Engagement is a significant restructure, not only for individual care and support of TRAD students and PGS learners, but also for specific populations to thrive and flourish, and to maximize the effective ways we can serve and foster mutual care and belonging in the classroom and throughout the campus and across the SNU community.

The Intercultural Learning and Engagement Area includes The Center for Student Success, The Center for Service and Global Engagement, The Department for Access and Opportunity Programs, The RENEW Counseling Center and collaboration with PGS for diversity and inclusive excellence for academic programs and student success.

Disability Services

Disability Services is serviced through Intercultural Learning and Engagement and offers the following services:

- Accommodations for students with documented disabilities
- Campus wide education
- SNU provides services for all students with disabilities as defined by the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 (ADA). A qualified person with a disability means: “an individual with a disability who, with or without reasonable

modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and service, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity: (Public Law 101-336,, Sec. 201). Students are required to self-identify and to provide documentation of their disability prior to the provision of services.

- In the case of medical disability, documentation from a physician is appropriate. In the case of learning disability, acceptable documentation includes a psycho-educational evaluation performed by a licensed clinical psychologist if the diagnosis was made after the completion of high school or psycho-education evaluation from an accredited high school. Documentation provided to request academic accommodations must be less than three years old and must contain specific recommendations for accommodations appropriate to the diagnosed disability. Students with a disability that may affect a student's success are encouraged to contact Disability Services at (405) 717-6272 for more information

RENEW Counseling Center

The RENEW Counseling Center is serviced through Intercultural Learning and Engagement. It is here to provide help and hope and offers all individuals the opportunity to pursue wholeness, healing, support and growth. RENEW is a comprehensive counseling center open to all undergraduate students, PGS students, employees and the community. We are staffed by over 20 therapists (licensed, candidates, and graduate interns). Staff, prices and extensive hours of availability can be found at <http://renew.snu.edu/>. RENEW works with individuals, couples (dating, premarital, and married), families, children, and at times offers specialized groups. Psychological testing is also available, RENEW's staff is uniquely equipped to work with nearly every concern a client might have due to the specialized training of our licensed staff. RENEW is located on the first floor of the Wester Commons and has a dedicated entrance on the East side of the building. Call 717-6200 or fill out paperwork on our website (while on SNUwifi) to initiate an appointment. We look forward to working with you.

Vice President for Intercultural Learning and Engagement/Chief Diversity Officer

It is the role of the Vice President in leading institutional change and educational effectiveness by cultivating organizational capacity for diversity, equity and inclusion. Additionally, we desire to cast a strategic collaborative vision alongside university leaders, faculty, students, and staff and will create policies, oversee programming and foster an inclusive atmosphere in which everyone can thrive.

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 Doctorate 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 Doctoral degree program in Education, Master of Arts degree programs in Counseling Psychology, Educational Leadership, Administration of Special Education, Sport Management and Administration, and Exercise Science; Master of Business Administration; and Master of Science in Management and in Counseling Psychology.
- accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- accredited by the Commission on Collegiate Nursing Education (CCNE).
- 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).
- 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, a classroom site in Del City, Oklahoma and a research center in San Gerardo de Dota, Costa Rica.

A.M. Hills Hall 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. Parker 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 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. Graduate programs in Kinesiology offices are located in the first floor office suite.

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 Schlicker 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 student publication 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. Graduate programs in Education offices are located on the first floor; classrooms are located on the first and third floors.

Ludwig Hall is the site for the classrooms and offices of the School of Theology and Ministry, and the Office of Christian Formation.

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 Professional and Graduate Studies (PGS) team of Enrollment, Marketing, and Student Services; Title III; and the VPAA for the College of PGS and VPAA for the College of Undergraduate Studies. The building's second floor is the site of classrooms and offices for faculty of the College of Professional and Graduate Studies as well as the School of Business.

The R. T. Williams Learning Resources Center (Library) houses the SNU Library, McNair Scholars Program, Fred Floyd Archives, Center for Student Success, Student Support Services, Testing Services, Faculty Resource Center, and School of Business Faculty offices. 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 home to SNU Center for Learning and Innovation.

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.

VETS Center House was established in 2016, located at the corner of Peniel Avenue and NW 41st Street directly east of the W. Don Beaver Science Hall. The Veterans Educational Transition Success (VETS) Center supports Veterans, Service Members, Military Dependents, and Army ROTC students. The staff serves to ease the veteran and service member transition to campus life by providing tutoring, disability services, counseling, resume building, career services, VA/DoD educational benefits assistance, and camaraderie.

W. Don Beaver Science Hall is located just southeast of the Webster Commons. The Beaver Science Hall is the location for the 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 offices for Graduate Counseling are located on the fourth floor.

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, and the Office of Student Life (including Community Life, Career Center, and Housing).

OTHER SNU LOCATIONS

Southern Nazarene University-Tulsa is a fully-staffed center 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, refreshment area, and Testing Center. The SNU-Tulsa Center offers evening and weekend courses for adult learners in both graduate and undergraduate degree programs.

Southern Nazarene University—Del City Satellite Classroom

Southern Nazarene University—Costa Rica

The Quetzal Education Research Center (QERC) is in the heart of Costa Rica. The QERC is in tropical mountain cloud forest, high in the Talamanca Mountains.

In addition to our locations in Bethany and Tulsa, we have active, temporary locations across Oklahoma.

[Click here for updated sites.](#)

COLLEGE 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.

COLLEGE OF GRADUATE STUDIES LEARNING OUTCOMES

Graduate courses presume proficiency in foundational content knowledge and research and communication skills appropriate to the discipline. Graduate courses focus on developing subject area mastery by deepening students' abilities to critically evaluate research within the field and create new knowledge. Typically, graduate courses require students engage with others in vigorous and civil academic discourse, develop and execute independent research projects, and produce substantial written and oral work in the form of project reports, theses, or dissertations which demonstrate field mastery. Graduate courses support program specific learning objectives as well as the university's overarching graduate learning objectives. In general, the course of study prescribed by each graduate

program prepares graduates 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 life long learning by participating in and contributing to professional communities and roles.

ACADEMIC ORGANIZATION OF SNU

Administrative Cabinet

Keith Newman, Ed.D., University President

Lena Crouso, D.C.C., D.T.L., Vice President for Intercultural Learning and Engagement

Timothy W. Eades, Ed.D., University Provost

Brent LaVigne, Ph.D., Vice President for University Relations

Marian Redwine, Ed.D., Vice President for Traditional Enrollment Management and Marketing

Michael Redwine, Ed.D., Executive Vice President

Scott W. Strawn, Ed.D., Vice President for Business and Finance

Administrators

Steve Betts, Ph.D., VPAA for Undergraduate Studies

Johnna Vanover, M.O.L., Vice President for PGS Enrollment, Marketing and Student Services

Dennis Williams, Ph.D., Vice President for Strategy and Innovation

Mark Winslow, Ph.D., VPAA for Professional and Graduate Studies

Academic Leadership

Steve Betts, Ph.D., VPAA for Undergraduate Studies

Division of Cultural and Communication Studies

School of Education

School of Music

School of Theology and Ministry

School of Business

Division of Science and Mathematics

Department of Biology

Department of Chemistry

Department of Computer Science/Network Engineering

Department of Mathematics

Department of Physics (no new students are accepted into the major effective Fall 2018)

Division of Social and Behavioral Science

Department of History, Politics and Law

Department of Psychology and Counseling

Department of Sociology (no new students are accepted into the major effective Fall 2018)

School of Kinesiology

School of Nursing

Honors Program

Faculty Development

General Education

Mark Winslow, Ph.D., VPAA for Professional and Graduate Studies
School of Graduate Studies
School of Professional Studies
Office of Veterans Services

Dennis Williams, Ph.D., Vice President for Strategy and Innovation
Assessment and Program Review
Institutional Research
Center for Learning and Innovation

INTERCULTURAL LEARNING AND ENGAGEMENT - *Lena Crouso, D.C.C., D.T.L., Vice President for Intercultural Learning and Engagement*

Center for Student Success
Disability Services
SSS Program
McNair Program
Student Support Services
Testing Services
Writing & Tutoring Services

PROVOST—*Timothy W. Eades, Ed.D., University Provost*
Registrar
Library

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
Leadership	405.491.6624
Business	405.491.6358

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 one Doctoral degree and 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.

VISITING GRADUATE STUDENT

Individuals interested in taking graduate level courses are allowed the opportunity to enroll in up to 9 credits as non-degree seeking students. These non-degree seeking students are required to complete an SNU online application. General eligibility for admission to the university in this status requires:

- Being at least within 15 hours of completing the requirements for their undergraduate degree
- 3.0 or higher cumulative GPA through seven semesters

The program director will determine the student's eligibility to enroll in particular graduate courses. These credits are transferable into a Graduate program upon verification of the student's bachelor degree (final transcripts) and completion of each graduate course with a grade of B or better.

VETERANS/MILITARY SERVICE MEMBER ADMISSION

Veterans and Military Service Members are required to meet the graduate college admissions requirements. Credit hours listed on regionally-accredited official transcripts will be accepted pursuant to the University's transfer acceptance policies.

Veterans and/or children of Veteran's should contact the VETS Center on campus for assistance at 405-717-6299.

PROVISIONAL/CONDITIONAL ADMISSIONS STANDARD

Applicants must meet the minimum standard of a 3.0 GPA in order to attain admittance to graduate programs. Provisional/conditional acceptance may be attained upon approval by graduate directors or graduate admissions committee and will require that provisionally accepted students must attain the grade of B (3.0) or above in the first 6 hours (two courses) of their respective graduate program. Program directors will advise students regarding incomplete courses and financial implications.

GRADUATE TRANSFER CREDIT

A maximum of nine 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 a least a "B" (3.00) from an accredited institution.

Correspondence courses are not accepted toward a graduate degree.

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.

Once a student has been admitted to candidacy, courses cannot be taken elsewhere to count toward the degree.

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 will re-enter under the academic program / curriculum in effect at the time of re-entry.

SECOND MASTER'S 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 ten years old from the time the coursework was completed.

INTERNATIONAL STUDENTS

Additional documents are needed for all international students. The following documents are required to obtain an F-1 student visa.

- A color copy of student's passport
- A color copy of the student's VISA (if transferring from another US university)
- A certification of successful completion of an approved ELS program or an official copy of TOEFL/IELTS test scores. (A minimum score of 61 is required for TOEFL and a minimum score of 6 on the IELTS. For nursing program: Minimum score of 79 for TOEFL)
- A signed statement of understanding (provided by SNU)
- An official transcript. (If transcript is from a Non-English speaking college or university, then a SPANTRAN or a WES evaluation will be required in addition to the official transcript)
- A signed Certificate of Financial Resources (provided by SNU)
- Current bank statements or financial documents
- Proof of Health Insurance which includes repatriation

All documentation must be submitted directly to international@snu.edu.

Chapter 3

Policies and Procedures

The majority of policies & procedures are the same across graduate programs; however, because of the nature of the programs, there are some specific policies that apply only to a particular program or delivery system. Graduate 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

ACADEMIC LIMITATIONS

GRADES AND GRADE POINT AVERAGES

APPEALS

COURSE NUMBERING

THESIS DEFENSE / EXIT EVALUATION

COMMENCEMENT AND DEGREE-GRANTING

ONLINE LEARNING POLICIES

COMPUTER USE AND ETHICS

ACADEMIC INTEGRITY

INSTITUTIONAL REVIEW BOARD

GRADUATION REQUIREMENTS

Students may be awarded various academic credentials in recognition of their successful completion of specified programs of study. These credentials range from certificates to doctorates. The minimum program length for credentials awarded at SNU are:

- Certificate—12 semester credit hours
- Associates Degree—60 semester credit hours
- Bachelor's Degree—120 semester credit hours
- Master's Degree—30 semester credit hours beyond the Bachelor's degree
- Doctoral Degree—87 semester credit hours beyond the Bachelor's degree

The following requirements must be met when applying for graduation.

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. All students must complete and pass a capstone assignment that assesses overall minimum professional competencies as a requirement for graduation from any respective graduate program.
6. 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.

Continuous Enrollment

Upon completion of courses, some graduate students need to be continuously enrolled because they have not completed either a thesis/capstone or internship. For the future, the following courses will be used to continuously enroll students:

- 6991 Continuing Thesis/Capstone
- 6911 Continuing Internship

Each will be a one credit hour course that will be billed at the reduced rate of \$269 per credit hour. The student will have 4 terms to complete. If thesis/capstone work is not completed at the end of the 4 terms, students may petition for an extension to be granted by the Program Director and the VPAA for Professional and Graduate Studies.

Auditing

Audits carry no credit. Students may audit graduate courses on a space-available basis and program director approval.

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.

Maximum Course Loads

Full-time course load is six credit hours during a term.

CLASS ATTENDANCE

Class attendance for graduate programs is imperative. Two absences result in an “F” for the course unless the student is absent the first two weeks which results in an administrative drop. Program class attendance policies are located within program handbooks.

Veterans/Military Service Member Class Attendance

Should an Active Duty Military Service Member be deployed or a Reserve/National Guard Military Service Member be called to active duty or other military service during a course, the member will be withdrawn effective the last date of attendance. The withdrawal will also be annotated in the VA ONCE system by the University’s School Certifying Official, in which the military service member may have to provide proof of deployment to the Department of Veterans Affairs Office to avoid unnecessary charges/debt. Any payments from The Department of Veterans Affairs Office received by the University will be processed in the following manner: A Program Director will determine whether a student will receive a grade or if a grade of incomplete will be issued. This determination will be in accordance with the current withdrawal policy and with the best interest of the student/service member considered. A student that has been withdrawn due to a military deployment will have the option to retake the course at a later date, and a tuition waiver or grade change will be issued. The tuition waiver allows the student to retake the course at no-charge. If the student does not return to retake the course, the current withdrawal policy stands. Upon re-entry to coursework, the military service member should contact his/her advisor, financial aid counselor, and the School Certifying Official if Veterans Education Benefits are being used. The advisor will create a new plan of study and the military service member will be re-admitted to an appropriate course. The financial aid counselor will work with the military service member to advise them of any funding that needed to be returned due to deployment and on future financial aid options available to them upon re-admittance.

In cases of unanticipated absence, the student should inquire about the possibility of making up work missed. If the explanation of the absence is acceptable to the instructor, the student may be permitted to make up work missed, although in some instances make-up work may not be feasible. If the explanation of the absence is not acceptable to the instructor, the student may be refused the privilege of making up the work and be assessed a consequent grade penalty. Each class syllabus should specify specific absence and make-up work policies.

Withdrawal Policy (Explanation of Charges)

Please refer to the withdrawal policy in the Grades & Grading Policies in the next section of this catalog.

GRADES AND GRADING POLICIES

The School of Graduate Studies issues the following grades. 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
DC	Deferred Credit
W	Withdrawn
X	Continuing Thesis
I	Incomplete

It should be emphasized that any course in which a grade lower than a "C" must be retaken. In calculating the grade-point average after a course is repeated, only the replacement grade is used. The original grade 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 and must have a 3.0 GPA to graduate. If the GPA drops below a cumulative 3.0 at any point in the program, 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. Failure to maintain a 3.0 GPA within these parameters will result in academic withdrawal from the respective program. In addition, upon receiving the first course grade of "C" or lower in a program, a student must set up an appointment to discuss their progress with their respective program director and/or academic advisor. Students who receive more than two grades of "C" or lower (whether or not the course is retaken) will be withdrawn from the program by the program director and/or academic advisor. No course may be attempted more than twice.

During Week...	Action	Outcome	Tuition
Prior to Week 1	To drop for full refund, the student must email advisor, program coordinator, or program director with stated intent to drop prior to start of Week 1	Drop	100% Refund
Week 1 of any course	If the student attended Week 1 but wants to drop, the student must email the advisor, program coordinator, or program director with	Drop	100% Refund
Week 2 of any course -	If the student did not attend Week 1 and 2, the student is administratively dropped from the course.	Administrative Drop	100% Refund
Week 2 or 3 of any course	If the student wants to withdraw during Week 2 or Week 3 on any course, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to start of Week 4	Withdrawal	No refund
Week 4 of an eight-week course	To withdraw from an eight-week course during Week 4, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to start of Week 5	Withdrawal	No refund
Week 4 and thereafter for a five- or six-week course	Cannot withdraw; course grade calculated using zeros for any uncompleted work	Grade given on transcript	No refund
Week 5 and thereafter for an eight-week course	Cannot withdraw; course grade calculated using zeros for any uncompleted work	Grade given on transcript	No refund

Drop/Administrative Drop = no credit, not transcribed; **Withdrawal** = grade of W on transcript, no credit, no GPA impact

Attendance: Two absences result in an "F" for the course unless the student is absent the first two weeks which results in an administrative drop.

Books/Fees: Students are responsible for book charges if books are not returned in accordance with Tree of Life's book cancellation and return policy. In order to drop for full refund of fees, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to the start of Week 1.

An **incomplete grade ("I")** is given when a student lacks some essential requirements of the course and is only allowed in special cases where students come to the end of the course and experience illness or an unavoidable crisis. A grade of "I" must be requested by the student to the program director in cooperation with the course instructor and must have the approval of the VPAA of PGS. The incomplete form, signed by the student or verified by email, must be submitted to the Registrar's Office within two weeks of the close of the course. An "I" is not to be given to allow extra time to complete coursework that should have been completed during the length of the course. Incomplete work must be submitted according to the schedule determined by the course instructor and within six months from the last date of the course. Extension of the completion period requires approval by the VPAA of PGS.

Exceptions may be granted to this policy through the Extraordinary Circumstance Request form. Students should contact their academic advisor or program coordinator for more information.

VETERANS/MILITARY SERVICE MEMBERS

Veteran or military service member students are bound by the same reinstatement system as non-military students.

POLICIES

Leave of Absence Policy

Southern Nazarene University understands that life events may require a learner to modify class enrollment and schedules. This Leave of Absence (LOA) policy is designed to allow the learner some flexibility in his/her program enrollment to adjust to these life events.

Learners must return to their program at the same point academically where they left (i.e. if a learner begins a LOA between courses 5 and 6, they must begin course 6 upon their return.) A learner should meet with their academic advisor for help with planning their return.

Learners on an approved LOA will be considered enrolled and would be eligible for an in-school deferment for student loans. Federal student aid and in-school deferment may be negatively affected if a learner fails to apply for an LOA or the application is denied. This impacts learners who receive federal student aid or who want loan deferment while in school.

Learners who will be out of school for over 45 calendar days will need to obtain an approved LOA or they will need to be withdrawn from their program and re-enrolled when they return. This could result in SNU returning funds to the Department of Ed and re-awarding financial aid upon the learners return. The leave of absence may not be more than 180 days and must begin and end in the same financial aid award year.

Learners who have class waivers may use the LOA policy for continued enrollment during waived classes.

A learner must apply for the LOA at least 14 days before the leave would start except in cases of illness or injury when the learner cannot physically apply. In such cases, the application must be completed as soon as the learner can reasonably be expected to do so. In some cases, documentation may be required. A learner may not accumulate more than 180 days of LOA in a 12-month period. A learner

must state the date they intend to return from the LOA. Extensions can be made during the LOA if the learner requests such, they have not accrued more than 180 days in a 12-month period, and there is a class available which will allow the learner to return at the same point they left the program.

If a learner fails to return from an approved LOA by the date stated on the application, or any approved extension, the learner's date of withdrawal will be back dated to the first day of the LOA and SNU will perform an R2T4 calculation to see what, if any funds need to be returned to the Department of Education. Also the last day of the learner's enrollment will be reported as the day before the first day of the approved LOA. This will then start the grace period on any learner loans. If a learner returns early from a LOA, the LOA will be shortened according to the learner's return date, but the learner still must return at the point they left the program.

Any financial aid disbursements that were scheduled during the LOA cannot be made until the learner returns to school. A learner should check with the PGS business office to confirm any effect that may have on their payment plan.

Examples of Reasons for a Qualified Leave of Absence

1. Illness of the learner or a family member
2. Death of a family member
3. Extended business travel
4. Approved waiver for a program class

This list is only for example purposes. A learner who has one of the above circumstances is not automatically approved for a Leave of Absence, nor is a learner who has a circumstance which is not on the list automatically denied.

For a leave of absence to be considered a qualified leave of absence (in addition to the qualifications state earlier on the form)

1. All requests must be submitted on a leave of absence form and include the reason for the learner's request
2. The learner must be enrolled and attending classes at the time a leave of absence is required
3. There must be reasonable expectation the learner will return from the leave of absence to continue his or her education
4. The institution may not assess the learner any additional institutional charges, the learner's financial aid may not increase, and the learner is not eligible for any additional federal or state aid financial assistance.

Refund Policies *(Return of Title IV Funds)*

As part of the Higher Education Amendments of 1998, the U.S. Congress passed provisions governing what must happen to federal financial assistance if a student completely withdraws from school in any course.

Federal law specifies how a school must determine the amount of federal financial assistance that a student earns if he/she withdraws, drops out, is dismissed or takes an unreturned leave of absence prior to completing more than 60% of a payment period, SNU and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid earned for the time period the student remained enrolled.

The percentage of the semester completed is the percentage of aid earned. This percentage is calculated by the number of days the student attended divided by the number of days in the payment period (i.e. semester).

In general, the law states that a student earns federal financial assistance directly in proportion to the number of days in the semester attended. If the student receives (or SNU receives on the student's behalf) more assistance than earned, the unearned excess funds must be returned to the U.S. Department of Education.

If SNU returns funds to the Title IV aid programs, it could result in the student owing SNU charges that were originally paid at the time of disbursement. Students may be required to return funds released to them for personal expenses.

Unearned Title IV aid shall be returned to the following programs in the following order:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Parent Loans to Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal SEOG
- Other Title IV Grant Programs

Please refer to the Withdrawal Policy in the Grades & Grading Policies earlier in this Catalog.

APPEALS

Grade Changes and/or Appeals

Appeals Procedure

1. If not resolved with instructor a formal appeal must be initiated by the student within 90 days after the grade is posted with the program director.
2. The program director brings the appeal to the appeals board consisting of VPAA for Professional and Graduate Studies and three additional members.
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 program director, VPAA for Professional and Graduate Studies, 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 7000-7099 are designed for doctoral students only.
- 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 vice provost.
- 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 VPAA –PGS. 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 at least ten calendar days prior to graduation. Thesis students must

- i. complete the thesis defense at least three weeks prior to degree conferral and
- ii. submit their final thesis two weeks prior to degree conferral.

COMMENCEMENT AND DEGREE-GRANTING

Graduate degrees are granted monthly. Commencement ceremonies are held in May and December. Graduation requirements must be completed to participate in commencement unless approved by the VPAA for Professional and Graduate Studies.

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 program 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 is prohibited.

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 vice provost.

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 to 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 allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
3. The use of a textbook, notes, information on the internet, etc during an examination without permission of the instructor.
4. The receiving or giving of unauthorized help on assignments.
5. Tampering with experimental data to obtain a "desired" result or cheating results for experiments not done (dry labbing).
6. Tampering with or destroying the work of others.
7. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
8. Lying about these or other academic matters.
9. Falsifying college records, forms or other documents.
10. Unauthorized access of 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.

Faculty members are required to meet with students involved in an integrity issue and are required to report all infractions of the integrity policy using the Academic Integrity Violation Reporting Form linked in the SNU Faculty Knowledge Base. Subsequent violations at any point in the student's academic career will result in the involvement of the VPAA-PGS or the Provost and penalties up to and including dismissal from the university may be applied.

Any SNU personnel discovering violations of these policies should report to their direct supervisor, who will report incidents to the Office of Academic Affairs.

Violations of these policies will be dealt with in the same manner as violations of other SNU policies and will result in disciplinary review. In such a review, the full range of disciplinary sanctions is available. This includes, but is not limited to immediate dismissal from SNU.

Reporting Integrity Violations

Academic integrity belongs to the community. It is not a private matter left solely up to the judgement of the individual faculty member.

Faculty members must have a face-to-face conversation with each student involved in an academic integrity violation. For online students, this may be conducted using a conferencing platform such as Goggle Hangouts. This conversation should include a discussion of the offense. Biblical and ethical principles regarding why integrity is important, and consequences for the offense. Following the conversation, an email should be sent to the student summarizing the meeting. This email be copied to the advisor, VPAA-PGS and/or provost.

Additionally, faculty members must report each violation of academic integrity policy regardless of how minor in order to ensure that

1. We can properly educate the student involved.
2. Properly document that the student received appropriate education.
3. Determine if the student has repeatedly violated our academic integrity expectations
4. Ensure that the appropriate persons are informed in order to intervene appropriately in the situation
5. Each student is treated fairly, equitably, and justly in our processes

INSTITUTIONAL REVIEW BOARD

The Southern Nazarene University (SNU) Institutional Research Board (IRB) is responsible for the protection and ethical treatment of human research subjects. Before designing a research study, students should be familiar with the policies and procedures outlined in the *SNU IRB Handbook*. *Anyone affiliated with SNU who is pursuing a research project must submit an IRB application and receive IRB approval before soliciting any human subjects or collecting any data. For thesis and dissertation students, IRB approval is required before the study can be conducted regardless of the research methodology.*

No data for a research project can be collected before receiving IRB approval; therefore, researchers should allow sufficient time for IRB review. The three categories of review are listed below, and there is one application form that covers all three categories. The application form is available in Appendix A of the *SNU IRB Handbook*. *The categories are as follows:*

Exempt – This type of research presents the lowest amount of risk to human subjects because it often involves the collection of anonymous or publicly available data. Applications for exempt research are sent for review to one board member to certify exemption. The review process takes approximately three to five working days.

Expedited – This type of research involves collection of samples and data in a manner that is not anonymous and that involves no more than minimal risk to subjects. Subjects are at least 18 years old and are not part of a vulnerable population. Expedited research applications are sent for review to two IRB members. The review process takes approximately two weeks.

Full Board – A full board review is required for research that is not eligible for exempt or expedited review. This type of research involves more than minimal risk, vulnerable populations, intentional deception, or personally intrusive procedures. The application must be complete before the review is initiated, including receipt of any revisions requested by the preliminary review. The review process takes from three to six weeks.

Depending on the type of research project, other supporting documents will be required in addition to the application form (Handbook Appendix A). Types of supporting documents include:

- Research, project, thesis, or dissertation proposal
- Informed consent/assent (Handbook Appendix B)
- Proposal Oral Defense Form (doctoral students)
- Outline or script provided prior to subjects' participation
- Instrument(s) – questionnaire, survey, test, field
- Permission to use or modify existing instrument(s)
- Copy of approval from any other IRB or proposed data collection site, such as a school, business, or medical facility
- Vitae (required only for investigators not affiliated with SNU)

The completed application (Handbook Appendix A) and appropriate supporting documents should be submitted to IRB@snu.edu.

Researchers will receive written notification regarding the outcome of their application review. Upon approval, the researcher may begin soliciting subjects and collecting data.

The last step in the IRB review process is the submission of the Project Completion Report (Handbook Appendix C) at the conclusion of the research project. For doctoral students, the form is completed after the dissertation defense and is submitted as part of the final defense paperwork. For other research projects, it is submitted at the conclusion of the research project. Once a Project Completion Report is filed by the investigator, the IRB Chair will reply with an acknowledgement of filing.

IRB Completion Policy—to be eligible for graduation, students who submitted a request to the Institutional Review Board (IRB) must complete a Project Completion Report to complete the IRB process.

Chapter 4

Financial Information

Southern Nazarene University is among the most affordable Christian colleges in the country. To maximize this value, students are encouraged to complete the FAFSA (Federal Financial Aid).

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 see Appendix 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 graduate education. Federal financial aid is provided for eligible students through federally funded programs.

Assistance from the graduate financial assistance office (Bresee building, 1st 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 Graduate Studies Financial Assistance office at 405/491-6685.

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 Graduate Studies Financial Assistance office at 405/491-6685.

Payment Plans

Payment Plans are available through the SNU Graduate Studies Business Office, phone 405/717-6237, 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 LEADERSHIP

GRADUATE PROGRAMS IN BUSINESS

GRADUATE PROGRAMS IN THEOLOGY and MINISTRY

ROTC PROGRAM

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 Learning 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 an understanding and contextually appropriate application of biological, developmental, psychological, and sociocultural theoretical models.
- *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 knowledge of the legal and ethical standards of health service professionals (counseling and research) and its application through an ethical decision-making model.
- *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 15th)

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 click here to find out more about the application requirements. <http://snu.edu/international-admissions>

If you need assistance with a learning, physical, or psychological disability that may affect your application process, we encourage you to contact the Center for Student Success, Disability services at (405) 717-6272 (M-F 8:00-5:00). All Students with disabilities are encouraged to seek assistance through that office.

Step 2: Send your official transcripts to pgsadmissions@snu.edu in order to verify that you meet our application requirements.

Step 3: If you meet the application requirements, you can complete the rest of the application process: online application; three recommendation; curriculum vitae/resume; writing packet; background check release. **Note, there is no longer an application fee required; however, if you are admitted into the program, there is a non-refundable \$150 deposit to hold a spot for your admittance.*

Step 3b: If you do not meet the application requirements, please contact the graduate admissions department at (405) 259-1278 and they will provide you with options to consider.

Step 4: You will be contacted by the Graduate Programs in Counseling to set up your interview once the admissions deadline for the group you are applying for has been reached, provided that you have submitted all application materials

Application Materials Descriptions

Recommendations

Three recommendations are required per applicant. Please use the recommendation form included in the application packet and do not have recommenders send recommendation letters. A minimum of two recommendations must be academic in nature and should come from recommenders who can comment on your professional or educational aptitude. Recommendations should ideally be made by persons who have known you for at least a year and with whom you have had considerable interactions. Recommenders that can comment directly on your fit and potential as a successful counselor are particularly helpful. All recommendations can be sent directly to your recommenders via your online SNU application account.

Curriculum Vitae/Resume

Applicants are encouraged to submit a formal vita or resume along with their application. Your CV/Resume can be uploaded to your online SNU application account.

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. Please use the prompts and format included in the writing packet found in the application packet above. 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 and upload them to your online SNU application account.

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

Applicants are no longer required to submit an application fee prior to their interview. If an applicant is accepted into the program and chooses to accept the invitation to join the program, there is a non-refundable \$150 deposit to hold the applicants spot after admittance.

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.

Financial Aid

While the admissions process is being completed, applicants are encouraged to contact the financial aid department to begin the process of obtaining information about student aid. The graduate financial aid department can be reached at (405-491-6685)

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 course and will not be required to complete a 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

Concentration I: Marriage and Family

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 6163	Data Analysis and Interpretation	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
<u>Concentration III: Child and Play Therapy</u>		
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

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 course 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 6113 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 6153 Data Analysis & Interpretation (3 credit hours)

This course provides tools to analyze research data and draw appropriate conclusions from that data within the context of completing a research project. This course is a study of the more common statistical procedures used in psychological research. It gives the student experience in using computer-packaged statistical procedures to analyze and draw inferences about research data.

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 6133 Research Methods I (3 credit hours)

This course acquaints students with how to design, conduct, and analyze research for the purpose of assisting students to review and critique relevant research in counseling, as well as to integrate research into clinical practice. In addition, the course addresses research ethics and methodology. Topics may include basic research designs and basic statistical analyses, including experimental, quasi-experimental, survey and archival research.

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, religions traditions, and cultural and historical contexts.

PSY 6163 Data Analysis & Interpretation (3 credit hours)

This course is an advanced approach to designing and conducting research. Students will review literature in order to develop accurate conceptualization and operationalization of research variables in order to design and implement a research project in which research methodology (e.g., ethics, informed consent, measurement, sampling, and procedures) and data collection will be directly applied.

PSY 6143 Research Methods II (3 credit hours)

This course is an advanced approach to designing and conducting research. Students will review literature in order to develop accurate conceptualization and operationalization of research variables in order to design and implement a research project in which research methodology (e.g., ethics, informed consent, measurement, sampling, and procedures) and data collection will be directly applied.

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 course 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

DOCTOR OF EDUCATION (Ed.D.)

ADMINISTRATION and LEADERSHIP PROGRAM

The Doctor of Education (EdD) degree in Administration and Leadership is a program for professionals who wish to affect their institutions, organizations, or communities through sound leadership principles based on a Christian worldview. This research-based program encourages practitioners to expand their knowledge base, examine the intricacies of leadership, contribute to their fields of study, and inspire meaningful change in their environments.

The cohort-based program is 57 credit hours post-masters and takes approximately 32 months to complete. Most classes will meet Wednesday evenings from 6-10 pm. Some class sessions will occur on the weekends and some will be offered in a hybrid format. Various aspects of the dissertation process are embedded throughout program structure. Focus is given to supporting each learner's academic and professional development and lines of inquiry through relevant and meaningful application of program concepts and theories.

Program Learning Objectives

Position on Leadership

Assess and develop a position on a leadership question/problem/policy with significance to the particular field of leadership, taking into account both scholarship and published positions and narrative or relevant stakeholders.

Leadership Theory and Faith Integration

Creates a study leading to a dissertation that demonstrates integration of knowledge acquired in the study of leadership theory and practices and Christian worldview; fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).

Research Methods

Students will be able to apply appropriate qualitative and/or quantitative methods, concepts, and theories to research projects within the field of leadership studies.

Leadership Theory

Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields and assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances. Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.

Application and Practices

Articulates a full range of challenges involved in practicing in the field; evaluates and explains the contemporary trends and issues in leadership; and delineates the current limits of theory, knowledge and/or practice in the field.

Diversity and Application

Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.

Diverse Perspectives

Investigates a core issue in contemporary leadership studies from the perspective of either a different point in time, or a different culture, gender, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies — all demonstrated through a project, paper, or performance.

Admission Requirements

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

- Master's Degree or 33 graduate hours in equivalent program from a regionally accredited college or university
- Demonstration of satisfactory writing ability, i.e. included but not limited to writing samples from coursework or presentations—you may use the Position or Vision Statement
- Cumulative GPA in graduate work of 3.25 or higher
- Curriculum Vitae or Resume
- Two letters of recommendation
- Position or Vision Statement reflecting student's purpose for application, including initial plans for research (dissertation topic)

Upon request:

- Interview with the Program Director and two advisory council members who determine the purposeful intent and commitment of the application in seeking admission
- For non-native English speakers, either an overall band score of 7.0 or higher on the IELTS, or minimum sub-scores for each element of the TOEFL iBT are:
 - ◆ Speaking: 22
 - ◆ Reading: 20
 - ◆ Listening: 15
 - ◆ Writing: 20
- Possible 9 credit hours of transfer upon approval only

DOCTORAL PROGRAM IN EDUCATION COURSE DESCRIPTIONS

ED 7603

Servant Leadership (3 credit hours)

This course will focus on Biblical and worldview perspectives in the area of leading shareholders, citizens, and the workplace of the student and in companionship with the SNU mission. The practices, standards, and styles of leadership will be introduced and examined with a variety of teaching methods and experiences. Understanding the critical intersection of leadership and servanthood will help frame each student's philosophy as a visionary leader.

ED 7613

Inter/Intra-Personal Leadership (3 credit hours)

Concentrating on the understanding and development of one's self and others, this course will build on the inter- and intrapersonal leadership skills previously accomplished by participants. It will facilitate discovery of a diverse range of human practices as they related to personal and organizational relationships in a variety of arenas. Learners will analyze these relationships through research and philosophical positions and will examine connections in historical and contemporary contexts

ED 7812

Dissertation (2 credit hours)

Doctoral students will be enrolled in dissertation credits each term. These will be determined by program mapping courses starting with the first term of the program. The dissertation is embedded

within each term. Students must maintain a minimum of 2 dissertation hours each term until their dissertation is successfully defended. The Dissertation Proposal Meeting will occur between Term One and Term Two. The result will be a program of study agreed upon by both the learner and the learner's Dissertation Committee members.

- ED 7623 Research Traditions (3 credit hours)**
 This course explores advanced research strategies and the development of designs and methods supporting research in leadership. Exposure to rich research traditions in the field of leadership and both knowledge and skills to begin doctoral research will be introduced. Students will achieve the skills necessary to search for, retrieve and analyze information and data from a variety of sources. Students will also begin the development of the scholarly writing needed to successfully complete their dissertation research.
- ED 7633 Research: The Literature Review (3 credit hours)**
 The Literature Review course will develop strong research, critical thinking, and writing skills to better equip students in their completion of the literature review section of their dissertation. The course focuses on understanding the purpose of the literature review and the fundamental skills needed to complete it such as developing search strategies, synthesizing sources, and constructing paragraphs. Learners will be required to apply writing, research, and critical thinking skills in writing components of the literature review and will also have a working draft of the Literature Review of their dissertation when the course is complete.
- ED 7643 Collaboration and Team Building (3 credit hours)**
 This course will focus on collaborative and team building leadership skills. The course emphasis will navigate areas such as constructing a team's collective goals, creating role definitions within a team, managing conflict, team collaboration and productive professional relations. Students will be exposed to knowledge on empowering leaders to create productive and effective decision making skills in the workforce. This course will include a practicum to support the areas noted above.
- ED 7653 Visionary Leadership (3 credit hours)**
 This course will develop an understanding of how to inspire, motivate, and rally around a shared and corporate vision. Students will explore innovative strategies and implementation of those concepts with other colleagues in the workplace. An emphasis will be placed on creating purposeful goals for the organization and visionary sustainability.
- ED 7663 Quantitative Research (3 credit hours)**
 This course introduces students to quantitative methodology. Students will learn about descriptive and inferential statistics through the exposure to parametric and non-parametric design models. Learners will obtain the skills to utilize their newly acquired methodology knowledge to critically analyze existing quantitative research.
- ED 7673 Qualitative Research (3 credit hours)**
 This course explores and analyzes the traditions, philosophies, and techniques of qualitative research. Students will experience participant observation, interviewing, and document analysis. Students will practice qualitative techniques and engage in initial data analysis related to their dissertation research.
- ED 7813 Dissertation (3 credit hours)**
 Doctoral students will be enrolled in dissertation credits each term. These will be determined by program mapping courses starting with the first term of the program. The dissertation is embedded within each term. Students must maintain a minimum of 2 dissertation hours each term until their dissertation is successfully defended. The Dissertation Proposal Meeting will occur between Term One and Term Two. The result will be a program of study agreed upon by both the learner and the learner's Dissertation Committee members.
- ED 7683 Strategic Planning (3 credit hours)**
 This course will present the critical importance of strategic planning for the purpose of implementing the goals of the organization. Practical skills will be presented for building short and long term strategies based upon current theories in strategic planning as well as best practices in multiple environments.

- ED 7693 Evaluation, Planning and Change (3 credit hours)**
This course will focus on assessing and recognizing the goals of an organization. Strategic planning models will be introduced and discussed. The students will develop skills and knowledge on how to prepare the workplace for phases of implementing strategies for effective and progressive change.
- ED 7703 Cultural Leadership and Ethics (3 credit hours)**
This course will develop an understanding of the different aspects of cultural and diverse influences on leadership. This course will examine the interaction of internal/external cultures and the impact that transitions to leadership and ethics. Ethical issues and practices will be analyzed as they relate to the decisions and styles of the leader.
- ED 7822 Dissertation (2 credit hours)**
Doctoral students will be enrolled in dissertation credits each term. These will be determined by program mapping courses starting with the first term of the program. The dissertation is embedded within each term. Students must maintain a minimum of 2 dissertation hours each term until their dissertation is successfully defended. The Dissertation Proposal Meeting will occur between Term One and Term Two. The result will be a program of study agreed upon by both the learner and the learner's Dissertation Committee members.
- ED 7713 Law and Policy (3 credit hours)**
This course will provide analysis of State and Federal regulations, guidelines and court decisions related to education, business and public service organizations. Students will examine the impact of these processes and policies and project trends and applications for governance and policy making on theory and observation.
- ED 7811 Dissertation (1 credit hours)**
Doctoral students will be enrolled in dissertation credits each term. These will be determined by program mapping courses starting with the first term of the program. The dissertation is embedded within each term. Students must maintain a minimum of 2 dissertation hours each term until their dissertation is successfully defended. The Dissertation Proposal Meeting will occur between Term One and Term Two. The result will be a program of study agreed upon by both the learner and the learner's Dissertation Committee members.
- ED 7723 Technology and Administration (3 credit hours)**
The focus of this course is multi-faceted. Learners will analyze, critique, discuss, and develop learner-centered, curriculum-based instruction that utilizes technology in authentic and meaningful ways for those in leadership roles. Students will complete in-depth investigations of specific learning tools and present their findings concerning the uses of the tool. Scholars will explore the latest research into how technology can most effectively facilitate their leadership. Learners will also investigate technology-related issues such as integration models, safety and health, copyright, evaluation of web resources, assessment, and assistive technologies.
- ED 7832 Dissertation (2 credit hours)**
Doctoral students will be enrolled in dissertation credits each term. These will be determined by program mapping courses starting with the first term of the program. The dissertation is embedded within each term. Students must maintain a minimum of 2 dissertation hours each term until their dissertation is successfully defended. The Dissertation Proposal Meeting will occur between Term One and Term Two. The result will be a program of study agreed upon by both the learner and the learner's Dissertation Committee members.
- ED 7733 Global Perspectives in Leadership (3 credit hours)**
More than ever in the past, the ability to lead effectively, respectfully, and sensitively across cultures has become crucial. This course offers its learners opportunities to examine global systems and traditions along with comparing and contrasting cross-cultural communications, famous international leaders' models, and proven global leadership methods. Additionally, the learners in this course will develop and assess innovative and effective leadership approaches that foster global awareness and education.

ED 7743 Organizational Leadership and Theory (3 credit hours)
This course will present the relationship of theory and implementation to leadership practices. Based on research, students will develop vision and mission statements that relate to the structure and functions of organizations. Learners will complete a project developing mission and vision statements for an approved organization, including collaboration of stakeholders and documentation and reflection of the process.

ED 7842 Dissertation (2 credit hours)
Doctoral students will be enrolled in dissertation credits each term. These will be determined by program mapping courses starting with the first term of the program. The dissertation is embedded within each term. Students must maintain a minimum of 2 dissertation hours each term until their dissertation is successfully defended. The Dissertation Proposal Meeting will occur between Term One and Term Two. The result will be a program of study agreed upon by both the learner and the learner's Dissertation Committee members.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (MAEL) MAEL PROGRAM

The Master of Arts in Educational Leadership (MAEL) 36 hours 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

Alternative Certification

- Contact the Oklahoma State Department of Education (OSDE) at (405) 521-3337 to begin the Alternative Certification application process. Once an application has been submitted to the OSDE, the OSDE will then notify individuals regarding acceptance and any additional requirements.

Information is also available on the Oklahoma State Department of Education website at: [Alternative Certification Program – Oklahoma State Dept. of Education](#)

- Apply to SNU’s Alternative Teacher Certification Plan (listed under Graduate Programs on [Application](#))
- Request an official copy of transcripts (from the College or University where you earned your degree). Email an official copy to bslothower121@snu.edu or send by mail to: ATTN: Becky Slothower, SNU School of Education, 6729 NW 39th Expressway, Bethany, OK 73008
- Choose course selections on the [Alternative Certification Checklist](#), along with a copy of the acceptance letter from Oklahoma State Department of Education’s Alternative Placement Program for Teacher Certification to Becky Slothower at bslothower121@snu.edu.
- Individuals who possess a bachelor’s degree from Southern Nazarene University in a subject area NOT identified as a teacher certification area by the Oklahoma State Department of Education should first contact the OSDE (see contact information above) to begin the process.
- Any individual requiring a letter of verification based on transcript review should contact the SNU Director of Educator Preparation at (405) 717-6267. The Director of Educator Preparation will review official transcripts/degree statements provided by the individual and after transcript assessment, will issue a letter of verification to the OSDE. Letters of transcript review/verification will be placed on file with the Alt Cert Plan Advisor. The Director of Educator Preparation will also provide these individuals with advisement regarding any specific coursework requirements stipulated by the OSDE.

Course Number	Course Title	Credit Hours
Face-to-Face Courses		
ED 6523	Classroom Leadership	3
ED 6233	Education Technology	3
ED 6223	Education Psychology	3
ED 6553	Reading Assessment and Instruction (*Required)	3
ED 6093	Sociology of Cultures, Communities, & Schools	3
Online Courses		
ED 6523	Classroom Leadership	3
ED 6233	Education Technology	3
ED 6223	Education Psychology	3
ED 6553	Reading Assessment and Instruction (*Required)	3

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 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 of Cultures, Communities & Schools (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 6133 Secondary Teaching Methods (3 credit hours)**
This course will provide teachers with information and experiences that will help them develop and deliver effective instructional programs across four curricular areas in secondary grades (6-12). Major areas of content focus are the nature of the teaching/learning process, including research-based models of instruction, planning, classroom management, learning environments, motivation, and student engagement. Teachers will become familiar with and demonstrate evidence of the knowledge, skills, and dispositions for effective teaching. (Alternatively certified only for non-traditional students)
- 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 6223 Education Psychology (3 credit hours)**
This course will cover the intermediate application of educational psychology theories and integrated understandings that can be used to develop more effective instruction. Students will practice using student interviews and existing information to develop a comprehensive understanding of a student from a wide variety of perspectives (i.e., multicultural, motivational, behavioral, etc.)
- ED 6233 Education Technology (3 credit hours)**
This course provides an examination of the characteristics of teaching and learning with technology. Students will become proficient in using a variety of computer application tools and in integrating those tools across the curriculum. Students will explore questions related to the sociological, psychological, developmental, and ethical implications of technology use and the appropriate use of advanced computer applications in classrooms.
- 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 Leadership (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 6553 Reading Assessment & Instruction (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.

MASTER OF ARTS IN ADMINISTRATION OF SPECIAL EDUCATION (MAASE)

MAASE PROGRAM

The Master of Arts in Administration of Special Educational degree is a 36 hours program based on the following outcomes. It is the goal of this program to develop individuals committed to:

Outcome 1: Research, Inquiry & Assessment

Student candidates must achieve proficiency in conducting, evaluating, and using inquiry to guide professional practice. Within this inquiry process students will use valid and reliable assessment practices to minimize bias. Student candidates must foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. Student candidates must use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

Outcome 2: Curricular Content Knowledge

Student candidates must use their knowledge of general and specialized curricula to improve programs,

supports, and at classroom, school, community, and system levels. Student Candidates must use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities. Student candidates must continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. Student candidates must align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

Outcome 3: Leadership and Policy

Student candidates must provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments. Student candidates must model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. Student candidates must support and use linguistically and culturally responsive practices. Student candidates must create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

Outcome 4: Professional and Ethical Practice

Student candidates must use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. Student candidates must model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. Student candidates must actively participate in professional development and professional learning communities to increase professional knowledge and expertise. Student candidates must plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. Student candidates must actively facilitate and participate in the preparation and induction of prospective special educators, and actively promote the advancement of the profession.

Outcome 5: Program, Services, and Outcomes

Student candidate must facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school and system levels for individuals with exceptionalities. Student candidates must design and implement evaluation activities to improve programs, supports and services for individuals with exceptionalities. Student candidates must use understanding of cultural, social and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. Student candidate must apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. Student candidates must use instructional and assistive technologies to improve programs, supports and services for individuals with exceptionalities.

Admission Requirements

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

1. Hold a baccalaureate degree from a regionally accredited college or university
2. Admission to the Graduate College:

- A. Official transcripts from the university where student received degree
 - B. Recommendations from three individuals familiar with your work experience
 - C. Writing sample
 - D. Completion of student profile form
 - E. Cumulative GPA of 2.70 with a 3.0 in education courses OR score of 33 or higher on the Miller Analogies Test.
 - F. Demonstrated English proficiency. A Minimum TOEFL score of 550 is required for student born in countries where English is not the language of the home
3. Completed application for admission to Graduate College

Note: Provisional admission granted on an individual basis as approved by the program director.

Program Curriculum

The core curriculum is available on request from program director. Also course documents are provided and available on Goodreader and through Moodle to candidates. Textbooks are provided for each course in the program. The course contains the course requirements, assignments, and additional reading assignments.

Course Number	Course Title	Credit Hours
ED 5013	Foundation/Characteristics of Mild/Mod Disabilities	3
ED 5023	Foundation/Characteristics of Severe/Low Incidence Disabilities	3
ED 5033	Assess, Eval & Id of Exceptional Individuals	3
ED 5043	Collaboration/Interdisciplinary Teaching Supportive Practices	3
ED 5053	Academic Instruction for Inclusive Students	3
ED 5063	Educational Research	3
ED 5073	Positive Behavior Support/Management of Students With Disabilities	3
ED 5083	Assistive Tech/Curricular Adaptations and Modifications	3
ED 5093	Transition Planning/Interagency Resources	3
ED 5103	Special Education Law	3
ED 5113	Special Education Leadership and Advocacy	3
ED 5123	Practicum	3

GRADUATE PROGRAMS IN EDUCATION COURSE DESCRIPTIONS

- ED 5003 **Boot Camp****
 The non-traditional route to certification preparation program, is known as “Boot Camp,” and was designed to prepare candidates with skills and competencies necessary to fulfill the responsibilities of a special education teacher in the state of Oklahoma.
- ED 5013 **Foundation/Characteristics of Mild/Moderate Disabilities****
 This course will include an advanced study of persons with learning disabilities. This study may include, but not limited to, development, theoretical models, intervention, issues and trends, and legislation pertinent to this category.
- ED 5023 **Foundation/Characteristics of Severe/to Low Incidence Disabilities****
 The term ‘low incidence’ includes the traditional profound diagnosis, but could also introduce students to the medical and physical needs of students with multiple disabilities. This has implications for the educational model of intervention and service delivery of programs. Advanced adaptations and structural modifications will be researched for individuals under this category.

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- ED 5063 Educational Research**
An introductory course that will focus on basic educational research and evaluative assessment, methodology, and the application of research. An idea may be to integrate segments of: introduction of research, action research, and applications of research for this course.
- ED 5033 Assessments, Evaluation, and Identification of Exceptional Individuals**
This course will explore the educational assessment procedures for exceptional individuals. An overview of the norm-referenced and curriculum-based measurement and observation rating skills will be introduced. Response to intervention (RtI) will be including in this course as a part of the identification process of mild disabilities.
- ED 5043 Collaboration/Interdisciplinary Teaching Supportive Practices**
This course will address the theoretical frameworks and assessments for consultation and collaboration including paraprofessionals and student families. Professional relationships with teaching faculty will be targeted as academic and behavioral supports are needed to ensure student success.
- ED 5053 Academic Instruction for Inclusive Students**
This course will conduct an analysis of research based intervention strategies for students with varying disabilities. Content will include, but not be limited to literary and reading comprehension, written composition, and mathematics. Portfolio and curricular options will also be a component of the course. There will be an emphasis on Reading Assessment and instruction in this course.
- ED 5073 Positive Behavior Support/Management of Students with Disabilities**
This course will explore the introductory knowledge of current research in applied behavior analysis, the application of learning theories, and examine functional relationships. This course will include the creation of behavioral/learning plans to optimize the success of student learners with disabilities.
- ED 5093 Transition Planning/Interagency Resources**
This course will begin the process of building a working network of state and local agencies who assist in the transition planning stages for students with disabilities. Guest speakers representing agencies and their specific services will teachers with helpful information for parents and caregivers as the process requires early planning and direction.
- ED 5083 Assistive Technology/Curricular Adaptations and Modifications**
This course will deepen the knowledge of assistive technology with the overview of assistive technology for communication, education, employment, recreation, and daily living activities. Developing modifications for students as they identify their least restrictive environment will be a priority for this course. This focuses on the planning for student need, evaluating and implementing student plans by establishing appropriate classroom adaptations/modifications for students with disabilities.
- ED 5103 Special Education Law**
Sped Law is a moving target as far as proficiency. Case studies designed around the basic premise of the federal law will add to the instructional strength of this course. This course will include analysis and practical application of legal ethical issues in the field of special education.
- ED 5113 Special Educational Leadership and Advocacy**
This course strengthens the specific special education federal and state policy and procedural knowledge required for leadership within the area of special education administration. This course will include working with federal programs and school finance.
- ED 5123 Practicum**
Three to six hours will be a practicum that is embedded into coursework throughout the program. The practicum will include activities focused on topics such as analysis of the organizational structure in Special Education program, methodologies, behavior modification and curriculum, test eligibility and assessment, contemporary issues outside of typical families, socialization, teacher burnout, recruiting special education teachers, survival toolkits, education camps, supporting teachers in class, communications, visual schedules, autism, differentiating instruction, IEPs and accommodations.

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 Objectives

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.
- Official transcript from institution they received bachelor degree from.
- Three letters of recommendation and a one page essay are required **IF** GPA is below 3.0.

Program Curriculum

Course Number	Course Title	Credit Hours
KNES 6713	Social Issues in Sport	3
KNES 6123	Organizational Communication	3
KNES 5713	Ethics in Sport Management	3
KNES 5133	Professional Connections: Revenue Generation	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.

MASTER OF SCIENCE IN EXERCISE SCIENCE

The mission of the program is to prepare students to lead as well as serve in health related careers. Graduates will be prepared to serve in roles of leadership in government, community organizations and healthcare settings. Additional, career opportunities would include positions as cardiac exercise specialist, exercise rehabilitation specialists, university faculty, strength coaches and personal trainers. In each health setting, it is the mission of this program to develop graduates to fulfill their calling as leaders from the perspective of the Christian framework.

MSES PROGRAM—HEALTH PROMOTION AND WELLNESS

The Master of Science in Exercise: Health Promotion and Wellness is designed to prepare individual to assume roles in government, community organizations and healthcare settings. These individuals would provide educational and oversight services in the areas of health and wellness. This program includes instruction in personal and community health, epidemiology, disease prevention, health behaviors, wellness and exercise. Graduates will be able to seek grant funding for not-for-profit health organizations. All students will be able to analyze and interpret research data in health promotions.

This 33 credit hour program consists of both online and on- ground courses.

Admission Requirements

- Hold a baccalaureate degree from a regionally accredited college or university.
- An undergraduate cumulative GPA of 3.0 or better
- Official transcript from the institution they received their bachelor degree from.
- Three letters of recommendations and a one page essay are required IF GPA is below 3.0.

Prerequisites Courses:

- Human Anatomy
- Personal of Community Health (Health Promotion)

Program Learning Objectives

Upon completion of the Health Promotion and Wellness program, students will be able to:

- Demonstrate advanced writing skills using scholarly writing style to evaluate and synthesize research which culminates in a capstone: thesis, grant proposal or program planning, implementation and assessment.
- Identify ethical and legal issues related to health assessment, programming and facility design.
- Analyze and interpret data in health promotion research.
- Examines the role of exercise in health, wellness and disease prevention.
- Evaluate with expertise the issues of health behavior and cultural health disparities within the Christian framework for professional decision-making.
- Design and implement individualized exercise assessments and prescriptive plans for achieving

and maintain fitness.

- Critically examine ethical leadership in planning, implementing, assessing and evaluating health promotion programming.

Program Curriculum

Course Number	Course Title	Credit Hours
<u>Common Core</u>		
KNES 5203	Foundations of Health	3
KNES 5213	Writing for Research	3
KNES 5223	Physical Activity Epidemiology & Pathophysiology	3
KNES 5233	Legal Principles in Wellness Management	3
Required Elective (1 course required)		
KNES 6203	Grant Writing and Program Design, Imp. And Eval* OR	3
KNES 6303	Research Design / Thesis*	
KNES 6213	Leadership & Planning in Health Promotion	3
KNES 6223	Psych of Health & Addictive Behaviors	3
KNES 6233	Community & Cultural Health	3
KNES 6243	Corporate Wellness & Entrepreneur Health	3
KNES 6253	Fitness & Wellness Assessment & Program Design	3
KNES 6363	Exercise & Wellness Across the Lifespan	3

MSES PROGRAM—HEALTH AND HUMAN PERFORMANCE

The Master of Science in Exercise Science—Health and Human Performance program not only examines the critical role exercise plays in health, wellness and disease prevention, it also highlights the factors that produce optimal and elite human performance. Graduates from this program will be prepared for positions as cardiac exercise specialists, exercise rehabilitation specialist, strength coaches and personal trainers. Individuals will also be prepared to teach Exercise Science in the college and university settings. Graduates will be able to research, analyze and interpret data in human performance. Students will be able to seek grant funding for not-for-profit health organizations.

This is a 36 credit hour program.

Admission Requirements

- Hold a baccalaureate degree from a regionally accredited college or university.
- An undergraduate cumulative GPA of 3.0 or better
- Official transcripts from each institution attended.
- Three letters of recommendation and one page essay IF GPA is below a 3.0.

Prerequisites Courses:

- Human Anatomy
- Exercise Physiology

Program Learning Outcomes

Upon completion of the Health and Human Performance program, students will be able to:

- Demonstrate advanced writing skills using scholarly writing style to evaluate and synthesize research which culminates in a capstone: thesis, grant proposal or program planning, implementation and assessment.

- Analyze and interpret data in human performance research.
- Demonstrate an advanced knowledge of the human body's response to physical activity and athletic performance.
- Identify ethical and legal issues related to health assessment, programming and facility design.
- Examine the role of exercise in health, wellness and disease prevention.
- Design and implement individualized exercise assessments and prescriptive plans for achieving and maintain fitness.
- Analyze ethical situations in human performance and respond within the Christian framework for professional decision-making.

Program Curriculum

Course Number	Course Title	Credit Hours
<u>Common Core</u>		
KNES 5203	Foundations of Health	3
KNES 5213	Writing for Research	3
KNES 5223	Physical Activity Epidemiology & Pathophysiology	3
KNES 5233	Legal Principles in Wellness Management	3
Required Elective (1 course required)		
KNES 6203	Grant Writing and Program Design, Imp. And Eval* OR	3
KNES 6303	Research Design / Thesis*	
KNES 6313	Sport Psychology	3
KNES 6323	Advanced Exercise Physiology	3
KNES 6723	Sport Facility Planning and Management	3
KNES 6333	Exercise Testing and Prescription	3
KNES 6343	Biomechanics and Neuromuscular Control	3
KNES 6363	Exercise & Wellness Across the Lifespan	3
KNES 6353	Nutrition for Sport Performance	3

*Thesis, Grant Proposal or Program Design & Implementation Project Required

4 + 1 MASTER OF SCIENCE IN EXERCISE SCIENCE OPTION

Select traditional undergraduate students may have the option of completing their bachelor and master degrees in the 4 + 1 format. These students must have completed at least 90 hours in Exercise Science or related departmental program. Enrollment requirements include a 3.0 GPA, the appropriate prerequisite courses completed for either MSES track and have the University general education requirements near completion. The MSES program director will advise and enroll students in their fourth year of undergraduate and start of their graduate courses to ensure successful completion of the bachelor and master programs. Students must complete all courses as outlined to be awarded their bachelor degree at the conclusion of their fourth year.

GRADUATE PROGRAMS IN KINESIOLOGY COURSE DESCRIPTIONS

KNES 5133 Professional Connections: Revenue Generation

This course is designed to help students develop professional connections with a wide variety of sport organizations. The student will choose between a travel option to meet with officials from professional, community and collegiate organizations or participate in an Internship/Mentorship relationship to explore and develop skills in revenue generation. This course provides a "hands on" experience in revenue generation. The student will see the economic impact of sport.

- KNES 5203 Foundations of Health (3 credit hours)**
 This course provides an overview of the various aspects of contemporary health, wellness concepts and human performance. The curricular emphases provides an overview of historical perspectives, current status of health promotion ethical principles, exercise science and risk reduction.
- KNES 5213 Writing for Research (3 credit hours)**
 This course is designed to advance students' written communication skills. Emphasis will be given to scholarly writing style, evaluation and synthesis of research, and APA citations and references.
- KNES 5223 Physical Activity Epidemiology & Pathophysiology (3 credit hours)**
 This course will discuss physical activity epidemiology in light of various diagnoses including heart disease, cerebrovascular disease, disease and mortality, obesity, chronic disease, cancer/immunology, musculoskeletal system, mental health and special populations as well as common pharmacokinetics for specific diagnoses. Research and measurement concepts of physical activity, fitness, and maintaining an activity lifestyle will be utilized. Introduction to EKG interpretation and recognition of common normal and abnormal cardiac rhythms.
- KNES 5233 Legal Principles in Wellness Management (3 credit hours)**
 This course provides students with the opportunity to gain insight and understanding about the law and its implications on professionals in the fields of health, wellness, sport and fitness.
- 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.
- 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 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.
- KNES 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 decision making and operations.
- 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 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.
- KNES 6153 Human Resources 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.
- KNES 6203 Grant Writing and Program Design, Implementation and Evaluation (3 credit hours)**
This course provides knowledge and application of the grant writing process with specific focus on the health and wellness fields. This will include the development of skills required for Request for Proposals, writing, budgeting and submission of grants. The course will provide examples of sources to obtain grants and the differences that exist among different granting agencies. Students will also have the opportunity to develop a project for program design, implementation and evaluation for a health related organization.
- KNES 6213 Leadership & Planning in Health Promotion (3 credit hours)**
This course will review the effectiveness of leadership in the planning process of health promotion programming. This course focuses on improving the health and well-being of persons in various settings. Leadership styles will be reviewed and their application in organizational culture that supports various wellness program settings such as corporate, government, and hospital.
- KNES 6223 Psych of Health and Addictive Behaviors (3 credit hours)**
This course examines widely accepted theories, models and methods for facilitating health behavior change. Topics include, but are not limited to, the trans-theoretical model, positive psychology, motivational interviewing and mindfulness-based practices. Additionally, students will explore the research-supported impact of behavior change techniques on the prevention and management of chronic diseases and comorbidities, such as diabetes, obesity, depression and hypertension.
- KNES 6233 Community & Cultural Health (3 credit hours)**
This course examines the field of community/public health and the functions and interface of community health practices, services and agencies. It will also introduce students to diverse cultures and factors that include perceptions of health, disease, treatments and values. Emphasis is placed on understanding diversity and the need for cultural sensitivity in healthcare.
- KNES 6243 Corporate Wellness & Entrepreneur Health (3 credit hours)**
This course examines corporate health promotion and planning can influence positive health behaviors in the workforce. Course curriculum will cover strategic and supportive services provided through corporate responsibility to reduce healthcare costs and chronic disease. This course provides health and wellness professionals with a practical framework for entrepreneurship, emphasizing key principles for business success. The student will develop a business plan to prepare for challenges they may face in starting their own health related business.
- KNES 6253 Fitness & Wellness Assessment & Program Design (3 credit hours)**
This course is designed to provide students with the skills necessary to conduct laboratory and field tests used for assessing physical fitness components. It will focus on cardio respiratory fitness, muscular fitness, body composition, flexibility, and balance. The course emphasis is an integrative approach to technology for both individual and corporate wellness principles, techniques and application.
- KNES 6303 Research design / Thesis (3 credit hours)**
This course is an introduction to research methods to analyze professional literature in exercise science. The course will explore both quantitative and qualitative research methods, including descriptive and inferential statistics. Special emphasis will be given to planning, conducting, and report of research as well as applied statistical analysis and interpretation of data from the field of exercise science. Students will produce an original pilot research project including statistical design.

KNES 6313 Sport Psychology (3 credit hours)

This course is a study of psychological theories and techniques that could be used to enhance the performance and personal growth of sports and exercise participants from youth to elite levels.

KNES 6323 Advanced Exercise Physiology (3 credit hours)

This course provides in depth inquiry into the acute responses and long term adaptations of the human body to various types of exercise from the cellular level to the entire system. Emphasis is placed on the physiological demands of exercise, metabolic requirements of exercise including macronutrients, bioenergetics and mitochondrial biogenesis as physiological changes that occur in response to exercise. Other information that will be explored throughout the course include skeletal-neuromuscular and gastrointestinal physiology, the function and control of the cardiovascular system, pulmonary exercise physiology, immune and endocrine system function, body composition and weight management, environmental stressors, genetics, nutrition, ergogenic aids, and principles for testing and training aerobic power, anaerobic strength, power, and range of motion.

KNES 6333 Exercise Testing and Prescription (3 credit hours)

This course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for patients with chronic disease, conditions and/or physical dysfunctions of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. Students will interpret information from pre-exercise screening and exercise testing and will apply this information from pre-exercise screening and exercise testing and will apply this information to appropriate exercise intervention protocols. Students will be prepared to pursue certification as an ACSM Registered Clinical Exercise Physiologist.

KNES 6363 Exercise & Wellness Across the Lifespan (3 credit hours)

This course is a study of the physiological, psychological, and social aspects of physical activity for older adults. Topics covered include an overview of aging, benefits of physical activity throughout the lifespan, and fitness assessment and programming options for older adults.

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 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 PROGRAMS IN LEADERSHIP

MASTER OF LEADERSHIP (MOL)

The Master of Leadership program is designed to instill leadership skills in learners that will enable them to build effective, diverse teams across industries. In this program, learners are introduced to foundational leadership theory, principles, communication strategies, conflict resolution, and more.

Program Core Outcomes

- Informed by theory and practice, integrate leadership principles and styles to personal preferences in order to gain a better self-understanding and personal leadership philosophy
- Develop an appreciation of intercultural, global perspectives within organizational leadership
- Synthesize and apply the knowledge gained within the Leadership curricula to generate a personal model for leadership
- Complete the Ziglar Legacy Certificate

Course Number	Course Title	Credit Hours
LEAD 5103	Foundations of Personal Leadership	3
LEAD 5113	Global Leadership: Leading with an Intercultural Perspective	3
LEAD 5123	LiveLast Leadership: Learning How to Serve	3
LEAD 5133	Organizational Behavior: Valuing Diversity to Create Intercultural Organ.	3
LEAD 5143	Strategic Leadership and Planning	3
LEAD 5153	Collaborative Leadership: Working with Teams	3
LEAD 5163	Ethical Leadership: Making Challenging Decisions	3
LEAD 5173	Conflict Negotiation and Resolution: Leading Difficult Conversations	3
LEAD 5183	Embracing Change: The Innovative Leader	3
LEAD 5193	Human Resources and Finance	3
LEAD 5203	Leadership Capstone	3

Admission Requirements

- Hold a baccalaureate degree from a regionally accredited college or university.
- An undergraduate cumulative GPA of 3.0 or better
- Official transcript from the institution they received their bachelor degree from.
- Admission essay to assess the applicant's writing skill. The essay should focus on the student's experiences and professional goals.
- If GPA is below 3.0—submit a waiver form provided by SNU

GRADUATE PROGRAMS IN LEADERSHIP COURSE DESCRIPTIONS

LEAD 5103 Foundations of Personal Leadership (3 credit hours)

This course examines the foundation of leadership based on three guiding principles: Character, Culture and Christ. Using these principles, learners are challenged to continually refine personal character, charged with creating inclusive and engaging cultures, all while modeling Christian principles of servant leadership. Learners will begin to develop a personal philosophy of leadership and understand how personal preferences influence leadership skills. Additionally, the course explores fundamental leadership theory helping to frame a personal philosophy of leadership.

LEAD 5113 Global Leadership: Leading with an Intercultural Perspective (3 credit hours)

It is critical that emerging leaders continually develop leadership skills with global and cross cultural perspectives. This course continues to challenge learners to engage with the *Taxonomy of Cultural Responsiveness*, which is a perspective woven throughout the Masters program helping leaders engage intercultural learning. Using the Christian principle of Imago Dei, learners will synthesize how the notion that all people are made in the image of the Divine Creator impacts leadership perspectives and

philosophy. All people matter in the Kingdom, and it is imperative that culturally competent leaders integrate these principles into personal leadership ideology and decision making practices.

LEAD 5123 LiveLast Leadership: Learning How to Serve (3 credit hours)

This course examines the intersection of leadership and servanthood as it relates to changing circumstances, motivating individuals, and actualizing a vision within an organization. Theoretical and experiential aspects of servant leadership are presented so that learners can understand how to apply these principles in everyday life, the work environment, and the community.

LEAD 5133 Organizational Behavior: Valuing Diversity to Create Intercultural Organizations (3 credit hours)

This course examines leadership and culture and how they influence the functioning of groups within institutions. Continuing to build with the *Taxonomy of Cultural Responsiveness*, the goal is to cultivate insight and respect for diversity and inclusion through the exploration of various cultures quite different from the learner's own experience as well as develop frameworks for leading across those cultural dimensions. Strategies for effective leadership that include diversity and cultural sensitivity are emphasized.

LEAD 5143 Strategic Leadership and Planning (3 credit hours)

Strategic and focused planning efforts are a critical skill for leaders. Learners are guided through the development of a strategic plan, which is necessary for effective organizations. Learners will explore the processes needed for strategic planning, which include evaluation of previous planning models, organizational structure, needs assessment, SWOT analysis, development of objectives, allocation of resources, and an approach for administering the plan.

LEAD 5153 Collaborative Leadership: Working with Teams (3 credit hours)

This course analyzes a variety of practices essential to group dynamics in order to understand the principles, structures, and values of building and leading effective teams, involving managing different personalities, cultures, conflicting political agendas, and varying skill levels of members. Additionally, learners will explore the importance of securing resources and management the expectations of senior executives or other stakeholders internal or external to the organization seeking collaborative relationships through out organizations.

LEAD 5163 Ethical Leadership: Making Challenging Decisions (3 credit hours)

Learners are presented the relationship between leadership and ethics and challenged to evaluate a leader's role in fostering ethical behavior within the organization. Beyond examination of ethical systems and ethical issues, this course attempts to understand the ways in which ethics is central to the very act and process of leadership through an exploration of current case studies and relevant world events.

LEAD 5173 Conflict Negotiation and Resolution: Leading Difficult Conversation

This course examines the elements of leadership incorporating caring for others throughout the conflict resolution process. Foundational theories on conflict resolution as well as basic counseling and listening skills will be explored. Examination of how the application of these theories and skills can be utilized to resolve disputes both interpersonally and organizationally are a focus within the course. Case studies, reading materials, and simulations are utilized to create dynamic learner focused experiences.

LEAD 5183 Embracing Change: The Innovative Leader (3 credit hours)

This course focuses on planning and implementing change within organizations and provides frameworks and tools necessary to implement that change. Examination of both personal and organizational approaches to change are utilized to analyze case studies, complete exercises, and engage in dynamic group discussions. Learners are encouraged to recognize opportunities for change in organizations and understand how to manage change when it is presented.

LEAD 5193 Human Resources and Finance (3 credit hours)

People within an organization are arguably the most valuable resource, therefore, knowing how to find, lead, and motivate people is critical to the success of the leader and ultimately the organization. This course introduces techniques and skills helping leaders train, support, evaluate, and properly resource divisions or areas within organizations. Case studies are used to help the learner identify issues and opportunities for leadership to impact members of organizations. Learners will encounter challenges with

GRADUATE PROGRAMS IN BUSINESS

The Graduate Studies in Business (GPB) programs are designed for working adults who hold baccalaureate degrees and who have a strong interest in the effective practice of business. The curriculum has practical orientation and involves significant preparation outside of class. A maximum of nine transfer and/or waiver credit hours may be accepted, provided work has been completed within the past five years. Students seeking to enter the Graduate Programs in Business may be required to complete prerequisite coursework before beginning their academic program.

Program Information

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

- Completion of all required coursework with a grade of "C" or better.
- No more than two "C" grades ("C" or "C+")
- A cumulative 3.00 GPA at the conclusion of the program.

Program Learning Objectives

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

Program Learning Outcomes

- Evaluate business trends from a global perspective. (Global Perspectives)
- Construct clear and concise ideas through effective speech, written communication, and/or interpersonal human relation skills. (Business Skills)
- Synthesize quantitative business concepts. (Business Knowledge—Quantitative)
- Synthesize qualitative Business Concepts. (Business Knowledge—Qualitative)
- Assess faith and ethics in the decision making process. (Business Ethics)
- Evaluate issues related to diversity, equity, and inclusion within the Business discipline (Respect for Diversity)

MASTER IN BUSINESS ADMINISTRATION (MBA)

MBA PROGRAM

Admission Requirements

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

1. A bachelor's degree from an accredited college or university with a cumulative GPA of at least 3.00.
2. Graduate college application.
3. Official transcript from the institution with your bachelor's degree statement.
4. If GPA is below 3.0—complete waiver form provided by SNU.

The 34 credit-hour program is composed of 11 courses. Courses are taken individually in a planned sequence one at a time. Each three credit-hour course consists of six weeks of intensive study. 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.

Course Number	Course Title	Credit Hours
BADM 5114	Business Essentials	4
MGT 5223	Exploring Business Strategies	3
MGT 5233	Ethics & Law	3
MKT 5113	Marketing for the 21st Century	3
MGT 5333	Global Business	3
MGT 5363	Strategic Leadership for Organizations	3
MGT 5373	Management Analytics	3
ACC 5113	Management Accounting	3
ECO 5113	Managerial Economics	3
FIN 5113	Financial Management	3
MGT 6173	MBA Capstone	3

MASTER OF SCIENCE IN MANAGEMENT (MSM)

MSM PROGRAM

Admission Requirements

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

1. A bachelor's degree from an accredited college or university with a cumulative GPA of at least 3.00.
2. Graduate college application.
3. Official transcript from the institution with your bachelor's degree statement.
4. If GPA is below 3.0—complete waiver form provided by SNU.

The 34 credit-hour program is composed of 11 courses. Courses are taken in a planned sequence one at a time. Each Three-credit hour course consists of six weeks of intensive study. 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.

HEALTHCARE CERTIFICATE

Course Number	Course Title	Credit Hours
BADM 5114	Business Essentials	4
MGT 5223	Exploring Business Strategies	3
MGT 5233	Ethics & Law	3
MKT 5113	Marketing for the 21st Century	3
MGT 5333	Global Business	3
MGT 5363	Strategic Leadership for Organizations	3
MGT 5373	Management Analytics	3
MGT 6213	Quality Management Systems	3
MGT 6463	Global Leadership	3
MGT 6283	Project Management	3
MGT 6153	Strategic Human Resource Management	3

The Healthcare Certificate is designed individuals who desire to pursue a career in management in a healthcare organization or are currently working for healthcare organizations and desire to increase their effectiveness as managers and/or professionals.

Course Number	Course Title	Credit Hours
MGT 6313	Healthcare Operations	3
MGT 6323	Healthcare Systems: Policies and Law	3
MGT 6343	Social Issues in Healthcare Administration	3
MGT 6353	Leading Teams in Healthcare	3

MANAGEMENT CERTIFICATE

The Management Certificate is designed for individuals who desire to pursue a career in the field of management. This certificate will provide students with knowledge related to essential management functions with a focus on practical application of management concepts.

Course Number	Course Title	Credit Hours
MGT 6213	Quality Management Systems	3
MGT 6463	Global Leadership	3
MGT 6283	Project Management	3
MGT 6153	Strategic Human Resource Management	3

GRADUATE STUDIES IN BUSINESS COURSE DESCRIPTIONS

ACC 5113 Management Accounting (3 credit hours)

This course examines how accounting impacts the manager's role in the planning and control functions of business. Emphasis will be placed upon how managers can effectively use accounting information in the decision-making process.

ACC 5123 Management Accounting for Healthcare (3 credit hours)

This course examines the various systems and uses of accounting in healthcare 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 healthcare organizations, and other accounting principles and practices specific to the healthcare industry such as: Principles and Practices of Healthcare 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 healthcare organizations is used extensively in this course.

BADM 5114 Business Essentials (4 credit hours)

This course provides a foundation in professional business concepts related to accounting, economics, finance, global business, marketing, management, and business law and ethics.

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 economic knowledge affects managerial decision-making. Emphasis is placed on the application of economic concepts to management activities.

- ECO 5123 Managerial Economics in Healthcare (3 credit hours)**
 This course applies economic theory to the healthcare 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 healthcare 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 explores financial functions within the corporate world. Emphasis is placed upon interpretation and use of financial information within the management decision-making process.
- FIN 5123 Financial Management in Healthcare (3 credit hours)**
 This course focuses on applied financial management concepts for healthcare organizations. Topics include preparation and analysis of financial statements for healthcare 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 5183 Workforce Planning & Employment (3 credit hours)**
 Workforce planning, a core process of human resource management shaped by organizational strategy, ensures the right number of people with the right skills in the right place at the right time to reach short- and long-term organizational objectives. Work force analysis involves three distinct phases including: Supply Analysis, Demand (or Needs) Analysis and Gap Analysis. Altogether, this process yields information that can be melded together with the other components of workforce planning to form a strategic plan designed to cope with workforce challenges of the future.
- 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 Healthcare Administration (3 credit hours)**
 This course is designed to give students an opportunity to develop conceptual skills needed by top-level healthcare 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 healthcare organizations, the strategic planning process, formulation of objectives and policies, and the management of change in the healthcare industry.
- MGT 5173 Ethics in Healthcare (3 credit hours)**
 This course presents a rational, ethical framework, consistent with Christian values, by which decisions and actions undertaken by healthcare professionals can be evaluated. Ethics will be examined through case studies, class discussions, and position papers related to the students' experiences.
- MGT 5223 Exploring Business Strategies (3 credit hours)**
 This course explores managerial skills necessary for strategy development. Emphasis will be placed upon generating value and sustaining competitive advantage within the marketplace.
- MGT 5233 Ethics and Law (3 credit hours)**
 This course examines law, regulation, and ethics within business. Emphasis will be placed on the laws that

regulate business relationships and attention will be given to the importance of ethical practices upon the employee, firm, consumer, and society. Case studies are incorporated to assist the student in understanding ethical practices and the laws governing today's business environment as well as social responsibility and ethical leadership.

MGT 5333 Global Business (3 credit hours)

This course explores business operations necessary to compete in the global marketplace. Attention is focused on business models and barriers to global expansion such as cultural, political, or economic aspects.

MGT 5363 Strategic Leadership for Organizations (3 credit hours)

This course enhances the ability to lead organizations and their members. Emphasis will be placed upon organizational behavior theory, effective communication practices, motivational theory, and organizational culture analysis.

MGT 5373 Management Analytics (3 credit hours)

This course emphasizes the usage of quantitative techniques to support strategic managerial decision-making. Focus will be on the analysis of data and application of findings rather than mathematical developments, with the goal to solve practical business problems.

MGT 6103 Employment Law (3 credit hours)

Employment Law addresses human resource practices associated with each stage of the employment process and federal and state labor laws that regulate the employment relationship. Major topics include employee welfare and retirement benefits (ERISA), employee privacy, medical and drug screening, wage and hour protection, occupational safety and health, disabling illness or injury, and wrongful discharge. The course empowers students to understand the difference between what is legal and what is not, to recognize and avoid potential problems, and know when to turn to a lawyer. This course will cover the most important employment law topics in regard to the latest legislation, new regulations, and recent case law, including extended coverage of the rights of vulnerable employees under the Americans with Disabilities Act, racial discrimination, the use of background checks, the Family Medical Leave Act, and more.

MGT 6131 Management Seminar (Entrepreneurship) (1 credit hour)

Entrepreneurship will be examined in a two-week seminar. Entrepreneurial spirit serves as a major fuel source driving our economic base. Linking the science of business to this entrepreneurial energy will be a major focus of the seminar.

MGT 6133 Compensation and Benefits (3 credit hours)

Demonstrates the art and science of compensation practice and its role in a company's competitive advantage. The course focuses on the context of compensation practice, the criteria used to compensate employees, compensation system design issues, employee benefits, the challenges of compensating key strategic employee groups, and pay and benefits around the world, preparing readers to assume the roles of successful compensation professionals.

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 Strategic Human Resource Management (3 credit hours)

The course focuses on the framework for helping organizational leaders and HR leaders develop a superior workforce. Emphasis is placed on performance management, coaching, mentoring, and succession planning.

MGT 6173 MBA Capstone (3 credit hours)

This course integrates the functional business disciplines within the strategic planning process. A management simulation component is utilized to demonstrate the strategic linkage of the business areas.

- MGT 6203 Human Resource Development (3 credit hours)**
 Human resource development is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities; that is, the integrated use of training, organization, and career development efforts to improve individual, group, and organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Human Resource Development includes staffing strategies that reinforce business strategies, staffing technology, and how to evaluate and improve staffing systems. This course also includes topics related to employee training, career development, performance management and development, coaching / mentoring, succession planning, key employee identification, tuition assistance, and organization development.
- MGT 6213 Quality Management Systems (3 credit hours)**
 This course focuses on management practices related to implementing a quality management system. Emphasis will be placed on the customer, product quality, process approach and improvement, evidence-based decision making, and technology.
- MGT 6243 Legal Environment of Healthcare (3 credit hours)**
 This course provides the healthcare 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 healthcare environment.
- MGT 6283 Project Management (3 credit hours)**
 This course focuses on developing an organized approach to managing a project. Emphasis will be placed on planning, scheduling, controlling, resource allocation, and performance measurement.
- MGT 6313 Healthcare Operations (3 credit hours)**
 This course focuses on the planning and management aspects of operation. Emphasis will be placed on resource allocation, capacity planning, management of patient flows and scheduling.
- MGT 6323 Healthcare Systems: Policies and Law (3 credit hours)**
 This course examines policy, law, ethics, and the government's role within the healthcare industry. Emphasis will be placed on the laws and policies that regulate business relationships and attention will be given to the importance of ethical practices upon the employee, firm, consumer, and society.
- MGT 6331 Leadership in Healthcare 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.
- MGT 6343 Social Issues in Healthcare Administration (3 credit hours)**
 This course examines social issues, current trends and the impact on healthcare administration and strategy. Emphasis will be placed on controversies, healthcare reform, artificial intelligence and the impact these trends have on healthcare administration.
- MGT 6353 Leading Teams in Healthcare (3 credit hours)**
 This course explores leadership strategies necessary to effectively lead in the healthcare industry. Students will be given the opportunity to develop leadership skills needed by top-level healthcare managers. Attention is focused on human resource management, leading, building alliances, proactive team work, and conflict resolution.
- MGT 6443 Leadership Theory (3 credit hours)**
 This course provides a comprehensive understanding of leadership theory and its applications from the early 1900s to present. Students will examine skills and trait leadership, transformational and transactional leadership, situational, charismatic, contingency theory, path-goal theory, leader-member exchange, servant leadership, the psychodynamic approach to leadership, and women in leadership. Students will continue to develop a personal leadership plan, which will serve to identify personal leadership strengths, weaknesses, and opportunities in order to hone leadership effectiveness.

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- MGT 6463 Global Leadership (3 credit hours)**
This course focuses on leadership practices which address issues in the global environment. Emphasis will be placed on culture, motivation, organizational behavior, and team performance.
- MGT 6453 Organizational Change (3 credit hours)**
This course prepares graduate learners for the hyper-turbulent work environment by introducing behavioral science techniques and methodologies to systematically bring about high performing organizations. The course uses the “learning by doing” technique to help graduate students improve organizational effectiveness by means of behavior modification and individual self-actualization.
- MGT 6993 Special Topics**
Course description depends on the course being offered and can be found in the Office of the Registrar during the term the course is offered.
- MKT 5113 Marketing for the 21st Century (3 credit hours)**
This course incorporates the techniques necessary for formulating domestic and global marketing strategies for the 21st century. Emphasis will be placed on the evaluation of marketing opportunities, analysis of marketing mix activities, and assessment of corporate marketing strategy implementation.

GRADUATE PROGRAMS IN THEOLOGY and MINISTRY

(As of Fall 2017 no longer accepting new students)

MASTER OF ARTS IN THEOLOGY

Program Learning 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 courses 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 course. 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 course 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 PRTM 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 VPAA-PGS 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 course 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 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 course for M.A. students having deficiencies in Systematic Theology.

THEO 6103 Theology of Church and Ministry (3 credit hours)

M.A. IN THEOLOGY CORE COURSE. 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 Apoltolic 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.

RESERVE OFFICER TRAINING CORPS PROGRAM (ROTC)

ARMY ROTC

Two-, three-, and four year Army ROTC paths are available to undergraduate and graduate students at Southern Nazarene University (SNU). Through a cross-town partnership agreement, SNU students participate in military science courses for college credit through the University of Central Oklahoma (UCO).

Students who successfully complete their degree at SNU, and all requirements of Army ROTC, receive a commission as a Second Lieutenant in the U.S. Army, Army National Guard or Army Reserves.

SNU students who enroll in any of the four military science courses will receive academic credit, which will satisfy elective hours required for SNU degree completion requirements. Enrollment in the basic course classes (Freshman and Sophomore) will not incur a military service obligation. Students who enter their junior year, or receive an Army ROTC scholarship, will incur a military service obligation between six and eight years following their graduation from SNU.

Students interested in taking Military Science classes must be admitted to UCO as a non-degree seeking student. Students must pay the current tuition and fee rates required by UCO.

SNU students are encouraged to compete for a variety of Army ROTC scholarships at any time while completing their degree. Army ROTC scholarships are available for qualified students with or without prior military experience. These range from 1.5 year to 3.5 year retention scholarships.

Contracted Army ROTC scholarship recipients either receive full Tuition and Fees or Room and Board capped at \$10,000 (scholarship recipient chooses), a \$420.00 monthly stipend, and \$600.00 per semester for books. Additional incentives are available for National Guard and Army Reserve Soldiers who are eligible and participate in the Simultaneous Membership Program (SMP).

Interested SNU students apply for scholarships through the UCO Army ROTC recruiter at armyrotc@uco.edu. If interested to learn more about Army ROTC opportunities, additional information is located at the SNU Veterans Center (Email veterans@snu.edu or PH 405-491-6317) or online at UCO's Army ROTC website <https://www.uco.edu/business/rotc/>.

Chapter 6

Academic Personnel

IN THIS CHAPTER

ADMINISTRATIVE CABINET

GRADUATE FACULTY

TEACHING FACULTY

DIRECTORS AND ADMINISTRATIVE STAFF

GRADUATE EMERITI FACULTY

ADMINISTRATIVE CABINET

Keith Newman, Ed.D., University President (2017)

B.A., Houston Baptist University
M.M., Southern Nazarene University
Ed.D., Spalding University

Timothy W. Eades, Ed.D., University Provost (2019)

B.A., Trevecca Nazarene University
M.M., Mount Vernon Nazarene University
Ed.D., Olivet Nazarene University

Lena Crouso, D.C.C., D.T.L., Vice President for Intercultural Learning and Engagement (2018)

B.S.Ed., Ohio University
M.Ed., University of Central Florida
Ed.S., Stetson University
D.C.C., Andersonville Theological Seminary
D.T.L., Bakke Graduate University

Brent Lavigne, Ph.D., Vice President for University Relations (2014 Spring)

B.S., Southern Nazarene University
M.S.M., Mount Vernon Nazarene University
Ph.D., Oklahoma State University

Marian Redwine, Ed. D., Vice President for Traditional Enrollment Management & Marketing (2008)

B.S., Southern Nazarene University
M.S.M., Southern Nazarene University
Ed.D., Regent University

Michael Redwine, Ed. D., Executive Vice President(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

GRADUATE FACULTY

Pamela S. Broyles, Ph.D., Professor, School of Education (Fall 1979)

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

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

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

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

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

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

Michael Houston, Ph.D., Assistant Professor, Leadership (Fall 2008)

B.S., Southern Nazarene University
M.Ed., Azusa Pacific University
Ph.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

Gayle Kearns Buie, Ed.D., Professor, School of Education (Fall 2019)

B.S., University of Oklahoma
M.S., University of Oklahoma
Ed.D., Oklahoma State University

Melany A. Kyzer, J.D., Professor, Department of Speech Communication (Fall 2001)

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

Shawna Richardson, Assistant Professor, School of Education (Fall 2020)

B.S., Oklahoma Christian University
M.A., University of Central Oklahoma
Ed.D., Oklahoma State University

Scott Secor, Ph.D., Assistant Professor, Department of Psychology and Counseling (Fall 2018)

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

Kent Shellenberger, Ed.D., Assistant Professor, School of Education (Fall 2017)

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

Becky Slothower, Ph.D., Assistant Professor, School of Education (Spring 2018)

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

Keith Toles, M.M., Assistant Professor, School of Professional & Graduate Studies (Fall 2019)

B.S., Mid-America Christian University
M.M., Mid-America Christian University
Graduate Study, Cappella 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

TEACHING FACULTY

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
Graduate Study, Nova Southeastern University

Tamara Dawson, Ed.D., Associate Professor/Chair, School of Business (Fall 2013)

B.S., Southern Nazarene University
M.S., Southern Nazarene University
Ed.D., Northcentral 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

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

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

Loren McElroy, D.P.T., Assistant Professor, School of Professional Studies (Fall 2016)

B.S., Southern Nazarene University
D.P.T., Northwestern 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

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

DIRECTORS AND ADMINISTRATIVE STAFF***Academic Support Programs and Centers***

Academic Grants—Dr. Gwen Ladd Hackler, Director
 Library—Prof. Konstance Crownover, Director
 Chaplain—Dr. Doug Samples
 Center for Learning and Innovation—Dr. Scott Marsee, Associate Vice President
 VETS Center— Mr. Mark Nadig, Director

SNU Site Director

SNU-Tulsa—Dr. Anne GhostBear

GRADUATE EMERITI FACULTY

Davis Berryman, Ph.D., Professor of Business Emeritus (2002-2018)
 Lou Dennard, Ed.D., Professor of Business Emerita (1976-1982; 1991-1997; 2008-2017)
 Richard W. Gaddis, Ed.D., Professor of Management Emeritus (1992-2004)
 Larry Mills, Ph.D., Professor of Business Emeritus (1969-2016)
 Linda Miner, Ph.D., Professor of Professional Studies Emerita (1990-2014)
 Wayne L. Murrow, Ph.D., Dean, Graduate & Adult Studies/Professor of Speech Communication &
 Education Emeritus (1968-2002)
 Jirair Tashjian, Ph.D., Professor of New Testament Emeritus (1983-2008)
 Rex Tullis, Ed.D., Professor of Education Emeritus (1995-2014)

2020-2021 Tuition and Fees for Graduate Programs
Appendix

MBA (34 hours)	
Credit hours in program	34
Tuition price per credit hour	\$575

MSM (34 hours)	
Credit hours in program	34
Tuition price per credit hour	\$575

Healthcare Certificate	
Credit hours in program	12
Tuition price per credit hour	\$575

MSCP/MACP (60 hours)	
Credit hours in program	60
Tuition price per credit hour	\$575

Management Certificate	
Credit hours in program	12
Tuition price per credit hour	\$575

MAEL (36 hours)	
Credit hours in program	36
Tuition price per credit hour	\$490
Tech 1st term optional	\$3000

MSESW (33 hours)	
Credit hours in program	33
Tuition price per credit hour	\$575

MAEL Courses for Alternative Certification Plan Or Troops to Teachers	
Credit hours – to be determined based on need	
Tuition price per credit hour	\$490
**Alternative cert. plan does not include a tech package	

MSESP (36 hours)	
Credit hours in program	36
Tuition price per credit hour	\$575

MASMA + Online (36 hours)	
Credit hours in program	36
Tuition price per credit hour	\$575
Trip option	\$1750

MAASE (36 hours)	
Credit hours in program	36
Tuition price per credit hour	\$490
Tech 1st term	\$1400

MOL- Online (33 hours)	
Credit hours in program	33
Tuition price per credit hour	\$475

Ed.D. (57 hours)	
Credit hours in program	57
Tuition price per credit hour	\$699
*optional laptop purchase of \$1250 applied to bill on the first course.	

