

# Southern Nazarene University

## 2014-2015 GRADUATE ACADEMIC CATALOG



### **SOUTHERN NAZARENE UNIVERSITY**

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“Our mission is to transform lives through higher education in Christ-centered community.”

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## Importance of “Right Fit” in Higher Education

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The proliferation of options for post secondary and graduate education is staggering. On site, online, hybrid, brick and click, are just a few of the ways one can pursue career and personal goals in education.

In the search for the best individual fit, some research is necessary. You are looking at Southern Nazarene University for something that meets your needs for getting you prepared for life and work in the field of your choice. Let me summarize for you what SNU has to offer.

We provide onsite and distance options for degree programs. We also offer blended programs which combine face-to-face instruction with electronic instruction. We offer degree programs in approximately 70 fields of study, including undergraduate and graduate options. We attempt to do all of these at a very high level of quality.

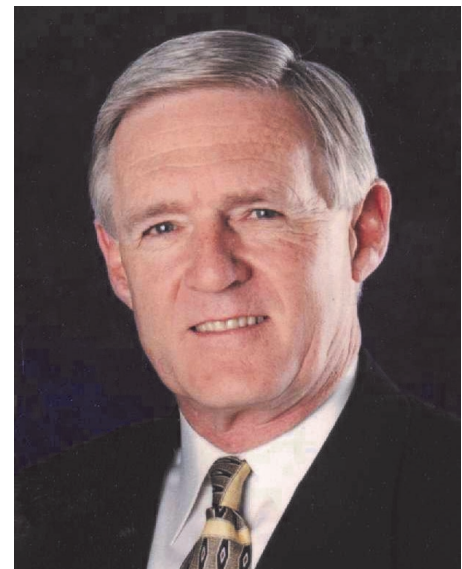
Further, we infuse the disciplinary study with an integrated commitment to faith development. Owned by the Church of the Nazarene, an institution in the Wesleyan-Holiness tradition, we believe that forming strong Christian faith, along with solid career preparation, is a combination that is hard to beat.

If this approach interest you, schedule a visit to campus to speak with faculty and staff who can assist you in further examining whether SNU would be the “right fit” for your academic pursuits. I pray that God will guide you in this very important decision for your future.

Warm Regards

*Loren P. Gresham, Ph.D.*

President, Southern Nazarene University



## GRADUATE PROGRAMS

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### **Counseling Master's Degree Programs**

Master of Science in Counseling Psychology (MSCP)  
Master of Arts in Counseling Psychology (MACP)  
Master of Arts in Marriage and Family Therapy (MAMFT)

### **Education Master's Degree Programs**

Master of Arts in Educational Leadership (MAEL)

### **Kinesiology Master's Programs**

Master of Arts in Sports Management and Administration (MASMA)

### **Management Master's Degree Programs**

Master of Business Administration (MBA)  
MBA in Health Care (MBA-HC)  
Post-graduate Health Care Administration (Certificate)  
Master of Science in Management (MSM)

### **Nursing Master's Degree Programs**

Nursing Education (MSNE)  
Nursing Leadership (MSNL)

### **Theology and Ministry Master's Degree Programs**

Master of Arts in Theology (MAT)



# Chapter 1

## General Information

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

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

### IN THIS CHAPTER

CATALOG INFORMATION  
STATEMENT OF NONDISCRIMINATION  
CONFIDENTIALITY OF STUDENT RECORDS  
DEFINING VALUES  
FOCUS ON EXCELLENCE IN ACADEMICS  
HERITAGE  
FOCUS ON CHRISTIAN COMMUNITY  
ACCREDITATIONS AND MEMBERSHIPS  
MAIN CAMPUS FACILITIES  
SNU-TULSA FACILITIES  
SCHOOL OF GRADUATE STUDIES PHILOSOPHY  
GRADUATE STUDIES LEARNING OUTCOMES  
ACADEMIC ORGANIZATION OF SNU

## CATALOG INFORMATION

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

## STATEMENT OF NONDISCRIMINATION

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

Vice President for Academic Affairs  
Southern Nazarene University, Bresee Hall  
6729 NW 39th Expressway  
Bethany, OK 73008  
405-491-6600

## CONFIDENTIALITY OF STUDENT RECORDS

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

## DEFINING VALUES

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### ***MISSION***

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



## **PURPOSE**

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

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

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

## **MOTTO**

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

## **FOCUS ON EXCELLENCE IN ACADEMICS**

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

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

SNU is known for its challenging academic programs and the quality of its graduates. We invite students from diverse ethnic, socioeconomic, cultural and faith backgrounds and provide the resources and

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

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

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

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

### ***Educational Goals***

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

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

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

To achieve the second educational goal of professional preparation, master's degree programs have been developed and refined at SNU over the years. Each of these programs of study provide students

with the opportunity to learn the skills and knowledge germane to the particular discipline as determined by faculty with professional qualifications in the area.

### ***Academic Commitment***

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

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

## **HERITAGE**

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### ***Institutional History***

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

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

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

### ***Institutional Presidents***

Presidents of Southern Nazarene University since its merger have been:

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

## **FOCUS ON CHRISTIAN COMMUNITY**

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Our educational mission is fulfilled within Christ-centered community. That community comes from the common pursuit of scholarship. However, our fundamental community arises and exists through our shared commitment to the person and work of Christ. We confess that God has made known through

Christ the most significant truth that can be known by humankind—God's nature and purpose. Thus, we are most truly a community when we are focused upon God's call to live and work in ways that express the life and likeness of Christ. We belong together as learners and teachers because we all first of all belong to Christ.

## ACCREDITATIONS AND MEMBERSHIPS

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### *Southern Nazarene University is...*

- an approved four-year senior college for the South Central region of the Church of the Nazarene.
- accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Master's program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604; phone number 800-621-7440).
- accredited for Master of Arts degree programs in Theology, Teacher Education, Educational Leadership, and Marriage and Family Therapy; Master of Business Administration; and Master of Science in Management and in Counseling Psychology.
- accredited by the National Council for the Accreditation of Teacher Education (NCATE).
- accredited by the Commission on Collegiate Nursing Education.
- accredited by the Commission on Accreditation of Athletic Training Education.
- accredited by the National Association of Schools of Music.
- 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.
- a member of the Association for Continuing Higher Education (ACHE).
- member of the Council for Adult and Experiential Learning.
- a member of the Christian Adult Higher Education Association (CAHEA).

## MAIN CAMPUS FACILITIES

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

### **A.M. Hills Hall**

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

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

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

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

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

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

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

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

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

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

**The R. T. Williams Learning Resources Center (LRC)** houses the SNU Library, McNair Scholars Program, Fred Floyd Archives, Center for Student Success, LIFE, Testing Services, Online Center and College of Teaching and Learning. In addition to its in-house collections, the library hosts electronic full-text access to a large number of databases. Books, and periodicals, and interlibrary loan service provides access to millions of books and periodicals throughout the world. Access to these databases is available through the SNU Library's website ([snu.edu/library](http://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 3rd floor is the Center for Student Success which provides a variety of academic support services. Testing Services provides proctors for Residual ACT exams, CLEP testing for course credit, MAT exams, Castle Tests (career specific exams), and other degree specific proficiency exams. The LRC 3rd floor is also home to the federally funded Ronald E. McNair Postbaccalaureate Scholars Program for high-achieving students from an underrepresented population.

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

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

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

**The Webster Commons** houses a variety of student services, including the Sodexo dining hall, the Storm Cellar Cafe, Pop's Lounge, conference rooms, University Store, the Student Health Services, Student Government Association offices, the Echo and Arrow offices, the Office of Spiritual Development, and the Office of Student Development (including Community Life, Counseling Center, Career Center, and Housing).

## SNU-TULSA FACILITIES

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

## SCHOOL OF GRADUATE STUDIES PHILOSOPHY

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

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

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

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

## GRADUATE STUDIES LEARNING OUTCOMES

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

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

## ACADEMIC ORGANIZATION OF SNU

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### ***Administrators***

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

### ***Colleges***

#### **COLLEGE OF HUMANITIES** - *Vacant, Dean*

Division of Cultural and Communication Studies  
     *Department of Art & Design*  
     *Department of English*  
     *Department of Modern Languages*  
     *Department of Speech Communication*  
 School of Music  
 School of Theology and Ministry

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

Division of Science and Mathematics  
     *Department of Biology*  
     *Department of Chemistry*  
     *Department of Computer Science/Network Engineering*  
     *Department of Mathematics*  
     *Department of Physics*  
 Division of Social and Behavioral Science  
     *Department of History, Politics and Geography*  
     *Department of Psychology and Counseling*  
     *Department of Sociology*  
 School of Nursing  
 School of Kinesiology

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

School of Business  
 School of Graduate Studies  
 School of Professional Studies

#### **COLLEGE OF TEACHING AND LEARNING** - *Dennis Williams, Ph.D., Dean*

Center for Applied Studies in English (ASEC)  
 Center for Global Engagement (CGE)  
 General Education Program  
 Honors Program  
 Online Resources Center  
 Ronald E. McNair Postbaccalaureate Scholars Program  
 School of Education  
 Testing Services



# Chapter 2

## Admission Policies

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

<b>Program</b>	<b>Telephone</b>
Counseling	405.717.6269
Education	405.491.6346
Kinesiology	405.717.6263
Management	405.491.6628
Nursing	405.491.6365
Theology	405.491.6368

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

### IN THIS CHAPTER

SCHOOL ADMISSION

GRADUATE TRANSFER CREDIT

RE-ENTRY ADMISSION

SECOND MASTER'S DEGREE

INTERNATIONAL STUDENTS

## SCHOOL ADMISSION

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

## GRADUATE TRANSFER CREDIT

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

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

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

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

## RE-ENTRY ADMISSION

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

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

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

## SECOND GRADUATE DEGREE

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A student who holds a master's degree from SNU may earn a second master's degree by completing all program requirements required for the second degree.

A student may apply no more than nine credits of work from the first degree to a second degree; all coursework applied to a degree must be no more than six years old (see Statute of Limitation).

## INTERNATIONAL STUDENTS

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In addition to the regular admission materials, students who completed any of their baccalaureate studies from an English-speaking college or university outside of the United States must submit proof of proficiency in the English language. This is usually accomplished by a TOEFL internet-based score of at least 79 (or paper-based equivalent), an IELTS score of 7.0, or successful completion of an approved ESL program. Students without qualifying scores may apply to SNU's Center for Applied Studies in English

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



# Chapter 3

## Policies and Procedures

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

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

### IN THIS CHAPTER

**GRADUATION REQUIREMENTS**

**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**

## GRADUATION REQUIREMENTS

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

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

## ACADEMIC LIMITATIONS

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### *Statute of Limitations*

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

### *Auditing*

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

### *Correspondence and Extension*

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

### *Independent and Directed Study*

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

### *Maximum Course Loads*

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

### *Residency*

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

### *Undergraduates Receiving Graduate Credit*

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

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

## GRADES AND GRADE POINT AVERAGES

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

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

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

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

## APPEALS

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

### *Grade Changes and/or Appeals*

#### Pre-appeals

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

#### Appeals Procedure

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

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

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

## COURSE NUMBERING

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

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

## THESIS DEFENSE / EXIT EVALUATION

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

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

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

## COMMENCEMENT AND DEGREE-GRANTING

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

Students who complete all requirements for the degree may request an official transcript with a temporary degree statement to use until the degree is granted.

## ONLINE LEARNING POLICIES

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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

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### *Policies*

This Computer Use and Ethics policy relates to use of all computer facilities operated through SNU by students, employees, or guests for any purpose. SNU makes available computer facilities primarily for the use of students, faculty, and staff for purposes of research and instruction. We aspire that such



facilities be used in faithful accord with the ethical perspective of the Church of the Nazarene and the Wesleyan-Arminian theological tradition.

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

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

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

### ***Appropriate Use***

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

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

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

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

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

### ***Copyright***

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

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

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

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

### ***Academic Honesty and Intellectual Theft***

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

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

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

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

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

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

### ***Privacy***

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

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

### ***Security***

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

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

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

## ***Enforcement***

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

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

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

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

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

## **ACADEMIC INTEGRITY**

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### ***Policies***

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

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

## 12. Accessing of unauthorized computer systems or files.

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

### ***Enforcement***

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

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

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

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

# Chapter 4

## Financial Information

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

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

*[snu.edu/graduate-financial-aid](http://snu.edu/graduate-financial-aid)*

### IN THIS CHAPTER

TUITION/FEES

FINANCIAL ASSISTANCE

## TUITION/FEEES

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

## FINANCIAL ASSISTANCE

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

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

### ***Subsidized Stafford Loan***

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

### ***Unsubsidized Stafford Loan***

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

### ***Payment Plans***

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

# Chapter 5

## Programs and Curricula

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

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

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

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

### IN THIS CHAPTER

**GRADUATE PROGRAMS IN COUNSELING**

**GRADUATE PROGRAMS IN EDUCATION**

**GRADUATE PROGRAMS IN MANAGEMENT**

**GRADUATE PROGRAMS IN NURSING**

**GRADUATE PROGRAMS IN THEOLOGY and MINISTRY**

## GRADUATE PROGRAMS IN COUNSELING

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### *Program Information*

The graduate degree programs in counseling at SNU are Master of Science in Counseling Psychology (MSCP), Master of Arts in Counseling Psychology (MACP), and Master of Arts in Marriage and Family Therapy (MAMFT). The MACP and MSCP degrees are designed to meet the academic requirements for the State of Oklahoma's Licensed Professional Counselor credential and the MAMFT program fulfills the academic requirements for the Oklahoma Marital and Family Therapist license. All programs share a common CORE of coursework and are delivered in an accelerated, modularized format.

The graduate programs in counseling are committed to building thoughtful, informed, caring Christian persons who are contributing professionals to the field of counseling psychology and marriage and family therapy. It is the goal of all programs that persons completing the programs acquire the skills and perspectives requisite to effectiveness in the conduct of both their professional and personal lives. Also regarded as essential is the student's knowledge of and appreciation for the contributions of orthodox Christianity and the Wesleyan-Armenian tradition to understanding human nature, human behavior and factors affecting behavior change. The focus of the programs, therefore, is on producing qualified, credible professionals who can bring the added dimension of a Christian perspective that influences their professional endeavors.

### *Program Objectives*

- Understanding the discipline's major issues (philosophical, methodological, social) and an articulation of the complexities of those issues.
- Understanding the current trends and developments in the field within the context of the historical underpinnings of the discipline. Appreciation for and development of research skills which are essential to understanding the current work of the field as well as to becoming a contributing professional to the field.
- Application of current theoretical and research findings to various problems/issues that typically arise in counseling settings.
- Development of requisite skills and techniques (listening, reflecting, responding, testing, interpreting, diagnosing, etc.) to be effective as a counselor in today's world.
- Increased depth of understanding in selected content areas.
- Comparison of various theoretical approaches (and their implications for practice), with integration/synthesis of the commonalities and analysis of the differences.
- Sufficient familiarity with various theoretical and worldview positions so that the student can state the basic assumptions of a particular perspective and compose a coherent argument which follows from that specific set of assumptions.
- Understanding of the principles that guide ethical decision-making as a practitioner (e.g. those adopted by the APA, AAMFT, ACA, etc.).
- Fostering an on-going quest for knowledge, which manifests itself in continuing professional development, professional contribution to the field and life-long learning.
- Continuing improvement of written communication skills.
- Continuing improvement of oral communication skills.
- Expression of a personal philosophy of life from which one's professional emphases and commitments arise; ultimately, this results in the articulation of a preferred counseling approach, along with practice of that approach.

Although not a primary emphasis of the program, the curricular design reflects the flexibility to allow



the student to develop expertise in dealing with specific problems/content areas (e.g. substance abuse, incest, marriage and family, etc.).

### ***Admission Requirements***

The Graduate programs in Counseling **offer four start dates annually.**

Groups start in...

#### **Oklahoma City Campus**

- August (Early application deadline is March 1st; regular admissions deadline is June 1st)
- January (Application deadline is October 15th)

#### **Tulsa Campus**

- October (Application deadline is September 15th)
- February (Application deadline is December 15th)

### **Application Process**

#### **1. Applicants must meet the following requirements to apply...**

- Hold a baccalaureate degree from a regionally accredited college or university
- Have a satisfactory score on the TOEFL (international students only)
- Have taken at least 18-hours of psychology related undergraduate coursework, two of which need to be an Intro to Psychology course and Statistics
- Have maintained a 2.70 GPA

#### **2. Send your official transcripts to verify that you meet our requirements.**

##### **For Oklahoma City campus applicants:**

Transcripts can be e-mailed to (ssecor@snu.edu), faxed (405-491-6375) or mailed to:

Scott Secor  
Southern Nazarene University  
6729 NW 39th Expressway  
Bethany, OK 73008

##### **For Tulsa campus applicants:**

Transcripts can be e-mailed to (kiroach@mail.snu.edu) or mailed to:

Kim Roach  
Southern Nazarene University  
8210 E Regal Court  
Tulsa, OK 74133

#### **3. If application requirements are met, applicants can complete the rest of the application materials, which are...**

- Online Application
- Three Recommendations-We prefer two of these be from academic sources; however, at least one does need to be academic in nature.
- Work History Form
- Writing Exam-This will be e-mailed to applicants once the link is requested from the department. Login information will be sent to the applicant (See the Writing Exam Information below for more information on this requirement).
- Background Check Release-SNU's program requires a background check for all applicants. Filling out and sending in this form authorizes the department to conduct a background check.
- \$50 Application Fee-Please make checks payable to the SNU Graduate Programs in Counseling. Cash is also accepted.

3b. If application requirements are not met, the department will give applicants recommendations regarding their next steps.

#### 4. Once the admissions deadline arrives, applicants will be contacted by the department to set up their interview

- Applicants will be a part of two individual interviews and a group interview process.
- The admissions committee will then meet to decide on the applicants for the upcoming group.
- Applicants will be informed within a couple of weeks after their interview whether they were accepted into the program.

#### 5. If applicants are admitted into the program, then they must complete the following:

- Contact Financial Aid to arrange finances for the program (405) 491-6685.
- Take the APA exam and pass with a proficiency of at least 80%.
- Pay an \$185 non-refundable enrollments fee (fee is waived for SNU alumni or McNair Scholar)

#### Writing Exam Information

This will contain two timed writing exams. One is an issue and the other an argument response. Each is timed. You will be scored on your ability. This section allows you to take both the argument and issue sections twice.

Further, the writing exam contains a counseling vignette for you to respond to and a goals essay telling us why you are choosing counseling. Neither of these are timed or scored, they are just for our purposes in regards to the admissions process.

## MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MSCP)

### MSCP PROGRAM

The MSCP program is a 60-hour program designed to meet the academic licensure requirements for the Licensed Professional Counselor (LPC) in Oklahoma. For students interested in research, this track is an ideal concentration and is the best preparation for those interested in pursuing doctoral work in the future. This track also allows students the option of taking the adult or child therapy concentrations. Further, students who complete the child therapy sequence will meet the academic requirements to become a Registered Play Therapist with the Association for Play Therapy in Oklahoma.

The curriculum is divided into 17 modules containing theoretical and applied psychotherapy courses, 450 hours of internship, and a thesis. Courses are completed over five non-traditional, accelerated semesters in approximately 2 years. MSCP-track students complete most of the program with their MAMFT/MACP counterparts, but will diverge in Module 14 to complete Research Methods 2. MSCP-track will rejoin their MAMFT counterparts for Modules 15-17 and will add a thesis to their coursework.

The courses (modules) are completed sequentially to allow focused study on one subject area at a time. Class meetings occur one night per week for a four-hour session for the first year of the program. In year two, classes will occur over intensive weekend courses that meet Friday evenings for four hours and all day Saturday for eight hours. Extensive directed study occurs outside the classroom in preparation for participative learning experiences during class time. The courses are as follows:

Course Number	Course Title	Credit Hours
PSY 5333	Introduction to Counseling Techniques	3
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 5283	Professional Orientation	3
PSY 6133	Research Methods I	3
PSY 6333	Theories of Counseling	3
PSY 5143	Family and Psychological Assessment	3
PSY 6263	Family Crisis Intervention	3

<b>PSY 6243</b>	Marriage and Family Therapy	3
<b>PSY 6303</b>	Counseling Children and Adolescents	3
<b>PSY 6143</b>	Research Methods II	3
<b>PSY 6293</b>	Philosophy of Interpersonal Relationships	3
<b>PSY 6393</b>	Multicultural Treatment Planning	3
<b>PSY 6296</b>	Internship	6
<b>PSY 6993</b>	Thesis	3

#### Elective Adult Courses

<b>PSY 6343</b>	Marriage & Family Systems	3
<b>PSY 6353</b>	Counseling the Elderly	3
<b>PSY 6223</b>	Drug & Alcohol Theories	3
<b>PSY 6233</b>	Brief Psychotherapy	3
<b>PSY 5223</b>	Career Assessment	3
<b>PSY 6213</b>	Group Psychotherapy	3

#### Elective Child Courses

<b>PSY 6313</b>	Introduction to Play Therapy	3
<b>PSY 5323</b>	Child Development	3
<b>PSY 5113</b>	Child & Adolescent Psychopathology	3
<b>PSY 6323</b>	Specialized Techniques in Play Therapy	3
<b>PSY 6363</b>	Advanced Clinical Play Therapy	3

#### Elective Internship Course

<b>PSY 6193</b>	Extra Internship	3
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### ***Thesis***

In addition to the courses, MSCP students will complete a master's thesis and 450 hours of Internship. Work on all three components of the program (modules, thesis, and internship) occurs simultaneously. Work on the thesis begins in the Research Methods module; work on the internship starts at the end of the first semester.

### ***Internship***

Another vital component of counselor preparation is supervised experience in counseling situation. This process is initiated briefly in the first module, but is developed more fully during the internship placement. Internships begin at the end of the first semester and are completed by the end of the fifth and final semester. The internship occurs in approved clinical settings. Throughout the program, students are encouraged to apply the training from the psychotherapy courses.

The clinical capstone of the program occurs in the Multicultural Treatment Planning course. Students integrate assessment, diagnostic, and treatment process into a clinical demonstration of their abilities to conceptualize the dynamics of their clients and to articulate comprehensive treatment plans.

### ***Exit Evaluation***

All graduate degree programs at SNU require an exit evaluation. In the MSCP program, the exit evaluation occurs through an oral defense of the master's thesis and a Clinical Competency Interview (CCI). The CCI is a way of demonstrating clinical competency of the student and synthesizing the various clinical components of the program. The CCI is intended to evaluate students' competence in assessing, diagnosing, and treating clients.

## MASTER OF ARTS IN COUNSELING PSYCHOLOGY (MACP)

### MACP PROGRAM

The MACP degree track is a 60 hour program designed to meet the academic licensure requirements for the Licensed Professional Counselor (LPC) in Oklahoma. This degree is ideal for students who desire to take the full 60-hour degree track and are most interested in the practitioner side of counseling. This track also allows students the option of taking the adult or child therapy concentrations. The lone difference between this degree and the Master of Science in Counseling Psychology (MSCP) is the research emphasis. Students taking the MACP route will only have one research class and will not be required to complete a thesis. Further, students who complete the child therapy sequence will meet the academic requirements to become a Registered Play Therapist with the Association for Play Therapy in Oklahoma.

The curriculum is divided into 18 modules containing theoretical and applied psychotherapy courses, and 450 hours of internship. Courses are completed over five non-traditional, accelerated semesters in approximately 2 years. MACP-track students complete most of the program with their MAMFT/MSCP counterparts, but will diverge in Module 13 to complete Marital and Family Systems and Module 14 to begin their adult or child therapy concentration. MACP-track students will rejoin their MSCP counterparts for Modules 15-18.

The courses (modules) are completed sequentially to allow focused study on one subject area at a time. Class meetings occur one night per week for a four hour session for the first year of the program. In year two, classes will occur over intensive weekend courses that meet Friday evenings for four hours and all day Saturday for eight hours. Extensive directed study occurs outside the classroom in preparation for participative learning experiences during class time.

Course Number	Course Title	Credit Hours
PSY 5333	Introduction to Counseling Techniques	3
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 5283	Professional Orientation	3
PSY 6133	Research Methods I	3
PSY 6333	Theories of Counseling	3
PSY 5143	Family & Psychological Assessment	3
PSY 6263	Family Crisis Intervention	3
PSY 6243	Marriage & Family Therapy	3
PSY 6303	Counseling Children & Adolescents	3
PSY 6343	Marriage & Family Systems	3
PSY 6293	Philosophy of Interpersonal Relationships	3
PSY 6393	Multicultural Treatment Planning	3
PSY 6196	Internship	6
Elective Adult Courses		
PSY 6353	Counseling the Elderly	3
PSY 6223	Drug & Alcohol Theories	3
PSY 6233	Brief Psychotherapy	3
PSY 5223	Career Assessment	3
PSY 6213	Group Psychotherapy	3

### *Internship*

In addition to the courses, MACP students will complete 450 hours of Internship. Work on both compo-

nents of the program (modules and internship) occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised experience in counseling situations. This process is initiated briefly in the first module, but is developed more fully during the internship placement. Internships begin at the end of the first semester and are completed by the end of the fifth and final semester. The internship occurs in approved clinical settings. Throughout the program, students are encouraged to apply the training from the psychotherapy courses.

The clinical capstone of the program occurs in the Multicultural Treatment Planning course. Students integrate assessment, diagnostic, and treatment process into a clinical demonstration of their abilities to conceptualize the dynamics of their clients and to articulate comprehensive treatment plans.

### ***Exit Evaluation***

All graduate degree programs at SNU require an exit evaluation. In the MACP program, the exit evaluation occurs through the Clinical Competency Interview (CCI). The CCI is a way of demonstrating clinical competency of the student and synthesizing the various clinical components of the program. The CCI is intended to evaluate students' competence in assessing, diagnosing, and treating clients.

## **MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY (MAMFT)**

### **MAMFT PROGRAM**

The MAMFT program is a 48-hour program designed to meet the academic licensure requirements for the Marriage and Family Therapy (LMFT) in Oklahoma. The MAMFT track is ideal for students interested in focusing more thoroughly on Marriage and Family therapy. The curriculum is divided into 14 modules containing theoretical and applied psychotherapy courses and 450 hours of internship.

MAMFT track students will go through the program with their MSCP/MACP counterparts, but will split off in module 14 to take Marital and Family Systems. Students are generally able to complete the MAMFT program in approximately a year and a half.

The courses (modules) are taken sequentially to allow focused study on one subject area at a time. Class meetings occur one night per week for a four-hour session for the first year of the program. In year two, classes will occur over intensive weekend courses that meet Friday evenings for four hours and all day Saturday for eight hours. Extensive directed study occurs outside the classroom, in preparation for participative learning experiences during class time.

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>PSY 5333</b>	Introduction to Counseling Techniques	3
<b>PSY 5313</b>	Lifespan Development	3
<b>PSY 5263</b>	Psychopathology	3
<b>PSY 5283</b>	Professional Orientation	3
<b>PSY 6133</b>	Research Methods I	3
<b>PSY 6333</b>	Theories of Counseling	3
<b>PSY 5143</b>	Family and Psychological Assessment	3
<b>PSY 6263</b>	Family Crisis Intervention	3
<b>PSY 6243</b>	Marriage and Family Therapy	3
<b>PSY 6303</b>	Counseling Children and Adolescents	3
<b>PSY 6343</b>	Marital and Family Systems	3
<b>PSY 6293</b>	Philosophy of Interpersonal Relationships	3
<b>PSY 6393</b>	Multicultural Treatment Planning	3
<b>PSY 6353</b>	Counseling the Elderly (not taken with Child Extension)	3

PSY 6196

Internship

6

### ***Internship***

In addition to the courses, the MAMFT student will complete a 450-hour internship. Work on all components of the program (modules and internship) occurs simultaneously. The internship is a vital component of counselor preparation and is a supervised experience in marital and family therapy counseling situations. This process is initiated briefly in the first module, but is developed more fully during the internship placement. Internships begin at the end of the first semester and are completed by the fourth and final semester. The internship occurs in approved clinical settings where marital or marriage counseling is an integral part of the practice. Throughout the program, the student is encouraged to apply the training from the psychotherapy lab courses.

The clinical capstone of the program occurs in the Multicultural Treatment Planning course. The student integrates the assessment, diagnostic and treatment process into a clinical demonstration of his/her ability to conceptualize the dynamics of the client and to articulate a comprehensive treatment plan.

A scientist practitioner model of professional training assumes that in order to become professional qualified in marital therapy or family therapy; you must seek to understand the research underpinnings of the discipline while simultaneously developing counseling knowledge and skills. The Research Methods course is the primary tool for helping the student to develop competency in research.

### ***Exit Evaluation***

All masters' degree programs at SNU require an exit evaluation. In the MAMFT program, the exit evaluation takes the form of a Clinical Competency Interview (CCI). The Clinical Competency Interview (CCI) is a way of demonstrating clinical competency of the student and synthesizing the various clinical components of the program. The CCI is intended to evaluate the student's competence in assessing, diagnosing, and treating clients.

#### Elective Child Courses

PSY 6313	Introduction to Play Therapy	3
PSY 5323	Child Development	3
PSY 5113	Child & Adolescent Psychopathology	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

#### Elective Internship Course

PSY 6193	Extra Internship	3
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## **GRADUATE PROGRAMS IN COUNSELING COURSE DESCRIPTIONS**

### **PSY 5333 Introduction to Counseling Techniques (3 credit hours)**

An introduction to the basic helping skills and the role of professional counselors. Students are introduced to specific and nonspecific variables in the counselor, the client and the counseling environment that produce change in clients. An overview of the historical development of the counseling profession is explored as well as future directions for the profession of counseling. Foundations are explored for developing a world view of counseling, inclusive of a Christian view of persons. Students will practice basic helping skills and learn to conduct initial interviews. Students will initiate use of library research to develop hypotheses for empirical research.

### **PSY 5313 Lifespan Development (3 credit hours)**

Theoretical and research approaches to the study of development of human abilities and behavior throughout the lifespan. The course will focus on such theorists as Piaget, Freud, Erikson, Kohlberg, Peck,

Vaillant, Schaie and Sternberg. Topics include developmental research methodology, variables influencing development, and basic developmental processes in physical, motor, perceptual, cognitive, linguistic, emotional, social and personality development. Applications of developmental theory to counseling are emphasized.

**PSY 6133 Research Methods I (3 credit hours)**

An overview of the various research methodologies used to study behavior. The focus is on application, especially to counseling research. This course is closely tied to development of the thesis. The prospectus is begun during this module.

**PSY 5263 Psychopathology (3 credit hours)**

Examination of techniques used in defining and classifying deviant behavior syndromes, according to DSM-IV classification. Theoretical and empirical literature dealing with etiology and treatment of various disorders is examined. Areas of coverage are situation reactions, anxiety disorders, personality disorders, psychoses, organic disorders and child-adolescent onset disorders.

**PSY 5143 Family and Psychological Assessment (3 credit hours)**

Testing theory and statistical considerations in the construction of psychological measurements. Coverage is given to administration and interpretation of various assessment tools. The course also includes diagnostic interviewing techniques, report writing, direct observation techniques and self-report scaling.

**PSY 6333 Theories of Counseling (3 credit hours)**

This course provides an overview of the major viewpoints underlying various approaches to counseling. It shows how these viewpoints developed as well as the ways of influence outlook and technique in counseling. You will have opportunity to see the various viewpoints in action as used by others and to apply them in role-played counseling sessions. Critique of the theories will include emphasis on Christian perspectives.

**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 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 is designed to provide an overview of the major theological systems, biblical issues and interactional styles which underlie a philosophy of interpersonal relationships. The broad range of attitudes, beliefs and assumptions held by counselors and clients about these issues are discussed in light of the history of Christian belief systems and the Wesleyan-Arminian evangelical tradition. Special effort is given to assisting students with clarification and articulation of their own attitudes, beliefs and assumptions and the implications their philosophy has on counseling practice.

**PSY 6143 Research Methods II (3 credit hours)**

Research Methods II provides tools to analyze research data and draw appropriate conclusions from that data. This module is a study of computer-based techniques for the more common statistical procedures used in psychological research. It gives the student experience in using Systat to describe and draw inferences about research data, as well as assisting in completing the research for the student's thesis.

**PSY 6243 Marriage and Family Therapy (3 credit hours)**

This course addresses the practice of marital and family therapy. It is designed to teach theory application, technique formation, technique delivery and follow-through in marital and family therapy. The application of family systems theory to the practice of family therapy is the foundation for this course. Techniques in marital and family therapy such as joining, relabeling, reframing, structure change, pattern enhancement, first- and second-order change, power word unpacking and faith-language framing will be taught. Instruction in the assessment and utilization of the families language, rules and structure will be provided.

- PSY 6393 Multicultural Treatment Planning (3 credit hours)**  
This course is a synthesis of the student's clinical training. The student is taught how to coordinate diagnostic interviewing, psychological assessment techniques and diagnosis to assist in developing appropriate treatment plans for clients. Students will demonstrate appropriate use of DSM-IV diagnostic skills and illustrate an awareness of the growing body of literature on empirically based treatment planning. Multicultural aspects of counseling and treatment planning are investigated.
- PSY 6353 Counseling the Elderly (3 credit hours)**  
A major emphasis for this course will be the multitude of changes that elderly adults experience and how these changes can result in issues that are addressed in a counseling setting. Normal and non-normal physiological changes and memory changes will be identified and discussed. Depression, substance abuse, and the high incident of elderly suicide will be highlighted. Geriatric assessment evaluation tools will be reviewed with emphasis on strengths, limitations, and scoring. Caregiving dynamics, both spousal as well as adult child, will be included as they impact on the elderly client. An integration of how these factors can become an integral part of the dynamics in a counseling setting will be identified with discussion centering on effective strategies.
- PSY 6213 Group Psychotherapy (3 credit hours)**  
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. There will also be an exploration of the use of groups within the Christian community.
- 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)**  
An advanced counseling course focused on specific techniques used in diagnosis and treatment of children and adolescents. Normative and non-normative aspects of development are examined to assist in understanding appropriate interventions. DSM IV diagnoses found in children and adolescents are evaluated. Legal and ethical issues related to intervention with minors are also explored.
- 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.

**PSY 6313 Introduction to Play Therapy (3 credit hours)**

This course is an introduction to the field of play therapy and play therapy techniques. An overview of play therapy history and application will be discussed. Theoretical foundations will be explored in depth as well as application of each. Specific play therapy techniques such as art therapy, sandtray play, water play, mutual storytelling, puppetry, board games and role plays, will be presented in an experiential learning environment. Students will learn how to engage in specific play techniques. Discussion of applications with special populations will also be included.

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

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 in Play Therapy. 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 6196 Internship (6 credit hours)**

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

## GRADUATE PROGRAMS IN EDUCATION

### MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (MAEL)

#### MAEL PROGRAM

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

#### *Program Objectives*

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

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

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

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

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

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

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

**Democracy** – Education is conducted in a democratic society with democratic values. This commitment to democracy is rooted in the notion of the equality of all persons. This notion is derived from the view that interdependence and participatory styles of governance are preferable to hierarchic and authoritative styles of governance. Educational 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.

### ***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***

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
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 the Principalship	3
ED 6083	School/Community Relations	3
ED 6093	Sociology Cultures/Communities/School	3
ED 6106	School Site Internship	6

## **GRADUATE PROGRAMS IN EDUCATION COURSE DESCRIPTIONS**

<b>ED 6003</b>	<b>Leadership (3 credit hours)</b> 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.
<b>ED 6153</b>	<b>Educational Research/Statistics (3 credit hours)</b> 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.
<b>ED 6023</b>	<b>Evaluation Curriculum/Instruction (3 credit hours)</b> 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 the Principalship (3 credit hours)**  
The development of education in the United States both historically and in contemporary society. The forces that are setting the current educational agenda will be studied.
- ED 6083 School/Community Relations (3 credit hours)**  
Develop an understanding of the needs and responsibilities of the public and private sectors as they relate to education. Study will center on skills for building community support for district priorities and policies.
- ED 6093 Sociology Cultures/Communities/School (3 credit hours)**  
Candidates will develop an understanding of the diversity that exists in the local community and how the school should respond, promoting the value of local school/community cultures.
- ED 6106 School Site Internship (6 credit hours)**  
Principal and Superintendent Candidates—Focus will be on personnel management and curriculum. Candidates will select one of these areas as a focal topic during each internship block. Internship experience is designed to familiarize the candidate with the practical aspects of programs they will be involved in during their professional career. Specific emphasis will be placed on school finance, legal aspects, facilities and personnel. All placements are made cooperatively between the candidate and the university internship placement committee. Internship placement may begin anytime after completing ED 6063. Candidates will complete assignment in cooperation with site-based mentor and the university internship placement committee.
- ED 6153 Educational Research/Statistics (3 credit hours)**  
The application of principles, methods and techniques of research in education. Includes interpretation, evaluation and use of research as well as an introduction to techniques of reporting research.
- ED 6413 Foundations of Reading I (3 credit hours)**  
A course designed to study the research concerning the influences of language acquisition, sociopsycholinguistic bases, interrelationship between thought and language processes for the purpose of learning to read. A second purpose of this course is to study specific reading approaches, instructional strategies and materials for pre-kindergarten and primary children.
- ED 6513 What Works in Today's Classroom (3 credit hours)**  
Course focuses on principles and practices of effective teaching. The five Core Propositions identified by the National Board for Professional Teaching Standards (NBPTS) are addressed throughout the course.
- ED 6523 Classroom Management (3 credit hours)**  
This online course focuses on three approaches to classroom management: proactive, responsive, and supportive. The candidate will complete and submit the assignments online through Performance Learning systems (PLS).

**ED 6533 Reflective Writing (3 credit hours)**

This course emphasizes the value of reflection and requires candidates to practice writing using description and analysis. Candidates will be required to describe and analyze student assignments and to reflect on their teaching practices utilizing specific writing skills identified by NBPTS as highly effective.

**ED 6543 Assessment (3 credit hours)**

The focus of this course is on the necessity of using assessment as part of the teaching/learning process. Emphasis is placed on authentic classroom assessment as well as on standardized assessment and the relationship of assessment to standards and learning. Students will develop four types of authentic assessment.

**ED 6563 School Improvement (3 credit hours)**

The course will focus on using data to improve schools. Candidates will be introduced to specific strategies that research has shown lead to increased learning.

**ED 6573 Mentoring/Coaching (3 credit hours)**

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

**ED 6583 NBPTS Certification I (3 credit hours)**

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

**ED 6593 NBPTS Certification II (3 credit hours)**

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

## GRADUATE PROGRAMS IN KINESIOLOGY

### MASTER OF ARTS IN SPORT MANAGEMENT & ADMINISTRATION (MASMA)

#### MASMA PROGRAM

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

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

#### *Program Learning Outcomes*

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

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

#### *Admission Requirements*

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

#### *Program Curriculum*

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

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

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

## GRADUATE PROGRAMS IN KINESIOLOGY COURSE DESCRIPTIONS

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**KNES 6713 Social Issues in Sport (3 credit hours)**

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

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

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

**KNES 5713 Ethics in Sport Management (3 credit hours)**

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

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

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

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

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

**KNES 5723 Sport Marketing (3 credit hours)**

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

**KNES 5733 Sport Finance (3 credit hours)**

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

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

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

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

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

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

The focus of this course is to examine the functional areas of human resource management including acquisition and placement, job analysis and design, training and development, performance management, and rewarding of human resources. Extensive reading, writing, group discussions, and case studies are utilized.

**KNES 6733 Sport Law (3 credit hours)**

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

**KNES 6753 Sport Governance and Compliance (3 credit hours)**

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



## GRADUATE STUDIES IN MANAGEMENT PROGRAMS

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

### *Program Information*

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

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

### *Objectives*

The graduate programs in management are professional in nature and are designed to provide a broad educational experience in management. They emphasize the relationship between management and the functional areas of communication, accounting, economics, finance, marketing and the quantitative sciences. The graduate programs in management are designed to fulfill the following objectives:

1. Enable the non-management and management employee of the business/government/professional organization to gain appreciation for and understanding of the management function.
2. Provide students with an opportunity to develop skill in communicating with associates in the management environment.
3. Develop critical thinking with an emphasis on creative endeavor in real-life management situations.
4. Expand appreciation and understanding of the roles that the sciences and humanities play in the day-to-day management of organizations.
5. Provide students opportunities to view management decision making from a Christian perspective.

### *Admission Requirements*

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

1. A bachelor's degree from an accredited college or university with a cumulative GPA of at least 2.00.
2. Graduate college application.
3. Official transcripts from each institution attended.
4. Professional résumé in electronic format.
5. Payment of registration fee (due upon taking the GSM-QWT Assessment).
6. Make financial arrangements with the Office of Graduate Studies Financial Assistance.

## MASTER IN BUSINESS ADMINISTRATION (MBA)

### MBA PROGRAM

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The 40 credit-hour program is composed of 13 courses (modules) and a management seminar. Courses are taken in a planned sequence one at a time. Each three credit-hour course consists of six weeks of

intensive study including weekly classroom sessions (seminar style) and extensive preparation outside of class. The program consists of 80 class sessions.

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

### ***Program Curriculum***

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

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

## **MBA-HEALTH CARE PROGRAM**

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

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

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

### ***Program Curriculum***

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

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
BADM 6123	Organizational Communication	3
ECO 5003	The Economic Environment	3
MGT 5133	Management of Organizational Behavior	3

MGT 6243	Legal Environment of Health Care	3
FIN 5003	The Accounting and Finance Environment	3
MKT 5113	Marketing Management	3
MGT 6153	Human Resource Management and Administration	3
MGT 5173	Ethics in Health Care	3
ACC 5123	Management Accounting for Health Care	3
MGT 5163	Health Care Administration	3
FIN 5123	Financial Management in Health Care	3
ECO 5123	Managerial Economics in Health Care	3
MGT 6331	Leadership in Health Care Seminar	1
MGT 6173	Strategic Management (capstone course)	3

## MASTER OF SCIENCE IN MANAGEMENT (MSM)

### MSM PROGRAM

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

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

### *Program Curriculum*

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

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

## GRADUATE STUDIES IN MANAGEMENT COURSE DESCRIPTIONS

<b>ACC 5113</b>	<b>Management Accounting (3 credit hours)</b> A study of the various systems and uses of accounting by managers with emphasis on the management accountant's role in the planning and control function. The organization of data for decision-making and the influence of quantitative techniques on management accounting are the major topics of this course. Prerequisite: FIN 5003 or equivalent undergraduate course
<b>ACC 5123</b>	<b>Management Accounting for Health Care (3 credit hours)</b> This course examines the various systems and uses of accounting in health care organizations, with

emphasis on the manager's role in the planning and control function. Major topics for this course include the organization of data for decision making and the influence of quantitative techniques on management accounting, as related to health care organizations, and other accounting principles and practices specific to the health care industry such as: Principles and Practices of Health Care Accounting, Financial Statement Analysis, Resource Allocation: Capital Budgeting, Strategic and Operational Planning, Working Capital Management, Uses of Cost Information/Pricing, Profitability, Absorption Costing, Third Party Reimbursements, and other appropriate topics. Case analysis related to health care organizations is used extensively in this course.

**BADM 6123 Organizational Communication (3 credit hours)**

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

**ECO 5003 The Economic Environment (3 credit hours)**

This course examines economics from a historical perspective. Economic principles are discussed from a management perspective, including production, costs, exchange, distribution, and consumption. Students apply economic concepts such as scarcity and opportunity costs, relationship between aggregate supply and demand, profit maximization, foreign trade, and banking systems.

**ECO 5113 Managerial Economics (3 credit hours)**

This course applies economic theory to practical business operations and examines how managers can best structure the architecture of their organizations to motivate various constituencies, thereby increasing the overall value of organizations. Attention is focused on the management of assets and allocation of capital.

**ECO 5123 Managerial Economics in Health Care (3 credit hours)**

This course applies economic theory to the health care sector. Demand and supply, elasticity, health insurance regulation, competition and cost effectiveness will be areas of emphasis. Attention is devoted to planning, implementation and operation of health care organizations from the perspective of providers, payers, and the population.

**FIN 5003 The Accounting and Finance Environment (3 credit hours)**

This course deals with basic accounting and financial functions with an emphasis on management's role, the organization of data for decision making, and the budgeting process.

**FIN 5113 Financial Management (3 credit hours)**

This course presents an intensive study of the finance function in the corporate world. The financial environment, time-value, capital budgeting, cost of capital, working capital management, debt-equity structure, and international finance are examined.

**FIN 5123 Financial Management in Health Care (3 credit hours)**

This course focuses on applied financial management concepts for health care organizations. Topics include preparation and analysis of financial statements for health care organizations, staffing, reporting, financial ratios, budgeting, and asset acquisition.

**MGT 5123 Management Science (3 credit hours)**

Operations and management science techniques currently used in organizations are explored. Project management, forecasting, inventory models, scheduling, and other techniques are included.

**MGT 5133 Management of Organizational Behavior (3 credit hours)**

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

**MGT 5153 Ethics in Management (3 credit hours)**

This course presents a rational, ethical framework, consistent with Christian values, by which decisions and actions undertaken by business people can be evaluated. Ethics will be examined through case studies, class discussions, and position papers related to the students' experiences.

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

## GRADUATE PROGRAMS IN NURSING

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### ***Program Information***

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

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

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

### ***Admission Requirements***

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

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

## MASTER OF SCIENCE IN NURSING EDUCATION (MSNE)

### **MSNE PROGRAM**

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

### ***Program Objectives***

The objectives of the track are to:

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

## ***Program Curriculum***

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

## **MASTER OF SCIENCE IN NURSING LEADERSHIP (MSNL)**

### **MSNL PROGRAM**

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

### ***Program Objectives***

The objectives of the track are to:

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

## ***Program Curriculum***

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b><i>Core Courses</i></b>		
NURS 5113	Theoretical Foundations of Nursing	3
NURS 5133	Nursing Research	3
NURS 6123	Profession as Ministry	3
NURS 6153	Trends and Issues in Healthcare Policy	3
NURS 6176	Capstone Experience	6
NURS 6183	Illness Reduction and Management	3
NURS 6243	Nursing Informatics	3
<b><i>Specialty Courses</i></b>		
NURS 5153	Leadership Practicum	3
NURS 5163	Organizational Behavior in Healthcare	3
NURS 6163	Human Resource Management and Administration	3
NURS 6173	Financial Management in Health Care	3
NURS 6263	Clinical Focus	3

## GRADUATE PROGRAMS IN NURSING COURSE DESCRIPTIONS

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- NURS 5113 Theoretical Foundations of Nursing (3 credit hours)**  
The study and application of relevant theories and concepts that allow the professional nurse to develop a comprehensive and holistic approach to clinical nursing practice.
- NURS 5123 Theoretical Foundations of Education (3 credit hours)**  
Emphasis is on application of learning principles and adaptation of subject matter content and teaching techniques to the learner population. Also examines legal and professional issues facing contemporary educators (i.e. teacher and learner rights and responsibilities, confidentiality, classroom management issues, etc.)
- NURS 5133 Nursing Research (3 credit hours)**  
Focus is on the discovery and utilization of new knowledge to provide high quality healthcare, initiate change and improve nursing practice. The focus is on the identification of researchable problems and the utilization of research as a basis for decision-making in the practice setting. A research proposal will be developed.
- NURS 5143 Teaching and Evaluation Methods (3 credit hours)**  
A variety of instructional strategies (lecture, seminar, self-directed learning, laboratory practice, simulations, case studies, journaling and effective clinical instruction) will be considered. Describes methods to evaluate knowledge acquisition and critical thinking of the learner in various settings. Emphasis on development and administration of valid and reliable knowledge- and performance-based tests.
- NURS 5153 Leadership Practicum (3 credit hours)**  
Designed to provide the student with an understanding of how the foundations of nursing practice and leadership theories and principles can be integrated to function in the role of a nurse leader. The student reviews the Nursing Code of Ethics, ANA Standards of Practice, and be introduced to various theories of leadership, as they apply to the clinical practice setting. Discussion of leadership theories and management theories will provide an understanding of the differences and role differentiation between expertise and leadership. A major component of the course is a practicum requirement, where students spend time with here students spend time with nurse leaders/managers in a selected healthcare setting. nurse leaders/managers in a selected healthcare setting. Theory and practicum components.
- NURS 5163 Organizational Behavior in Health Care (3 credit hours)**  
This three credit-hour module focuses on behavioral and social systems in works organization. Topics will include individual and group behavior, organization change, leadership development in complex systems, and the impact of organizational culture on decision-making and motivation of staff. Students will have an opportunity to put the information into practice by developing an action plan for a problem or issue that is unique to their work setting.
- NURS 6113 Curriculum Development for the Health Professions (3 credit hours)**  
Provides elements of curriculum design, including course and syllabus development, evaluation of student learning and current issues in teaching in the health professions. Emphasis is on the academic preparation of professional nurse faculty.
- NURS 6123 Profession as Ministry (3 credit hours)**  
The focus of the course is on professional role development providing the learner with an understanding of the integration of faith, learning and living in the practice of nursing. Ethical decision-making, patient advocacy and service to the global community are emphasized.
- NURS 6153 Trends and Issues in Health Care Policy (3 credit hours)**  
A study of the current trends in healthcare including health care financing, globalization of health care, allocation of scarce resources, social issues, lifestyle choices, cultural sensitivity and diversity which influence the world's health status.
- NURS 6163 Human Resource Management and Administration (3 credit hours)**  
This three hour module is designed to provide an understanding of the laws and regulations that guide hiring, firing, and managing the human resources of an organization. Identifying data and information



sources routinely available to achieve defined clinical outcomes and response to the accreditation requirements will assist the learner to understand the relationship of revenue flow and the provision of care. Budget preparation, on the micro level, will be discussed, and will be integrate with staffing, patient safety, and patient outcomes.

**NURS 6173 Financial Management in Health Care (3 credit hours)**

This three credit-hour module focuses on the role of financial management in organizations, and the financial skills that are needed to develop or to supervise the development of financial information. The course will look at the financing of health care within the health care environment. Topics will include budgeting, applied economics, and financial accounting. Basic accounting principles, analysis of financial statements, cost management, managerial accounting, forecasting, planning, and the use of computers in financial management will be covered.

**NURS 6176 Capstone Experience (6 credit hours)**

Completion and presentation of a research study, which integrates all elements of the learning experience. Culminates in a Master's thesis or capstone. It is recommended that students begin planning and developing this experience early in the program.

**NURS 6183 Illness Reduction and Management (3 credit hours)**

This three credit-hour module focuses on disease reduction and prevention, through expanded knowledge in pathophysiology, epidemiology, and health assessment. The course builds on a background of anatomy and physiology and health assessment, to provide a foundation for understanding health deviations.

**NURS 6193 Nursing Education Practicum (3 credit hours)**

Focuses on preparing MSNE graduates for their roles as new faculty members. During the course, students look at the culture of the institutional environment, faculty mentoring, advising students, how to publish, the process of grantmanship, expectations and opportunities related to faculty service, and legal issues in education. Theory and practicum components.

**NURS 6243 Nursing Informatics (3 credit hours)**

This is a three credit-hour graduate course. The course provides an overview of nursing informatics for the nurse educator and leader. Focus is on developing and understanding of concepts relevant to health care informatics. Current trends and issues in using, designing, and managing health care information systems will be examined.

**NURS 6263 Clinical Focus (3 credit hours)**

Experiences are individualized to meet learning needs of the students. Discussions concentrate on individual students' research studies. Concepts relevant to the development and writing of the early chapters of the Master's thesis are covered. Theory and practicum components.

## GRADUATE PROGRAMS IN THEOLOGY and MINISTRY

### MASTER OF ARTS IN THEOLOGY

#### *Program Objectives*

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

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

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

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

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

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

#### *Admission Requirements*

- Have previously earned a bachelor's degree from an accredited institution. The degree does not have to be in religion/theology, although an undergraduate major or minor in religion/theology is

the most beneficial as a basis for graduate work in theology.

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

## Curriculum

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

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

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

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

Course Number	Course Title	Credit Hours
<b>Core Courses</b>		
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 dean and the M.A. coordinator, cognate courses may be taken in other fields by consignment or transfer. Grades of "B" or better must be earned in all transfer or consignment work.

### ***Exit Evaluation***

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

## **M.A. IN THEOLOGY COURSE DESCRIPTIONS**

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

### **B LT (BIBLICAL LITERATURE)**

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

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

#### **B LT 4173 Johannine Literature\* (3 credit hours)**

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

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

- B LT 4193 General Epistles and Revelation\* (3 credit hours)**  
A literary, cultural and theological analysis of the Epistle to the Hebrews, the Epistles of James, Jude and Peter, and the book of Revelation. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).
- B LT 4213 Poetic and Wisdom Literature\* (3 credit hours)**  
An exegetical study of the Psalms and Wisdom Literature of the Old Testament, focusing on the literary form, the social and religious milieu and the theological significance of selected Psalms, the books of Proverbs, Job and Ecclesiastes, as well as a brief survey of extra-canonical wisdom literature. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).
- B LT 4273 Luke - Acts\* (3 credit hours)**  
A study of the Lukan writings as a literary unit which covers the history of the Gospel from its beginnings in the life and ministry of Jesus through its proclamation to the world in the life and ministry of the Early Church. Attention will be given to the literary relations between Luke and the other Synoptic Gospels, as well as to the unifying themes of Luke-Acts. **Prerequisite:** Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).
- B LT 5003 Seminar: Selected Studies (3 credit hours)**  
A study of a significant area of contemporary and enduring interest in Biblical Studies. Hermeneutics, Intertestamental Literature, Messianism, Hebrews, selected General Epistles, Miracles, recent developments in the study of Jesus, etc., are the kinds of topics that will be selected for the seminar.
- B LT 5183 Readings in New Testament Greek (3 credit hours)**  
See GK 5183
- B LT 5191-3 Directed Study (1-3 credit hours)**  
See GK 5191-3
- B LT 5203 Biblical Interpretation (3 credit hours)**  
After a brief survey of the history of biblical interpretation, attention is given to contemporary methods of analyzing the Bible for the purpose of interpretation in a ministry context. A major interpretation project in both Old Testament and New Testament is required. This is a CORE module for M.A. students having deficiencies in Bible.
- B LT 5213 Deuteronomy and Mosaic Traditions (3 credit hours)**  
A detailed exegetical study of the Torah, including a survey of the critical problems of the first five books of the Old Testament, but focusing especially on the Torah's theological interpretation of the Wilderness Period and the concepts of law, religious institution and covenant. This course will primarily deal with Leviticus, Numbers and Deuteronomy. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.
- B LT 5223 Exilic Literature (3 credit hours)**  
A detailed exegetical study of the prophetic response to the theological crisis of Exile, focusing especially on the tension between wrath and mercy, the continued rise of Messianism and the development of the concept of redemptive suffering. The course includes the books of Isaiah, Jeremiah, Ezekiel, Obadiah and Lamentations. **Prerequisite:** Biblical Introduction (B LT 5233) or permission of the professor.
- B LT 5233 Biblical Introduction (3 credit hours)**  
M.A. IN THEOLOGY CORE COURSE. An examination of the biblical writings in relation to the questions posed by critical inquiry. The course will include: a brief survey of the history of biblical interpretation; the more specific issues of authorship, date, sources, literary features, and redaction; the problem of the Bible as the Word of God in the words of humans; and the larger issues of authority, inspiration, actualization and canonization. This course will help students identify and evaluate their own presuppositions while developing tools and methods for proper biblical interpretation.
- B LT 5323 Readings in Biblical Hebrew (3 credit hours)**  
See HB 5323
- B LT 5333 Advanced Readings in Hebrew/Aramaic (3 credit hours)**  
See HB 5333
- B LT 5361-3 Directed Study In Hebrew/Aramaic (1-3 credit hours)**  
SEE HB 5361-3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**C HS 6223 Specialized Studies (3 credit hours)**

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

**GK (GREEK)****GK 5183 Readings in New Testament Greek (3 credit hours)**

Advanced readings from the Greek text of selected New Testament books. The books of Romans, Corinthians, Prison Epistles, Matthew, Luke and Acts are offered at various times. This course may be repeated. **Prerequisite:** Nine credit hours of New Testament Greek.

**GK 5191-3 Directed Study (1-3 credit hours)**

Requires approval by M.A. coordinator and Greek professor.

## HB (HEBREW)

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

## MISS (MISSIONS)

- MISS 4113 International Relations\* (3 credit hours)**  
Forces dividing nations, nationalism in all its phases, colonial and economic imperialism, militarism and war are studied. **Prerequisite:** Junior standing or American Federal Government (HP 1113).
- MISS 4123 Modern East Asia\* (3 credit hours)**  
Political development of Japan, China, India and Korea. Designed for students preparing to do missionary work in the Orient. **Prerequisite:** Sophomore standing or American Federal Government (HP 1113).
- MISS 4163 Theology of Christian Missions\* (3 credit hours)**  
A study of the underlying principles and theological presuppositions of the Christian mission in relation to other cultures and non-Christian religions.
- MISS 4183 Cultural Anthropology\* (3 credit hours)**  
A cross-cultural approach to a study of race, culture, and society which provides understanding toward effective communication of the gospel.
- MISS 4213 Communication in Conflict Management\* (3 credit hours)**  
A study and practice of communication as interpersonal behavior and relationship with emphasis upon the individual and his/her management of conflict situations through specific tactics and strategies. Extensive use of cases and simulations illustrating conflict problems and management in personal, family and professional situations.
- MISS 4223 Mission Topics\* (3 credit hours)**  
Selected topics related to missions such as Culture and Evangelism, Linguistics, Area Studies and Issues in Missiology. The course is taught subject to interest and specialization of the Garner Chair of Missions professor.
- MISS 4233 Intercultural Communication\* (3 credit hours)**  
An introduction to the communication which takes place when people of different cultures interact. This course surveys differences in cultures which can create obstacles to understanding and communication and offers suggestions for dealing with these obstacles.
- MISS 4273 Linguistics\* (3 credit hours)**  
A comprehensive study of current linguistic theory, language change, language universals, and the impact of language study on literary criticism.
- MISS 4281-3 Directed Study in Missions\* (1-3 credit hours)**
- MISS 4333 World's Living Religions\* (3 credit hours)**  
A study of the major religions of mankind and their literature, with special emphasis on the religions of the Orient and the Near East.
- MISS 5103 Traditional Religions (3 credit hours)**  
A study of the basic features of religious systems and institutions of animistic societies in which witchcraft, sorcery, shamanism, priesthoods and prophetic movement are considered.

## PHIL (PHILOSOPHY)

- PHIL 4113 Developments in Contemporary Philosophy (3 credit hours)\***  
The main problems of Pragmatism, Neorealism, Logical Positivism, Phenomenology, Existentialism and Analytic Philosophy are carefully surveyed and analyzed. **Prerequisite:** History of Ancient and Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).
- PHIL 4123 Philosophy of Religion\* (3 credit hours)**  
Attention is given to the meaning of religion, the relation of faith and reason, the nature and validity of religious experience, the arguments for the existence of God, the nature of good and evil, the knowledge of God and the theories of religious language. **Prerequisite:** History of Ancient and Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).
- PHIL 4192-3 Seminar in Philosophy\* (2-3 credit hours)**  
An advanced course designed to deal intensively with a topic of current philosophical significance. The content varies so that credit may be obtained in successive semesters. A wide variety of subjects make the course attractive to students of all fields, and by permission of the instructor special students may be admitted to the class even though not of advanced standing.
- PHIL 4333 World's Living Religions\* (3 credit hours)**  
See MISS 4333
- PHIL 5153 Religion and Science (3 credit hours)**  
This course seeks to survey the main issues in the interaction between science and religion. The course will survey some comparisons of the tasks of scientific and theological investigation and discourse, and look at models of the interaction between the two. There are also major points of intersection between religion and science, such as ethical issues raised by developments in science and technology; biological evolution and the assessment of its religious significance by different cultural traditions; models of God popular among scientists and those living in a scientific age (theism, panentheism, pantheism); developments in physics and cosmology which suggest new types of metaphysical commitments.
- PHIL 5181-3 Independent Study (1-3 credit hours)**  
Requires approval of MA coordinator and Philosophy professor.

## PRTH (PRACTICAL THEOLOGY)

- PRTH 4103 Expository Preaching\* (3 credit hours)**  
An advanced course in Biblical preaching with a definite emphasis on expository homiletics. **Prerequisite:** Senior Standing, Fundamentals of Preaching (PRTH 3113), nine credit hours of B LT, New Testament Greek (GK 2113), or permission of the instructor.
- PRTH 4113 Psychology of Religion\* (3 credit hours)**  
An interpersonal approach to the study of religious experience and behavior. The course is primarily concerned with normal Christian religious experience. Such topics as conviction, conversion, sanctification, prayer, guilt, devotion, and religious development will be explored. The relationship between religious life and mental health will be examined and contemporary approaches to counseling and therapy will be presented. **Prerequisite:** Familiarity with the basic vocabularies of theology and psychology. Psychology of Personality (PSY 4153) recommended.
- PRTH 4143 Pastoral Care and Counseling\* (3 credit hours)**  
A study of the place of pastoral counseling in the Christian ministry. Personality problems and counseling processes are surveyed. Emphasis is placed on developing counseling techniques and a study of the types of counseling used in the ministry. **Prerequisite:** One course in psychology or permission of the professor.
- PRTH 4163 Pastoral Leadership and Team Building\* (C ED 4163) (3 credit hours)**  
SEE C ED 4163
- PRTH 5001 Orientation to SNU Online Studies (1 credit hour)**  
This course serves as an orientation to SNU, the course management software and to the kind of work necessary to succeed in the program. It also provides a participatory experience in the rapidly changing use of technology in adult education and organizational communication.
- PRTH 5113 Biblical Preaching for Today (3 credit hours)**  
This course is designed to discover new ideas and concepts in preaching. It is the goal of this course to enable individual students to build and develop skills for more effective biblical preaching. Attention will be especially focused on expository preaching from the Gospel of Saint Luke.



**PRTH 5203 Leadership and Conflict Resolution (3 credit hours)**

This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well practical application of these principles. Students will have the opportunity to explore various styles of leadership and begin to identify their own leadership style using the Leadership Practices Inventory developed by Kouzes and Posner. Students will gain hands-on experience by analyzing their performance in a current or new leadership role in the Church.

**PRTH 5303 Leadership Skills and Team Building (3 credit hours)**

Causes of conflict will be studied along with strategies of its management and reduction. Discussion will integrate leadership philosophy and conflict issues.

**PRTH 6133 Patterns of Church Renewal (3 credit hours)**

The biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.

**PRTH 6191-3 Thesis Research (1-3 credit hours)**

By permission of the M.A. coordinator only.

**PRTH 6223 Specialized Studies (3 credit hours)**

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

**PRTH 6401-2 Directed Ministry Practicum (1-2 credit hours)**

A supervised practicum in an area of actual ministry will be selected in consultation with the Coordinator of the M.A. program.

**PRTH 6403 Ministry Practicum: Leading Change in the Local Church (3 credit hours)**

This course provides a culminating integration for students finishing the degree program. Students will demonstrate their ability to apply the principles of Church Leadership by diagnosing a current situation in their church and designing a change plan based on the concepts and principles taught in the various courses of the MACL.

**THEO (THEOLOGY)****THEO 4181-3 Directed Study\* (1-3 credit hours)**

Requires approval by M.A. coordinator and Theology professor.

**THEO 5113 Wesleyan-Arminian Theology (3 credit hours)**

The first half of the semester will be devoted to the background and development of the theology of James Arminius in its relation to the 17<sup>th</sup> 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 18<sup>th</sup> 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: 19<sup>th</sup> – Mid 20<sup>th</sup> 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 20<sup>th</sup> Century (3 credit hours)**

This course is a study of the theological conversation that emerged because of the Post-Modern setting. Attention will be given to the problem of pluralism and the doctrinal issues which are impacted by this problem. We will explore a variety of theological methods and theologians for this post-modern setting. Half of the class will be devoted to exploring and constructing a specific theological approach.

**THEO 5163 Reformation Theology (3 credit hours)**

A study of the chief theological concepts of the Protestant Reformation against the background of late medieval thought. Major attention will be given to the thought of Luther and Calvin with extensive readings in their works.

**THEO 5173 Seminar in Theology (3 credit hours)**

In response to the most recent developments in the theological world, specialized seminars on contemporary topics such as liberation theology, incarnational theology, etc., will be offered according to need.

**THEO 5181-3 Directed Readings in Theology and Ministry (1-3 credit hours)**

Study in subjects and literature in a specialized area of Theology and Ministry is permitted. (This course is only offered on a Pass/Fail basis.) Requires approval by M.A. coordinator and professor directing the study

**THEO 5191-3 Seminar in Theology (1-3 credit hours)**

Specialized investigation of specific areas of Biblical or theological content. May be repeated.

**THEO 5303 Theological Method (3 credit hours)**

The Wesleyan quadrilateral will provide the basis for lecture, readings and discussion on the role of Scripture, tradition, experience and reason in making theological decisions relating to ministry. The implications of other contemporary theological methods for ministry will be explored. This is a CORE module for M.A. students having deficiencies in Systematic Theology.

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

M.A. IN THEOLOGY CORE MODULE. Biblical, historical and contemporary bases will be explored as resources for the formulation of a theology of the church and of ministry in the church. The impact on one's presuppositions of church and ministry on actual practice of ministry will be discussed.

**THEO 6113 Patristic Theology (3 credit hours)**

A study of Christian theology in the classical period of its development, from the 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.

# Chapter 6

## Academic Personnel

### IN THIS CHAPTER

PRESIDENT'S CABINET

FACULTY

DIRECTORS AND ADMINISTRATIVE STAFF

EMERITI FACULTY

## PRESIDENT'S CABINET

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

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

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

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

**Melany Kyzer, J.D., Vice President for Academic Affairs** (2001)

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

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

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

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

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

**Terry Toler, Ed.D., Vice President for University Advancement and Church Relations** (2000)

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

## FACULTY

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

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

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

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

**Caroline Bentley, Ph.D., Professor/Chair, Department of Biology** (Fall 2008)

B.S., Oral Roberts University  
M.A., College of William and Mary  
Ph.D., University of Washington

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

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

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

**Michelle Bowie, M.A., Assistant Professor, Online Learning** (Spring 2011)

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

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

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

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

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

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

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

**Janice R. Carr, Assistant Professor, School of Nursing** (Fall 2013)

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

**Stephoni Case, Associate Professor, School of Education** (Spring 2014)

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

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

B.S.N., East Central University  
M.S.N., Oklahoma Baptist University

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

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

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

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

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

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

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

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

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

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

**Tamara Dawson, Assistant Professor, School of Professional Studies (2011)**

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

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

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

**Beverly DeVries, Ed.D., Professor, School of Education (Fall 1993)**

B.A., Northwestern College  
M.A., Western Michigan University  
Ed.D., Oklahoma State University

**Scott Drabenstot, M.S., Assistant Professor, Dept. of Psychology and Counseling (Fall 2013)**

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

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

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

**Brent Eskridge, Ph.D., Professor/Chair, Department of CS/NE (Fall 2004)**

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

**Mary Eskridge, Ed.D., Professor, School of Education (Fall 1996)**

B.S., Bethany Nazarene College  
M.A., Southern Nazarene University  
Graduate Study, University of Central Oklahoma  
Ed.D., Oklahoma State University

**Dayna Ford, Ph.D., Assistant Professor, Center for Applied Studies in English (2008)**

B.A., Oklahoma State University  
M.A., Oklahoma State University  
Ph.D., University of Oklahoma

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

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

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

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

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

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

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

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

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

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

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

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

**Stephen G. Green, D.Min., Professor/W. N. King Professorship, Theological and Biblical Studies** (Fall 1998)

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

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

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

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

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

**Loral McDonald Henck, M.A., Associate Professor, Academic Center for Excellence** (Fall 2000)

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

**Mary Hibbert, Ph.D., Professor, School of Nursing** (Fall 1995)

B.S., Pittsburg State University  
M.S., University of Kansas

Graduate Study, University of Kansas  
Ph.D., Texas Woman's University

**Rachel Hildebrand, M.Ed., Assistant Professor, Department of Kinesiology (Fall 2012)**

B.S., The University of Tulsa  
M.Ed., Xavier University  
ATC, Certified Athletic Trainer  
Ph.D., Oklahoma State University

**David Hoekman, PhD., Assistant Professor, Department of Biology (Fall 2014)**

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

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

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

**Frank Johnson, D.Min., Associate Professor, Department of Modern Languages (Fall 2005)**

B.A., Oklahoma Baptist University  
M.Div., Boston University  
M.B.A., Boston University  
D.Min., Southwestern Baptist Theological Seminary  
American Translator Association Certification for Spanish into English Translation

**Harlan Johnson, M.E., /School of Kinesiology (Fall 2014)**

B.S., Bacone College  
M.Ed., East Central University  
Graduate Study, Northcentral University

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

B.A., Bethany Nazarene College  
M.Ed., Central State University  
Ed.D., Oklahoma State University

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

B.S., Southern Nazarene University  
M.A., Fuller Theological Seminary  
Ph.D., Fuller Theological Seminary

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

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

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

B.S., Southern Nazarene University  
M.S.L.S., The University of Oklahoma

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

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



**Wesley Lee, M.S., CBA, Associate Professor, Academic Center for Excellence (Fall 2008)**

B.S., Southern Nazarene University  
M.S., Southern Nazarene University  
C.B.A., Certified Behavior Analyst  
Graduate Study, Northcentral University

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

B.S., Southern Nazarene University  
M.M., University of Cincinnati College-Conservatory of Music  
D.M.A., University of Cincinnati College-Conservatory of Music

**Robert John Lively, Ph.D., Professor/Chair, Department of History, Politics and Geography (Fall 1980)**

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

**Sue Anne Lively, Ed.D., Professor/Chair, School of Professional Studies (Fall 1980)**

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

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

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

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

B.A., Northwest Nazarene College  
M.A., Point Loma Nazarene College  
M.A., Southern Nazarene University  
Postgraduate coursework, Iliff School of Theology and University of Denver  
Ph.D., University of Manchester, U.K.

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

C.M.A., Institute of Management Accounting  
B.S., Southern Nazarene University  
M.B.A., University of Oklahoma  
Ph.D. in Management, University of Oklahoma

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

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

**Mark Murray, Associate Professional Specialist (Fall 2014)**

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

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

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

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

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

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

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

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

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

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

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

**Joanne L. Peterson, M.S., Assistant Professor, Biology** (Spring 2014)

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

**Whitney Porch-Van Heuvelen, M.F.A., Assistant Professor, Department of Art and Design** (Fall 2007)

B.F.A., University of Oklahoma  
M.F.A., University of Notre Dame

**Margaret (Peggy) Poteet, Ph.D., Professor/Chair, Division of Cultural and Communications** (1973-1978; Fall 1988)

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

**Bryan Powell, Instructor** (Fall 2014)

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

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

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

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

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

**Gwen Rodgers, M.S., Assistant Professor, Online Learning** (Fall 2007)

B.S., Southern Nazarene University  
M.S., Southern Nazarene University  
MCP, Microsoft Certified Professional  
COI, Certified Online Instructor

**Kenneth Rosfeld, Associate Professional Specialist, School of Music** (Fall 2005)

B.A., Southern Nazarene University

**Kim Rosfeld, Assistant Professor, McNair Grants** (Fall 2014)

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

**Eileen Ruger, Assistant Professor, School of Theology and Ministry** (Fall 2013)

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

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

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

**Stephane Shellenberger, M.A., Assistant Professor/Chair, Department of Kinesiology**  
(1977-1985; Fall 1992)

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

**Katie Sigler, R.N., Ed.D., Assistant Professor/Chair, School of Nursing** (Fall 2008)

A.D.N., Cuesta College  
B.S.N., St. Mary's of the Plains  
M.N., Wichita State University  
A.R.N.P., Pittsburg State University  
Ed.D., Oklahoma State University

**Jimmie D. Smith, M.A., Associate Professor, Department of Speech Communication**  
(1987-1989; Fall 1991)

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

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

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

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

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

**P. Eileen Stephens, R.N., M.S., Associate Professor, School of Nursing** (Fall 2012)

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

**Sheila J. Stout, M.A., M.A.F.T., Associate Professor, Online Associates** (Fall 1999)

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

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

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

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

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

**Virgil Lee Turner, Ph.D., Professor/Chair, Department of Mathematics** (Fall 1978)

B.A., Olivet Nazarene University  
M.S., University of Iowa  
Graduate Study, Georgia Institute of Technology  
Ph.D., University of Oklahoma

**James Galen Wilcox, M.A., Associate Professor, Department of English** (Fall 1979)

B.A., Northwest Nazarene College  
Graduate study, Nazarene Theological Seminary  
M.A., University of Missouri-Kansas City  
Graduate Study, Central State University  
Graduate Study, University of Oklahoma

**Dennis Williams, Ph.D., Professor/Dean, College of Teaching and Learning** (Spring 1994)

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

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

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

**Ronald W. Wright, Ph.D., Professor/Chair, Department of Psychology and Counseling**

(1997-2002; Fall 2010)  
B.A., Mount Vernon Nazarene University  
M.A., Fuller Theological Seminary  
Ph.D., Fuller Theological Seminary

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

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

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

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

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

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

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

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

**Wenqian Zhao, M.S.L.S., Assistant Professor, Library**

B.S., Beijing University of Aeronautics and Astronautics  
M.S., Southern Nazarene University  
M.S., University of North Texas

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

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

## DIRECTORS AND ADMINISTRATIVE STAFF

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### *Academic Support Programs and Centers*

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

### *Professional Studies Program Directors*

Business Administration—Prof. Jeff Seyfert, Director  
Family Studies and Gerontology—Dr. Delilah Joiner, Director  
Organizational Leadership/Network Management—Dr. Cathy Hutchings-Wedel, Director  
Prior Learning Assessment—Dr. Sue Anne Lively, Director  
SNU-Tulsa—Dr. Anne GhostBear, Director

## EMERITI/RETIRED FACULTY

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- W. Don Beaver, Ph.D., Vice President for Academic Affairs Emeritus (1948-1991)
- W. Joy Beaver, Ed.D., Dir., School for Children/Professor of Education Emerita (1959-60, 1967-2005)
- George A. Biggs, M.S., Associate Professor of Business Emeritus (1979-2002)
- Kenneth L. Bryant, Ph.D., Chair, Dept. of Modern Languages/Professor of Spanish Emeritus (1994-2005)
- Thurman Coburn, Ph.D., Professor of Psychology Emeritus (1962-1986)
- Marjorie Cole, M.S., R.N., Associate Professor of Nursing Emerita (1989-1995)
- Howard R. Culbertson, D.Min., Professor of Missions Emeritus (1988-2013)
- Chloe R. Findley, M.A., M.S., R.N., Retired Associate Professor of Nursing Emerita (1991-1998)
- Leo R. Finkenbinder, Ph.D., Professor of Biology Emeritus (1968-2003)
- Beatrice E. Flinner, M.L.Sc., M.A., M.A., Associate Professor of Library Science Emerita (1968-1996)
- Richard W. Gaddis, Ed.D., Professor of Management Emeritus (1992-2004)
- Daisy Goulden, M.S., R.N., Assistant Professor of Nursing Emerita (1981-1996)
- Vera M. Hance, Ph.D., Retired Associate Professor of Psychology Emerita (1995-2005)
- Iris M. Harris, M.B.A., C.P.A. Assistant Professor of Accounting Emerita (1982-2006)
- Gene Heasley, Ph.D., Professor of Chemistry Emeritus (1960-1999)
- Robert Judd, Ph.D., Professor of Biology Emeritus (1968-1998)
- Forrest E. Ladd, Ph.D., Professor of Psychology Emeritus (1955-1995)
- Gary Lance, M.S., Associate Professor of Mathematics Emeritus (1968-2008)
- Nila West Murrow, M.T., Associate Professor of Art Emerita (1968-1998)
- Wayne L. Murrow, Ph.D., Dean, Graduate and Adult Studies/Professor of Speech Communication and Education Emeritus (1968-2002)
- Joy E. Pauley, M.L.Sc., Assistant Professor of Library Science Emerita (1980 -2012)
- Janice K. Reinbold, M.L.Sc., Associate Professor of Library Science Emerita (1975-2008)
- Paul E. Reinbold, Ph.D., Professor of Chemistry Emeritus (1970-2008)
- Anita Reynolds, Ed.D., Professor of Sociology Emerita (1967-1998)
- Wanda M. Rhodes, P.E.D., Professor of Health and Human Performance Emerita (1962-1994)
- Elmer B. Shellenberger, Ed.D., C.P.M., Professor of Business Emeritus (1960-1989)
- Dorothy A. Stasser, Ed.D., Professor of Psychology and Counseling Emerita (1967-2013)
- Jimmie D. Tabers, M.S., Associate Professor of Computer Science Emeritus (1995-2014)
- Jirair Tashjian, Ph.D., Professor of New Testament Emeritus (1983-2008)
- Rex Tullis, Ed.D., Professor of Education Emeritus (1995-2014)
- Betty J. Ware, M.S., R.N., Associate Professor of Nursing Emerita (1980-1993)
- Carolyn Waterman, M.A., Associate Professor of English Emerita (1979-2005)
- Linda Patterson Wilcox, Ph.D., Professor of Sociology Emerita (1993-2013)
- Sharon Young, Ph.D., Professor of Biology Emerita (1968-2008)

