Southern Nazarene University
2025-2026 Undergraduate Academic Catalog

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"Our mission is to make Christlike disciples through higher education."

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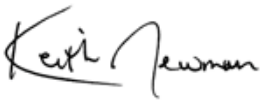
A Message from the President

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

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

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

We are grateful for your decision to choose SNU for the next step in your educational dreams. We believe in you and are praying big prayers for you!



Dr. Keith Newman
President
Southern Nazarene University

Academic Programs by Degree

Programs listed below are the ***College of Undergraduate Studies*** unless noted as Professional Studies.

Associate's Degree Programs

Business (Traditional and Professional Studies)
General Studies (Traditional and Professional Studies)
Information Systems and Technology (Professional Studies)
Physical Therapist Assistant (Professional Studies)

Bachelor's Degree Majors

Biology (BS)
Biology-Chemistry (BS)
Business Administration (BBA)
- Accounting
- Finance
- General Business
- Healthcare Administration
- International Business
- Management
- Marketing

Business Administration (BS) (Professional Studies)
Chemistry (BS)
Communication and Leadership for Nonprofit Organizations (BS)
Computer Science (BS)
Criminal Justice (BS) (Professional Studies)
Cybersecurity (BS) (Professional Studies)
Early Childhood Education (BS)
Education (BA) (Professional Studies)
Elementary Education (BS)
English (BA)
Environmental Science (BS)
Exercise Science (BS)
- Strength & Conditioning Concentration
- Health and Wellness Concentration
- 4 + 1 (MS)

Family Studies and Gerontology (BS) (Professional Studies)
General Studies (BS) (Professional Studies)
Global Studies (BA)
Graphic Design (BA)
History (BA)
Health Sciences Multidisciplinary (BS)
Healthcare Administration (BS) (Professional Studies)
Mass Communication (BA)
Mathematics (BA/BS)
- Math or Cognate Emphasis
- Mathematics Education Emphasis

Missions (BA)
Multidisciplinary (BA/BS)
- Business
- Education
- Engineering Science
- Physics
- Psychology
- Theology

Music (BA)
Music (BS)
- Commercial Music Production Emphasis
- Performance Emphasis
  - Instrumental, Keyboard, or Vocal Concentration
- Worship Arts Emphasis

Music Education (BME)
- Instrumental Concentration
- Vocal Concentration

Nursing (BSN)
Organizational Leadership (BS) (Professional Studies)
Pastoral Ministry (BA/BS)
Physical Education—Health and Safety: P-12 (BS)
Physical Education—Sports and Leisure (BS)
Physics (BS) *(No new students accepted into the major since Fall 2018)*
Politics and Law (BA)
- Political Science Specialization
- Criminal Justice Specialization
- Pre-Law Specialization

Pre-Athletic Training (BS)
- Strength & Conditioning Concentration

Bachelor's Degree Majors (continued)

Health and Wellness Concentration
Pre-Occupational Therapy (BS)
Pre-Physical Therapy (BS)
Psychology (BA) (Professional Studies - Hiatus)
Psychology (BS)
Science Education (BS)
- Biology Emphasis
- Chemistry Emphasis

Social Studies Education (BS)
Software Development (BS)
Sport Management (BS)
Theology (BA/BS)
Youth Ministry (BS)

Minors

Biblical Languages
Biology
Business
Chemistry
Children's Ministry
Church Music
Coaching
Commercial Music Production
Communication & Leadership for Nonprofits
Computer Science
Criminal Justice
Cross-Cultural Ministry
Education
English
Equine Studies
Exercise Science
Graphic Design
History
Mass Communications
Mathematics
Music
Philosophy
Physics
Politics and Law
Psychology
Quantitative Research
Sport Management
Theology
Urban Ministry
Youth Ministry

Pre-Professional Programs

Allied Health
Pre-Athletic Training
Pre-Health
Pre-Occupational Therapy
Pre-Pharmacy
Pre-Physical Therapy

Chapter 1 – General Information

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

Founded in 1899, Southern Nazarene University is a private, Christian, liberal arts university-a service of the Church of the Nazarene. The main campus is 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 human beings. More than 32,000 alumni work and serve throughout the United States and the world.

In This Chapter

Catalog Information
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Catalog Information

- This catalog is for informational purposes for the general public and does not constitute a contract.
- 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).
- 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, 2025—June 30, 2026).
- 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.
- Changes implemented before a revision of the catalog are published online are recorded and housed in the Office of Academic Affairs and are considered part of the official Southern Nazarene University catalog.
- Course offerings at SNU are based on student enrollment and adequate demand. Courses offered may be changed without prior notice. 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

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

Students' contact:
Katy Bradley
Dean of Students
Southern Nazarene University
Office of Student Life
6612 NW 42nd St.
Webster Commons, Lower Level Suite 110A
Bethany, OK 73008
405-491-6336/Email: kbradley@snu.edu

Employees' contact:
Gail Collier
Director of Human Resources (or immediate supervisor)
Southern Nazarene University
6729 NW 39th Expressway
Bresee Hall, Room 306
Bethany, OK 73008
405-491-6333/Email: gcollier@snu.edu

Anyone with questions or concerns regarding sex discrimination or the university's compliance with Title IX can contact the university's Title IX Coordinator:

Dr. Mike Redwine
Executive Vice President
Southern Nazarene University
6729 NW 39th Expressway
Bresee Hall, Suite 201
Bethany, OK 73008
405-491-6306/Email: mredwine@snu.edu

Title IX Disclosure

Regardless of other language in this policy notwithstanding, Sexual Harassment (including Sexual Assault, Domestic Violence, Dating Violence, and Stalking), as defined in the Sexual Harassment Policy, will be governed exclusively by the Sexual Harassment Policy and processes provided in it. All other forms of sex-based discrimination are governed by this policy, including sex-based Harassment, as defined in this policy, that does not rise to the level of Sexual Harassment as defined in the Sexual Harassment Policy.

Conduct that is initially raised through a formal complaint under the Sexual Harassment Policy may also be addressed under this policy, in the institution's discretion, when: (i) the conduct, or some part of it, may amount to a violation of this policy regardless of whether it meets the definition of Sexual Harassment under the Sexual Harassment Policy; (ii) the formal complaint, or some part of it, has been dismissed under the Sexual Harassment Policy; or (iii) a final determination of a formal complaint has been made under the Sexual Harassment Policy and separate or additional action may be necessary to enforce this policy.

Discrimination is material, adverse treatment of an individual based on a protected category.

Harassment consists of unwelcome conduct on the basis of a Protected Category that explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

A person's subjective belief that behavior is intimidating, hostile, or offensive does not make that behavior harassment. The behavior must create a hostile environment from both a subjective and objective perspective and must be so severe, persistent, or pervasive that it unreasonably interferes with, limits, or deprives a member of the community of the ability to participate in or to receive benefits, services, or opportunities from the university's education or employment programs and/or activities. In determining whether a hostile environment exists, the university examines the context, nature, scope, frequency, duration, and location of incidents, as well as the relationships of the persons involved.

• Non-sex-based Violence Against Women Act (VAWA) crimes.
Note that, when addressing domestic violence, dating violence, and stalking that are not sex-based (i.e., that are not covered by the university's revised Sexual Harassment policy), the university will need to provide VAWA protections to the parties.

Under Title IX of the Education Amendments of 1972, Southern Nazarene University prohibits all unlawful discrimination on the basis of sex or gender in its educational programs and activities, except where the University

has been granted exemptions from certain Title IX regulations on religious grounds, including the specific religious tenet of the University.

No individual will be subject to any form of retaliation, discipline, or other adverse action for reporting conduct in violation of the university's nondiscrimination/Equal Employment Opportunity Statement, assisting/cooperating in making a complaint, or assisting with the investigation of a complaint. Any individual who believes they have experienced or witnessed retaliation should immediately notify the appropriate member(s) of the administration as identified above. Those found to be engaging in any type of discrimination in violation of law or university policy will be subject to disciplinary action, up to an including dismissal or termination of employment.

***Christian faith and employment at Southern Nazarene University:** Southern Nazarene University is an expression of the Church of the Nazarene. It reserves the right to prefer employees on the basis of religion (Title VII, Section 702-703, U.S. Civil Rights Act of 1964).

Confidentiality of Student Records

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

Defining Values

Mission

Our mission is to make Christlike disciples through higher education.

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 come primarily from the South Central Region, the university serves and partners with the work of the Church around the world. The mission of the Church of the Nazarene is "to make Christlike disciples in the nations."

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

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

God. We genuinely affirm that God purposes to encounter persons who are seeking true meaning for life, and such encounters have transformative potential for human beings.

Motto

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

Diversity Statement

We value the worth and dignity of all people. SNU strives to be a culturally responsive community where all members of the community are respected, valued, and appreciated. We believe all people are made in the image of God and a diverse community valuing the contributions of every person is essential to SNU and the Kingdom of God (Gen 1:27, 9:6; James 3:9). Therefore, abstaining from racism of any kind, discrimination, hate speech, bullying of any kind, or a public disregard for any individual or group is expected. Loving others as ourselves is our goal, so treating all others with value, respect, compassion, cultural humility and responsiveness is expected.

For specific questions or if issues arise, please call 405-491-6600 or email: mwinslow@snu.edu for assistance.

Focus on Excellence in Academics

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

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

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

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

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

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

Educational Goals

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

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

Working toward the fulfillment of the first goal, SNU's General Education program is an integral part of our liberal arts education. The General Education program attempts to introduce students to the knowledge and skills necessary for both academic success and Christian service. To these ends, SNU students engage in course work focusing on developing critical skills necessary for lifelong learning. Through General Education, students are provided opportunities to learn how to think critically, become problem solvers, communicate effectively in written and oral formats, analyze artistic expression, examine global perspectives and their own social responsibilities, evaluate science and technology, and develop their faith through Christian scriptures and traditions. 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.

To achieve the second educational goal of professional preparation, SNU's bachelor's degree programs in specialized areas, the master's degree programs, and the doctoral degree program 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 pre-professional programs are welcomed as strong candidates into the best professional schools all over the country.

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

Heritage

Institutional History

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

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

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

Institutional Presidents

Presidents of Southern Nazarene University since its merger have been:

A.K. Bracken, 1920-28
S.S. White, 1928-1930
A.K. Bracken, 1930-42
S.T. Ludwig, 1942-44
Oscar J. Finch, 1944-47
Roy H. Cantrell, 1947-72
Stephen W. Nease, 1972-76
John A. Knight, 1976-85
Ponder W. Gilliland, 1985-89
Loren P. Gresham, 1989-2017
J. Keith Newman, 2017-Present

Focus on Christian Community

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

Accreditations and Memberships

Southern Nazarene University is...

- an approved four-year senior college for the South Central region of the Church of the Nazarene.
- accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Doctorate program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604; phone number 800-621-7440).
- accredited for Doctorate degree program in Education, Master of Arts degree programs in Applied Psychology, Educational Leadership, Administration of Special Education, Teaching, Sport Management and Administration; Master of Business Administration; and Master of Science in Management, Healthcare Administration, Exercise Science, Instructional Design and Technology, and in Counseling Psychology.
- an applicant for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). SNU anticipates matriculating its first class in January 2027, pending achievement of Accreditation-Provisional status at the October 2026 ARC-PA meeting. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the first class (cohort) of students.
- accredited for the Physical Therapist Assistant education program with the Commission on Accreditation in Physical Therapy Education (CAPTE).
- accredited by the Council for the Accreditation of Educator Preparation (CAEP).
- approved for Teacher Education by the Oklahoma State Board of Education.
- a member of the American Association of Colleges for Teacher Education.
- accredited by the Commission on Collegiate Nursing Education (CCNE).
- approved by the Oklahoma Board of Nursing (Conditional Approval).
- a member of the American Association of Colleges of Nursing.
- accredited by the National Association of Schools of Music (NASM).
- accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- a member of the International Board of Education (Church of the Nazarene).
- 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 Council for Christian Colleges and Universities (CCCU).
- a member of the Association for Continuing Higher Education (ACHE).
- a member of the Christian Adult Higher Education Association (CAHEA).

Main Campus Facilities

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

A.M. Hills Hall is a residential complex that 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.

Beverly L. and Robert L. Parker Fine Arts Center, renovated in 1989, houses a number of teaching studios for the 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 classrooms and a Computer Lab for the Graphic Design program, the Nila Murrow Gallery display area for student artwork, and a Makerspace.

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, a Bösendorfer Imperial Grand Piano, a 9-foot Yamaha concert grand piano, a 7-foot Steinway piano, and a 37-stop Schlicker tracker pipe organ.

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

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

The Marchant Family Welcome Center completed and dedicated November 2005, serves as SNU's front door welcoming prospective students and their families. Along with housing 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 classrooms, conference rooms, and office space for the Professional and Graduate Studies (PGS) team of Enrollment, Marketing, and Student Services; Title III; and faculty offices. The building also provides faculty offices and classrooms for the School of Business and the School of Physician Assistant Studies (developing program).

The R. T. Williams Learning Resources Center (Library) houses the SNU Library, Fred Floyd Archives, Center for Student Success, Student Support Services, Testing Services, School of Theology and Ministry, and Center for Learning and Innovation. In addition to its in-house collections, the library hosts electronic full-text access to a large number of databases. Books, periodicals, and interlibrary loan service provides access to millions of books and periodicals throughout the world. Access to these databases is available through the SNU Library's website (snu.edu/library). The Archives houses materials concerning the history of SNU, the Southcentral region of the Church of the Nazarene, the General Church of the Nazarene, and, informally, the City of Bethany. Housed on 1st floor is the Center for Student Success which provides a variety of academic support services. Testing Services provides proctors for Residual ACT exams, CLEP testing for course credit, MAT exams, Castle Tests (career specific exams), and other degree specific proficiency exams. The LRC 3rd floor is home to the School of Theology and Ministry.

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 School of Rehabilitation and Sport Sciences is located on the third floor, on the east side of Sawyer.

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

W. Don Beaver Science Hall is located just southeast of the Webster Commons. The Beaver Science Hall is the location for the undergraduate programs of the School of Nursing, the Division of Social and Behavioral Sciences, and the Departments of Math, Physics, and Computer Science/Network Engineering, as well as the McNair Scholars Program. The Beaver Science Hall includes laboratory and classroom facilities for a variety of the natural, social, and health science programs.

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

Other SNU Locations

Southern Nazarene University-Tulsa

SNU-Tulsa is an academic service center located in south Tulsa's Post Rock Plaza at 8215 E. Regal Court, Ste. 104 (105th and S. Memorial). Learners in the Tulsa Metro and Northeastern Oklahoma may access this location for assistance and for any CLEP testing needs. SNU-Tulsa serves undergraduate and graduate learners in Professional and Graduate Studies programs.

Southern Nazarene University-Costa Rica

The Quetzal Education Research Center (QERC) is SNU's research facility in the heart of the Talamanca Mountains of Costa Rica. QERC experiences, both semester-long and shorter-term experiences provide students with opportunities to study biology, ecology, environmental sustainability, Spanish, Central American history and culture, and creation care. Students who attend the QERC spring program will enjoy time spent hiking on the over 20 miles of trails and exploring the nearly 1,000 acres of preserve, conducting research under the mentorship of

a faculty mentor, participating in community life with local residents, as well as traveling throughout the country to Costa Rica's national parks, world class ecological research centers, and typically one additional Central American country (Panama or Nicaragua depending on conditions). Facilities include a laboratory facility equipped to conduct various types of biological and ecological research, and a separate facility equipped to conduct various types of biological and ecological research, and a separate facility providing housing, dining, recreational, and classroom spaces.

In addition to our location in Bethany we have active, temporary locations across Oklahoma. Click here for updated sites.

Academic Calendar – 2025-2026

Summer Sessions — 2025
Summer Session 1 (Online), May 14 (W) - June 24 (T)
Memorial Day - Campus Closed, May 26 (M)
Juneteenth National Independence Day - Campus Closed, June 19 (M)
Independence Day - Campus Closed, July 4 (F)
Summer Session 2 (Online), July 2 (W) - Aug. 12 (T)

Fall Semester — 2025
New Faculty Institute, Aug. 12
Faculty/Staff Convocation & Faculty Workshop, Aug. 13 (W)
New Student Institute, Aug. 16-19 (Sa-T)
Classes Begin, Aug. 20 (W)
Last day for new enroll/adds, Aug. 26 (T)
Labor Day Holiday - Campus Closed, Sept. 1 (M)
Last day to drop without W on transcript, Sept. 23 (T)
Board of Trustees Meeting, Oct. 2-3 (Th-F)
Fall Break, Oct. 16-17 (Th-F)
Last day to drop classes, Oct. 28 (T)
Alumni Homecoming, Nov. 7-8 (F-Sa)
Thanksgiving Break - Campus Closed, Nov. 26-28 (W-F)
Winter Commencement, 2 p.m., Dec. 6 (Sa)
Final Exams, Dec. 8-11 (M-Th)
Semester Ends, Dec. 12, (F)
Christmas Break - Campus Closed, Dec. 22-Jan. 1 (M-Th)

Spring Semester — 2026
Faculty Workshop, Jan. 5 (M)
New Student Orientation, Jan. 5-6(M-T)
Classes Begin, Jan. 7 (W)
Martin Luther King, Jr. Day, - No Classes, Jan. 19 (M)
Last Day for New Enrollment/Adds, Jan. 13 (T)
Last day to drop without W on transcript, Feb. 10 (T)
Board of Trustees Meeting, Mar. 5-6 (Th-F)
Spring Break, Mar. 16-20 (M-F)
Spring Break, Campus Closed, Mar. 18-20 (W-F)
Last day to drop classes, Mar. 24 (T)
Good Friday - Campus Closed, Apr. 3 (F)
Final Exams, April 27-30 (M-Th)
Semester Ends, April 30 (Th)
Spring Commencement, 10 a.m. & 2 p.m., May 2 (Sa)

Summer Sessions — 2026
May Intersession, May 4 (M) - 22 (F)
Summer Session 1 (Online), May 13 (W) - June 23 (T)
Memorial Day - Campus Closed, May 25 (M)
Juneteenth National Independence Day - Campus Closed, June 19 (Th)
Independence Day - Campus Closed, July 3 (F)
Summer Session 2 (Online), July 1 (W) - Aug. 11 (T)

This calendar is tentative and subject to change.

Chapter 2 – Campus Life

Campus Life

Student life is supported through various offices of the SNU campus (e.g. Student Life, Spiritual Life, etc.). Southern Nazarene University believes the college years are formative to students through many avenues, even those beyond the classroom experience. Because of this belief and SNU's focus on Christian community, co-curricular experiences and opportunities are provided for students to facilitate academic and personal growth.

In This Chapter

Chapel
Intercollegiate Athletics
Residence Life
Student Conduct
Student Services

Chapel

Purpose For Chapel

Chapel is an identity defining moment in the life of Southern Nazarene University. Twice weekly the campus gathers as a community to worship our Lord and to be reminded who we are and why we are here. This gathering is an essential part of the mission of the University, "to make Christlike disciples through higher education." Everything we do as an academic community emerges from worship and thanksgiving to God for what he has done through Jesus Christ and continues to do through the Holy Spirit. For this reason, the identity defining moment of chapel worship is central to the mission of SNU.

Chapel Requirements

Chapel meets each Tuesday and Thursday for the College of Undergraduate Studies students and forms the cornerstone of Spiritual Life efforts at SNU. Chapel is the only setting in which the entire campus gathers regularly for worship, enrichment, and community building. Students are exposed to a variety of speakers, challenged to expand their worldview, encouraged to be their best, and challenged by the implications of the Christian faith. Students participate in music and worship leadership. Because of its significance to campus life, attendance is required of all students enrolled in seven or more credit hours.

For other important information about Chapel, please go to the SNU main Web site: https://www.snu.edu/snu-life/spiritual-life/chapel-information.

Intercollegiate Athletics

As of 2014, Southern Nazarene University has been accepted into the National Collegiate Athletic Association (NCAA) Division II Membership. SNU has also been granted a membership with the Great American Conference.

Through athletic competition, students who are skilled athletes have the opportunity to excel to the highest potential of their abilities. The development of Christian faith and character, as well as academic success, are fundamental goals of the athletic program of SNU.

Intercollegiate sports information and news can be found at the Crimson Storm athletics Web site at www.snuathletics.com.

Residence Life

Southern Nazarene University is primarily a residential campus for the traditional undergraduate. The University believes the residential experience can contribute greatly to students' development, enhancing their total university experience. Additionally, by living on campus and participating in this aspect of university life, the individual student contributes to the creation of the "spirit of place" or distinctive sense of community which SNU has long exhibited.

Southern Nazarene University values the holistic learning experiences unique to a liberal arts education. National studies and best practices confirm that a student living on campus is better able to benefit from the living-learning community that SNU aspires to create. Research clearly shows that students who live on campus have higher levels of academic engagement and perform better in class, thus are more likely to persist to graduation. Additionally, students who live on campus are able to develop strong interpersonal relationships with faculty, staff, students, and administrators which foster a community of learners important to the educational mission of the university.

In response to this philosophy, SNU's residential policy states that single students who are not 22 years of age by September 1 of the academic year are to live in residence at the university in one of its on-campus housing facilities. Current practices have allowed students who wish to live off campus with a parent and are under the age of 22 to apply for off campus housing. A request for exemption from the residential requirement will be considered on a case-by-case basis. Application for exemptions should be made through the Office of Student Life well in advance of the start of the semester and/or academic year.

Food service is provided by SNU Dining. Various meal plans are available so students can select an option that best suits their needs. Purchasing a meal plan is required of single students residing in campus housing.

A more detailed explanation of these polices is published in the SNU Student Handbook. Students can contact the Office of Student Life for detailed information as to any conditions under which an exception to policy requirements can be considered. Or click here to view the SNU Student Handbook.

Student Conduct

Student conduct policies are found in SNU's Lifestyle Covenant in the SNU Student Handbook. Please click here to view the SNU Student Handbook.

Community Life Expectations

We value the worth and dignity of all people. SNU strives to be a culturally responsive community where all members of the community are respected, valued, and appreciated. We believe all people are made in the image of God and a diverse community valuing the contributions of every person is essential to SNU and the Kingdom of God. Therefore, **abstaining** from racism of any kind, discrimination, hate speech, bullying of any kind, or a public disregard for any individual or group is expected. Loving others as ourselves is our goal, so treating all others with value, respect, compassion, cultural humility, and responsiveness is expected.

Student Services

Career Center

Three components of services are offered through SNU's Career Center, located in the Office of Student Life in the Webster Commons.

1. **Student Employment**: The most significant priority of the Career Center is to assist current students in locating part-time or full-time employment. A current listing of jobs on campus and in the local community is available at snu.joinhandshake.com
2. **Career Interest:** Assistance is available to students unsure about their career direction. The Center offers vocational and interest testing, self-assessment tools, vocational outlook, and career information.
3. **Placement Services:** Services include assistance in preparing résumés, enhancing interviewing skills, conducting periodic campus interviews with prospective employers, job-listing, alumni networking, and providing an annual job fair in cooperation with other local liberal arts colleges.

Student Health Center

The Student Health Center aims to provide primary care and health education to the students of SNU, as well as the faculty and staff of Southern Nazarene University. The Christian atmosphere of the school is continued in the health services department.

The Student Health Center functions as a division of Student Life. It is directed by a registered nurse. A licensed physician in the state of Oklahoma provides:

1. support and assistance to the Director of Student Health Services via consultation,
2. primary care to SNU students, faculty, and staff at specified times at the Student Health Center, and
3. authorization for ordering medications and various supplies. Several physicians in the local community also provide medical care to the students, faculty, and staff of SNU in local private offices on referral as needed.

All medical records remain strictly confidential, and only Student Health Center personnel have access to them. We do not release information from medical records for any reason unless specific written consent is given.

SNU requires all students to have the following immunizations:

1. Proof of 2 immunizations for measles, mumps, and rubella (MMR)
2. Proof of immunization against Hepatitis B (3 doses are required)
3. Proof of immunization against Meningococcal disease as an adolescent or young adult.

State law requires that all students must receive information about the risks of Meningococcal disease, Hepatitis B, and Measles, Mumps, and Rubella (MMR), as well as the risks and benefits of the vaccines for each. All immunizations are available at the Student Health Center.

**International students also need a T-Spot (blood test) to check for tuberculosis before starting class or moving in the dorm.

The Student Health Center is located on the lower level of the Webster Commons Building to the left of exiting elevator or stairwell. Contact information: Phone: (405) 491-6605 Fax: (405) 491-6683 E-mail: studenthealth@snu.edu.

Renew Counseling Center

RENEW Counseling Center provides help and hope, and offers all individuals the opportunity to pursue wholeness, healing, support, and growth. RENEW is a comprehensive counseling center open to all undergraduate students, PGS students, employees, and the community. We are staffed by more than twenty therapists (licensed, candidates, and graduate interns). Staff, prices, and extensive hours of availability can be found at https://www.renewcounselingokc.com/. RENEW works with individuals, couples (dating, premarital, and married), families, children, and at times offers specialized groups. Psychological testing is also available. RENEW's staff is uniquely equipped to work with nearly every concern a client might have due to the specialized training of our licensed staff. RENEW is housed in the Imel B Building at 6710 NW 43rd on the north side of campus and has a parking lot and dedicated entrance on the West side of the building. Call 405-717-6200 or fill out paperwork on the website to initiate an appointment.

Leisure Services

The Leisure Services program is provided in conjunction with the School of Kinesiology. Supported through student fees and facilitated by student leaders, Leisure Services offers a variety of indoor and outdoor recreational opportunities. An intramural sports program also provides activities for a majority of the student body.

Library Services

The SNU Learning Resource Center (Library) both provides space that supports the SNU community's academic and social interactions as well as provides the SNU community with a number of academically valuable services, the most important being research consultation and assistance. To that end, the Library also curates and

disseminates materials for academic research, including millions of books, articles, newspapers, industry reports, etc. For information about the services the Library provides, go to www.snu.edu/library

VETS Center

SNU's Office of Veterans Services is located inside of the Veterans Educational Transitions Success (VETS) Center. The VETS Center serves as a single point of contact to coordinate veteran student support services on campus. The VETS Center serves traditional, professional studies, and graduate student veterans as well as dependents/spouses utilizing military benefits. Southern Nazarene University maintains active chapters both for the Student Veterans of America and the SALUTE National Honor Society for Veterans.

Chapter 3 – Admissions Policies

Admission Policies (College of Undergraduate Studies)

Admission to Southern Nazarene University is based on evidence that the applicant will be able to adjust to the standards and regulations of the institution and has the necessary educational background to do satisfactory academic work. Permission to enroll at SNU is a privilege and carries with it certain responsibilities. The University reserves the right to cancel enrollment or require withdrawal if the student does not conform to the established standards of scholarship and conduct.

(For information regarding Admission Policies for Professional Studies, please refer to Chapter 9.)**

In This Chapter

Procedures for Admission
Full Admission for Freshmen
Conditional Admission for Freshmen
Home-School/Ged Admission for Freshmen
Early Admission for Freshmen
Transfer Admission
Transfer of Credit from Non-Accredited, Third-Party Providers
International Student Admission
Veteran Admission

Procedures for Traditional Student Admission

Application for admission begins by visiting www.snu.edu and clicking the "Apply" button. High school applicants cannot be admitted until all materials (an official high-school transcript with class rank, registration forms) are submitted to the admissions office.

Students transferring from other regionally accredited colleges/universities and planning to complete a degree program at SNU may be admitted as degree candidates. Transfer students are required to submit official college/university transcripts from all schools previously attended and a transfer information form from the last school attended prior to enrollment for classes. Official transcripts must be provided to the Office of the Admissions to be eligible for enrollment. Requests to transfer credit hours from non-accredited institutions must be submitted in writing to the Office of Academic Affairs and will be considered on a case-by-case basis. See below for Transfer of Credit from Non-accredited, Third-party Providers.

Exceptions to these admission policies may include freshmen matriculants who have been out of high school for four or more years.

Full Admission for Freshmen

Admission to SNU is based on several factors. Most importantly, the applicant is expected to indicate agreement with the standards of SNU. If the applicant is a graduate of an accredited high school, admission will be granted on the basis of a high school GPA of 3.0 or higher or an institutional rating of 62 or higher.

Students entering without SAT/ACT scores and whose GPAs are below 3.4 are required to enroll in one of the two strategy courses offered by the Center for Student Success – University Study Strategies (GS 0112) or Critical Thinking Strategies (GS 1213) during their 1st semester at SNU.

Conditional Admission for Freshmen

Conditional admission may be granted to those whose high school GPA is below 3.0 or with an institutional rating below 62. Students with conditional admission are required to enroll in one of the strategy courses offered by the Center for Student Success – University Study Strategies (GS 0112) or Critical Thinking Strategies (GS 1213) during their 1st semester at SNU, meet with an academic coach consistently and develop an academic success plan. The program of study for such students requires completion of more than 120 credit hours. Conditionally admitted students are also placed on academic warning upon admission. SNU's Student Success Team monitors academic progress carefully to assure that appropriate support services can be provided to assist in academic success. Appeals of conditional admission status must be submitted in writing by the petitioning applicant to the Center for Student Success.

The academic performance of conditionally admitted students will be reviewed at the completion of the first two semesters in residence at SNU. Full admission to SNU will be granted if:

- the student has successfully completed (defined as a grade of "C" or better) the prescribed course sequence noted above.
- the student has earned at least 1.75 semester GPA for the first semester and at least a 2.00 cumulative GPA by the end of the second full traditional semester.
- the student has fulfilled any further requirements of conditional admission.

If the criteria for full admission have not been met as designated above, the student shall be declared "academically ineligible" subject to reinstatement by appeal to the Associate Vice President for Student Success.

Home-School/GED Admission for Freshmen

Home-school graduates are also eligible to apply for admission to SNU. These applicants are required to provide a high school transcript for work completed at the secondary level and are encouraged (as are all other applicants to SNU) to take either the ACT or SAT as an entrance exam. The comparable high school class of home-school applicants must have graduated prior to the date of admission.
Other applicants who are not high school graduates may be admitted on the basis of a high school equivalence certificate (GED). The high school class of those applicants must have graduated prior to the date of admission. For full admission, the applicant must also have an institutional rating of 62 or above. Otherwise, admission will be conditional.

Early Admission for Freshmen

Applicants requesting early admission will be considered on an individual basis. Criteria include evidence of high academic achievement and maturity. A supporting written recommendation from the applicant's high school principal is also required. Requests should be submitted to the VPAA for Undergraduate Studies.

Transfer Admission

A transfer student is any student who enrolled in a post-secondary institution after graduating from high school (but not including the immediate summer following high school graduation). The following information indicates requirements for several types of transfer students. Transcripts of transfer students who do not fall into the categories listed below will be evaluated by the Office of the Registrar and the VPAA for Undergraduate Studies on an individual basis to determine admission status.

Transfer Full Admission

For those transferring from a regionally accredited institution, full admission requires that the student provide evidence of having made satisfactory progress at the colleges/universities previously attended, on the basis of the following indicators:

- The grade point average for the last semester in which the student was enrolled was above 2.20.
- The cumulative GPA for all college work attempted by the student is 2.50 or above.

If the above criteria are not met, the transferring student may be admitted conditionally.

Upon entry as a degree-seeking transfer student, a transfer assessment will be performed to determine what program requirements the student has already completed and what requirements remain to be fulfilled to complete the designated degree at SNU. Every attempt is made to establish appropriate equivalencies, but the transfer student should expect to take additional General Education and major courses to fulfill SNU requirements.

No more than 62 credit hours can be accepted from junior/community colleges in transfer. After a student has reached junior standing (having completed 57 credit hours), no more than nine credit hours will be accepted from a junior or community college without the recommendation of the student's advisor and prior approval by the VPAA for Undergraduate Studies.

Transfer Conditional Admission

Conditional admission may be granted to students who are on academic probation at other universities or colleges. When transferring to SNU, these students are placed on academic warning or probation so that appropriate support, accountability, and monitoring can be provided through the Center for Student Success.

Coursework (University Study Strategies (G S 0112) and/or Critical Thinking Strategies (G S 1213) may also be required. Students declared academically ineligible by another college or university may petition for conditional admission to SNU by submitting a written request to the VPAA for Undergraduate Studies.

The academic performance of conditionally admitted students will be reviewed at the completion of the first and second semesters at SNU. Full admission to SNU will be granted if:

- the student has successfully completed (defined as a grade of "C" or better) the prescribed course sequence noted above.
- the student meets GPA requirements according to the policy on Academic Warning, Probation, and Suspension as outlined in this catalog.
- the student has fulfilled any further requirements of conditional admissions. If the criteria for full admission have not been met as designated above, the student shall be declared "academically ineligible" subject to reinstatement by appeal to the Associate Vice-President for Student Success.

Bible College Transfer Admission

Students transferring from Bible colleges with accreditation from the Association for Biblical Higher Education (ABHE) may transfer up to 90 credit hours according to the general requirements for full acceptance of transfer work.

In addition, a Bible college transfer student planning for a major or concentration in any of the School of Theology and Ministry programs must meet established requirements set forth by the school. A minimum of 15 credit hours in religion, including courses in theology and Biblical literature, must be taken at SNU. Other specific requirements depend on the particular program of study being pursued. Bible college credit hours must be validated on the basis of successfully meeting academic coursework expectations at SNU.

Requests for transfer from non-accredited institutions must be submitted in writing to the VPAA for Undergraduate Studies and are considered on an individual basis.

Transfer Nondegree-Seeking Admission

A student who has been admitted to another college or university and plans to complete six or fewer credit hours at SNU may be admitted as a nondegree-seeking candidate. Nondegree candidate transfers must submit an official transcript from the school at which the student is currently enrolled or the last school attended. Credit hours earned as a nondegree candidate may not be used toward a degree at SNU until the student has met all requirements for full admission.

Transfer of Credit from Non-Accredited, Third-Party Providers

SNU will transfer credit for course-based or examination-based (e.g. CLEP, AP) learning experiences completed through non-accredited, third-party providers per the recommendation of the American Council for Education. Unless otherwise specified in university transfer policy (e.g., CLEP and AP policies), ACE-recommended credits will not fulfill program requirements, including prerequisites, general education, major, or minor. These credits will be accepted and designated as elective credits that fulfill the requirement for minimum credit hours required for graduation. Courses or credit by examination from such providers may be individually approved to meet requirements for the major or minor program of study after review by department/program faculty using the university's waiver/substitution process.

International Student Admission

Southern Nazarene University is glad to welcome international learners on the Bethany home campus for face-to-face programs. International learners need to pay careful attention to remain in compliance with all federal regulations. In all situations, international learners should work closely with SNU's Designated School Officer (DSO).

The I-20 is an essential pre-condition to apply for a student visa at a U.S. Embassy. As part of SNU's admissions process, an international learner must provide the following documents to the DSO in order for an I-20 to be processed:

- Application
- A color copy of the Passport
- Transcripts and evaluation (If transcripts are from a non-English speaking college or university, then a SPANTRAN or a WES evaluation will be required in addition to the official transcript)
- TOEFL/IELTS test scores
- A signed Statement of Understanding (provided by SNU)
- Certificate of Financial Resources (CFR, provided by SNU) and financial documents that show the amount that is due on the CFR.
- $200 international student processing fee
- All documentation must be submitted directly to international@snu.edu.

Minimum TOEFL/IELTS test scores are determined by individual programs. Please check with an enrollment counselor or program advisor for specific TOEFL/IELTS admissions criteria.

- International student actions or negligence can cancel or terminate an I-20. For the following list, "Cancelled" indicates no negative effect on student VISA; "Terminated" indicates a negative effect on student VISA. Please take careful note of the following:
- Students who have an I-20 and do not get VISA approved - **Cancelled**
- Students who have an I-20 and whose programs are cancelled before they arrive in the US – Cancelled (Note: These can be adjusted if enough time is given)
- Students who don't maintain full-time enrollment - **Terminated**
- Students who don't maintain a minimum of 2.0 GPA or "normal progression throughout program" - **Terminated**
- Students who cannot manage financially (living expenses and tuition) - **Terminated**
- Students who obtain employment off campus (students are only allowed on-campus employment and must work with the DSO regardless; whether they have a social security number or not) - **Terminated**
- Students who violate policies of the University - **Terminated**
- Students who pose a security threat on and off campus - **Terminated**
- Students who are absent from the US for a period of 5 months or greater - **Terminated**

While studying in the United States at SNU:

- Learners are required to attend face-to-face instructions at all times. The Zoom or online option is **only** available to students who may face temporarily illness or a short-term extenuating circumstance. In all cases, international learners should notify and provide an explanation to the DSO anytime they are absent from a face-to-face class.
- Learners must be verified at the beginning of each term based upon classroom recorded attendance.

- Any changes in a learner's address, attendance, enrollment, cohorts, and program of study (changing from MBA to MSM, etc.) must be reported to the DSO. These changes may require an update in the Student and Exchange Visitor Information System (SEVIS) interface that monitors the learner's VISA.
- Learners nearing the completion of their program and who have Lifelong Learning Papers (LLP in their Personal and Professional Development course – generally the second or third course in degree completion) not submitted or who may have to repeat a class need to be reported to the DSO. This may require updates on the SEVIS interface.
- Learners who struggle financially with living and tuition costs should notify the DSO.
- Learners who are eligible for CPT (Curricular Practical Training) are only learners whose program requires working internships, or practicums. A learner must contact the DSO for CPT.

After program completion:

- A learner nearing the completion of their program may apply for OPT (Optional Practical Training). This is an application for approval to work in the US upon completion of a program. A learner must contact the DSO for information regarding this program.
- A learner wanting to continue education (without OPT) and pursue a master's degree or a doctorate degree cannot begin the higher level of education without completing the lower level. There must be no overlap in educational programs.
- Learners wanting to continue with a higher level of education are required to contact the DSO within 60 days of the completion of their program or before their program ends. These changes require additional documents from a learner and must be reported in the SEVIS interface.
- Learners are required to leave the US within 60 days of completion of their educational program or their OPT; or be accepted to a higher level of education program. If this time passes without action of the learner, then the learner will be in violation of the VISA program and are subject to deportation.

More information is available for international learners at the Study in the States website:
https://studyinthestates.dhs.gov/

Additional information about SNU Admissions for international learners may also be found at:
http://snu.edu/international-admissions/

International learners contact:

Krista Cowan and Taryn McCann
Designated School Officers (DSO), Registrar's Office
Southern Nazarene University
6729 NW 39th Expressway
Bethany, OK 73008
Phone: 405-491-6386 / Email: international@snu.edu / Fax: 405-717-6270

Further inquiry can be made with Dr. Chuck Chitwood, University Registrar and Principal Designated School Official (PDSO), at cchitwoo@snu.edu.

Veterans/Military Service Member Admission

Veterans and Military Service Members are required to meet the University's traditional or adult program admissions requirements. Copies of official United States military records detailing educational achievements during service must be evaluated using The Guide to the Evaluation of Educational Experience in the Armed Forces issued by the American Council on Education (ACE). The University will accept ACE recommended credits up to the number of Elective and/or General Education credit hours each Veteran needs to fulfill graduation requirements. Credit hours listed on regionally accredited official transcripts will be accepted pursuant to the University's transfer acceptance policies. Military training that is not recommended by ACE must be petitioned for potential credit through the Professional Studies Prior Learning Assessment program during the Veterans'/Military Service Members' SNU tenure.

Veterans or service member students are given priority enrollment to register for classes earlier than other students. Any veteran-military affiliated student interested in participating in a SNU sponsored study abroad program, should visit with the VETS Center's School Certifying Officials first prior to participating in a study abroad program. VA education benefits may be impacted by an eligible benefit user participating in an optional study abroad program.

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SNU is compliant with PL 115-407 The Veterans Benefits and Transition Act of 2018 Section 103 and does not penalize the VA beneficiary for delayed payment by the VA. This includes policies that prevent enrolling, assess a late penalty fee, require securing alternative or additional funding, deny access to any school resources, classes, libraries, or other institutional facilities that are available to other students that have paid. Veterans and/or children of Veterans should contact the VETS Center on campus for assistance at 405-491-8295 or 405- 717-6299.

For information on the Professional Studies admissions, refer to Chapter 9.

Chapter 4 – Registration Policies

Registration Policies (College of Undergraduate Studies)

New Students
After a student has been accepted to SNU through the admissions process and has received the registration packet and completed and returned the forms, enrollment for classes will follow these steps:

- The student will be enrolled in the appropriate General Education courses and assigned an advisor to assist in completing the academic program planning.
- The student's advisor will work with the student to discuss academic goals and assist in enrolling the student in the first semester of coursework during the designated time during Storm Surge or New Student Institute (NSI).
- Financial arrangements are made through the Offices of Financial Services.
- The Office of Student Life should be contacted with questions regarding campus housing.

**College of Professional and Graduate Studies students refer to Chapter 9

Current Students
Calendar dates are set each semester for current students to begin enrolling in courses for the following semester. Students should set appointments with their advisors well in advance of the scheduled enrollment dates.

In This Chapter

Academic Advising
Academic Classification
Changes in Registration
Course and Credit Information
Course Schedules Course
Load Parameters
Summer Term
Online Learning Policies
Study Abroad

Academic Advising

When entering SNU, each student is enrolled in the appropriate General Education courses and is assigned an academic advisor to assist in completing the academic program planning. Typically, the advisor is chosen from the instructional area in which the student has chosen a major. The student and advisor work together to develop a timeline for following one of the programs of study available through the designated department or school.

Should a student's interests and goals shift, it may become necessary to seek a new academic advisor so that the student works with a faculty member whose expertise is in the new area of interest. If a change is necessary, the student must submit a form through my.snu.edu/forms. Completing this procedure assures that the student's academic information will be transferred from the previous advisor to the one newly assigned. If the described process for changing advisors has not been followed, the student will encounter difficulties when attempting to enroll, register, or change registration.

Accuracy of advisement is contingent upon the student having supplied accurate information to SNU regarding the choice of major and program of study. It is the student's responsibility to report any change in major or program in a timely way so that appropriate adjustments can be made in the information available to advisors. Additional course requirements or credit hours resulting from the student's failure to report such changes in a timely way will be the responsibility of the student.

Monitoring Academic Progress

Since a major part of sound academic advising is the monitoring of academic progress, it is important to provide accurate, current information to both student and advisor. It is also important to have documentation supporting the student's initial program of study, subsequent progress, and any modifications that may have been made to the academic program of that student. To facilitate monitoring of the student's progress, SNU utilizes a tracking system through the students planning feature on the SNU portal. The student planning feature provides current information on courses the student has completed, courses yet to be taken, and progress toward graduation requirements. It also interfaces with other university systems to provide current information on prerequisites, course descriptions, and closed course sections.

Entry/Transfer Audit

When a student enters SNU (either as a freshman or in transfer), an entry/transfer audit will be performed using high school and/or college transcripts, ACT results, and any other relevant information that may be available. The entry/transfer audit will provide verification of incoming General Education and major coursework and thereby will provide the student and advisor with a clear picture of the courses needed to complete the student's program of study. It is the joint responsibility of the student and faculty advisor to review this information carefully during the student's first semester to ensure it is accurate and complete. The decisions reflected in this information will provide documentation of agreements reached at the student's entry to SNU and will allow the student reasonable assurance that those agreements will be honored.

The faculty advisor may request modifications to the entry audit on the basis of either first-hand information from the student about transfer coursework, unreported test scores, or on the basis of changes in a student’s designated major/concentration. If modifications are requested, the advisor should file a petition for this purpose no later than the beginning of the pre-enrollment period during the student’s second semester of coursework at SNU. Petition results (approval or denial) will be recorded in the student’s file by the VPAA for Undergraduate Studies or, if the courses are General Education courses, with the Director of General Education.

Graduation Requirements

A student working for a degree at SNU normally is subject to the degree requirements of the catalog under which the student matriculated. Should a student decide to change the program of study after initial matriculation to SNU, that student has the option to complete the degree requirements set forth in the catalog in force at the time such a change was declared. Should a student opt to follow these newer guidelines, the student will be subject to them as a different but entire set of requirements. Thus, a student should generally expect to complete the newer degree requirements in their entirety (rather than mixing selected requirements of the previous program with selected requirements of the newer program). Any requested exceptions, however, should follow the prescribed petition process (see below) and must be completed prior to the graduation audit.

Program Planning for Graduation

Each student at the university has an electronic program plan for requirements for graduation through the students planning feature on the SNU portal. Students working with their faculty advisor may complete a graduation plan through this system. In creating this plan the following should be included:

1. courses and/or CLEP credit hours completed at SNU
2. posting of any transfer credit hours the student may have earned
3. having met GPA requirements (cumulative, major, minor)
4. having met residency requirements
5. having met requirements for upper-division coursework, and
6. notification of the General Education and major courses that must be completed prior to graduation.

This information will assist the advisor and student in planning an appropriate course schedule toward graduation, so that all requirements can be met and that are essential to accurate record keeping and approval to participate in Commencement activities (see Application for Graduation). A student can request a review at any time electronically to see their progress toward graduation. Registrar's office reviews all apps for graduation to ensure all requirements have been met.

Petition Process

A formal process exists through which a student and advisor may petition for an alteration in the degree requirements to which the student would ordinarily be subject. It is possible to petition for waiver of a course or program requirement, to substitute one course for another, or to switch to the requirements of a newer degree program. All such petitions should be completed on the appropriate form, which is available through my.snu.edu. Completed petitions are to be accompanied by a current transcript and any other required documentation (such as a course syllabus). Action taken on petitions (approval or denial) is recorded in the student's record and will be used to determine which requirements remain for the student before graduation.

Application for Graduation

Degree candidates are required to meet with their respective faculty advisors to verify information accuracy and remaining requirements outlined in their program planning. Once verified, the student should make application for graduation with the Office of the Registrar. This form serves as the application for graduation and verifies the student plans to participate in Commencement activities.

Degrees for traditional students are conferred on three specific dates each year—May or December Commencement dates or August 15. Transcripts will reflect whichever date is the closest to follow a student's completion of degree requirements.

Advanced Standing

SNU grants advanced standing to students who demonstrate by scores on approved advanced standing examinations that they have obtained a background in a particular field equivalent to the achievement required in a course offered by SNU. The most typical programs for achieving advanced standing are the College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), Advanced Placement program (AP), and the International Baccalaureate program (IB).

For students in traditional programs, advanced standing credit for freshman-level courses must be submitted and verified through the Office of the Registrar immediately preceding fall enrollment. This deadline must be met to facilitate appropriate placement and accurate scheduling of incoming students.

Limited credit may be awarded through departmental proficiency exams. For students in traditional programs at SNU, a total of up to 30 college credit hours is available through various forms of testing (CLEP, DSST, AP, departmental proficiency exams). Credit hours received via CLEP are recorded on the transcript after the student completes six credit hours of work at SNU.

In order to assist in accurate advisement and planning, students in traditional programs planning to take CLEP exams should do so in adequate time so that the testing results will be available before the beginning of the student's sophomore year.

By policy, CLEP, AP, or other advanced placement credit for lower-division courses will not be approved if advanced courses in the same area of study have already been taken. Any exception must have the approval of the VPAA for Undergraduate Studies.

Advanced Placement (AP)

AP tests are also used as a basis for granting credit. Credit is given in a variety of courses for receiving a score of 3 or higher on the appropriate exams, as determined by departments and the Registrar. These tests are available as a part of AP courses taken in high school, and the exam must be taken for credit to be granted. AP is awarded credit as recommended by the guidelines of the College Board. For a list of the specific scores go to https://www.snu.edu/registrar.

College-Level Examination Program (CLEP)

CLEP is the major vehicle for advanced standing validation. Incoming freshmen who are proficient in specific academic areas may want to take advantage of this opportunity. Consistent with practices at other regionally accredited universities, at Southern Nazarene University CLEP credit is awarded according to the guidelines established by the American Council on Education. This council recommends that students be awarded credit if they score at or above the 50th percentile on established sophomore norms in selected content areas. The specific minimum scores are based on current norms and, therefore, are subject to change.

A note should be made that the guidelines for acceptance of CLEP results (both the particular exams accepted and the score minimums used for credit) vary from one university to another. For example, course credit gained by taking a particular CLEP examination will not necessarily be accepted as credit in transfer to another college or university. For any prospective SNU student, therefore, information regarding approved CLEP exams and acceptance of CLEP credit at SNU should be obtained from the SNU Testing Services office prior to taking a CLEP exam. More information can also be found at this SNU CLEP credit page. Southern Nazarene University is not responsible for inaccurate information provided by other sources.

Whenever available, CLEP exams are used to determine proficiency credit. If no CLEP exam is available, it may be that a department will have received approval to offer a locally validated proficiency exam. Students requesting advanced standing for applied work in fine arts, nursing, physical education, speech, graphic design, or business should consult with the school or department chair for the availability of tests in these areas.

CLEP examinations are administered by appointment only. If a student is unable to take a CLEP examination at one of our campuses, they can make arrangements to take a CLEP exam at a different location that is listed on their website Find a CLEP Test Center using SNU's college code of 6036. For more information, please contact Testing Services at our main campus by calling 405-491-6694 and at our Tulsa campus by calling 918-970-4638.

Dantes Subject Standardized Tests (DSST)

DSST exams are American Council of Education (ACE)-recommended tests covering lower and upper division baccalaureate courses in a plethora of subject areas. Quite often, DSST exams are utilized by veterans who receive funding through Defense Activity for Non-Traditional Education Support (DANTES).

International Baccalaureate (IB)

Study completed through the IB program may receive credit if taken at the advanced level and the student achieves a score of 4 or better on the examination associated with the course. Official score reports must be provided to the Office of the Registrar before credit is awarded.

Placement and Proficiency Testing

Course Placement

Students will be advised into particular courses on the basis of ACT scores. Courses where minimum ACT requirements are necessary include: Composition II, and College Algebra. Additional courses may be required which include: College Algebra with Integrated Review, University Study Strategies, Critical Thinking Strategies, and Reading Strategies.

Transfer Credit Evaluation

The registrar's office evaluates transfer coursework for applicability to General Education requirements. Transfer credits meeting particular SNU course requirements are so noted on the Entry Audit. CLEP and AP credit may satisfy some General Education requirements listed above. Awarded credit is applied to the transcript as college credit hours. For further details on taking these exams, contact the SNU Testing Services.

Language Placement Test

Language credit in either elementary or intermediate Spanish can be earned at the end of an immersion semester at QERC by students opting to take the in-house placement exam (which includes listening, writing, and speaking components). A professional examiner designated by the Division of Cultural & Communication Studies will recommend the awarding of credit for either Elementary Spanish I/II and/ or Intermediate Spanish I/II, based on the exam results.

Academic Classification

Academic classification is based on the credit hours accumulated and designated as follows:

Undergraduate Students

Students are classified as undergraduates if they have been admitted to the University and are seeking undergraduate degrees. The normal classification for undergraduate students is as follows:

Classification	Credit Hours Completed
Freshman	0-23
Sophomore	24-56
Junior	57-89
Senior	90 or more

Graduate Students

Graduate students are those who have already earned a bachelor's degree and have been admitted to or are enrolled in a graduate program or course at SNU. More details are found in the Graduate Catalog.

Unclassified Students

Unclassified students include—

1. students who audit a class but are not admitted to a program of study,
2. pre-college students who have received special permission to enroll concurrently while completing high school work, and
3. all other non degree-seeking students.

Postgraduate Students

Postgraduate students are defined as those enrolled in undergraduate courses after having earned a bachelor's degree. Such students will not have been admitted to any SNU graduate program. To make a schedule change after initial registration and payment of fees, students should work with their advisors. Any change made will become effective only if the proper procedure has been followed. If the change is not reflected in the student planning feature through SNU portal, it must be verified with the Office of the Registrar. Financial adjustments must be made with the Office of Financial Services.

Changes In Registration (Drop Add Policies)

Add Classes

A course may be added without special instructor permission as follows:

Term	No permission required to add
16-week	First full week
8-week	First 3 days
4-week	First 2 days
2-week	First 2 days
1-week	First day

Special permission from the instructor and the VPAA for the Undergraduate Studies must be obtained to add a course after the times specified above.

Drop Classes

No special permission is needed to drop a course through the 9th week of the semester, but the student should be aware that financial assistance may be affected by such a change. In addition, some changes may require the approval of a division/school chair and/or the VPAA for Undergraduate Studies. No change in registration (withdrawal from a course or school) may be processed after the end of the 10th week of the term without special permission from the VPAA for Undergraduate Studies.

Transcript records for course changes will be as follows:

Term	Course dropped with no transcript record	Course dropped with a 'W'
16-week	Week 1 – Week 5	Week 6 - Week 10
8-week	Week 1 - Week 2	Week 3 - Week 6
4, 5, or 6-week	Week 1	Week 2 - Week 3
2-week	Days 1 – 2	Day 3 - Day 7
1-week	Day 1	Day 2 - Day 3

Special permission to withdraw from courses after the deadline is obtained through the VPAA for Undergraduate Studies.

Withdrawal from the University

If it appears necessary for a student to withdraw from school before the end of a semester, a withdrawal form must be completed. It is recommended that withdrawal be initiated through the Center for Student Success. The withdrawal is not complete until the withdrawal form has been signed by all designated officials and financial arrangements have been made through the SNU Office of Financial Services. Any student receiving financial aid is required to meet with an appropriate official from the Office of Financial Assistance before completing withdrawal. A student will not be officially withdrawn, nor will any refund of tuition be given (see Financial Information) unless withdrawal is made in the prescribed manner.

When a student has enrolled for a future semester and is unable to return to SNU, the Office of the Registrar should be notified in writing to initiate cancellation of the enrollment. If the reason for not planning to return is financial, it is strongly recommended that the student visit with a counselor in the Office of Financial Services prior to making a decision. The student should consider visiting with a faculty advisor or with someone in the Center for Student Success prior to making a final decision to cancel enrollment. All cancellation/withdrawal forms need to be signed by the Associate Vice-President for Student Success.

Administrative Withdrawal

An administrative withdrawal may occur after the institution's drop-and-add period for disciplinary reasons or inadequate attendance. The following procedure will be used to recommend a student to be administratively withdrawn.

Disciplinary Reasons: The Dean of Students may recommend the assignment of an "AW" due to disciplinary actions, including expulsion and dismissal. This recommendation with justification should be forwarded directly to the AVP for Student Success

Enrollment Census: The AVP for Student Success may administratively withdraw a student from all classes on the first day of the first full week of class (e.g., Day 3) if the student has **not** reported to class by this deadline.

Inadequate Attendance: The AVP for Student Success may administratively withdraw a student after two weeks of non-attendance in all enrolled classes. The university's Early Alert System and/or attendance reports generated by the Student Success Management System may initiate this investigative process.

Once the AVP for Student Success contacts the student about withdrawal, the student has 48 hours to appeal with proper documentation. After that, the recommendation for administrative withdrawal will be sent to the VPAA, or designee, for approval.

An Administrative withdrawal can affect a student's financial aid eligibility and have academic and financial implications. If a student is administratively withdrawn, he or she will not be eligible for a tuition refund.

Course And Credit Information

Unit Of Credit

The unit of credit at SNU is the semester credit hour (indicated also as "credit" or "credit hour"), which requires the equivalent of one hour of class time a week for one semester. It is assumed that the student will spend approximately two clock hours in preparation for each hour of class time.

Course Offerings

The university reserves the right to withdraw any course for which enrollment is insufficient to warrant its offering and to make any other change in courses offered that may be necessitated by changing conditions.

Course Numbering

The system of course numbers indicates the level of instruction and the amount of credit carried by the course. The first digit in the course number indicates its class rank (freshman, sophomore, junior, senior). The second and third digits distinguish the course from other courses on the same level. The last digit indicates the number of semester hours credit offered for the course. The levels of instruction are indicated as follows:

Lower Division
1000-1999 Courses primarily for freshmen
2000-2999 Courses primarily for sophomores

Lower Division courses tend to focus significantly on introducing foundational skills and concepts. Learning activities are expected to support learning which leads to demonstrating understanding by

- Recalling and summarizing relevant facts
- Recognizing and classifying fundamental elements as part of larger conceptual structures
- Following directions or procedures as outlined in experiential learning activities accurately and with integrity
- Recalling and clarifying procedures necessary for executing particular skills
- Identifying and predicting one's own response to a topic

Upper Division
3000-3999 Courses primarily for juniors
4000-4999 Courses primarily for seniors

Upper Division courses build on the foundation knowledge and skills acquired in lower-division courses to ensure mastery in the ability to think analytically, identify and develop solutions to complex problems, and practically apply knowledge and skills. Capstone activities may challenge students to engage in rigorous evaluative or creative processes. Typically, upper-division courses require demonstration of advanced understanding by

- Breaking material into constituent parts, determining how the parts relate to one another and the whole. Learning activities may involve selecting key facts, using concepts to differentiate or distinguish between

alternatives, synthesizing disparate information into a cohesive argument, identifying, and executing procedures appropriate to particular contexts, and recognizing and deconstructing one's biases
- Conducting research projects which result in significant written reports and/or developing public presentations or juried performances
- Working more independently under the mentorship of a faculty member

Prerequisites

In some instances, courses are sequential in nature and therefore, a lower division course must be completed before enrollment is allowed in a subsequent upper-division course. When this is the case, the course description of the upper-division course will specify a prerequisite requirement. For these courses, the student will only be allowed to enroll in the upper-division course if the prerequisite has been met.

Courses Not Open to Freshmen

Generally, courses numbered 3000 and above are not open to freshmen. Exceptions can be made only by a student's advisor and/or the VPAA for Undergraduate Studies in consultation with the course instructor on the basis of prior work that has especially prepared the student for advanced coursework. Exceptions to this regulation will be made only when specific background has prepared the student for the advanced course desired. Other exceptions may be indicated on the student planning feature.

Course Audit

Some courses may be taken on an audit basis. Although an audited course is recorded on the student's official transcript, no grade is given, and no credit is received. When auditing, the student is encouraged (but not required) to be a full participant in the class activities (e.g. examinations, assigned homework). Not all courses offered by the University are open for enrollment on an audit basis. Physical education activity courses, practicum experiences, private lessons, independent study, research, and other similar courses are not open for audit. Audited courses are charged at a different rate and will include all course fees.

Audited courses follow the same enrollment procedures as credit courses. To change a credit course to an audit enrollment, the student must withdraw from the course in question and then re-enroll for the course on an audit basis. Conversely, a course enrolled for audit may not be transferred directly to enrollment for credit without the approval of the course instructor and the VPAA for Undergraduate Studies. Such a change must be processed in the Office of the Registrar with a Change of Registration form completed by the advisor.

Audited courses cannot be processed through the student planning feature.

Correspondence Course Credit

Up to 30 credit hours earned by correspondence may be accepted when completed through schools that maintain accredited extension departments. A student who is already enrolled for a degree program at SNU must secure the written approval of the VPAA for Undergraduate Studies before enrolling for a correspondence course.

Course Load Parameters

A normal course load is 12-17 credit hours. Students entering SNU as freshmen will normally not be permitted to enroll for more than 17 credit hours of coursework. Conditionally-admitted students are allowed to carry no more than 14 credit hours a semester, with the recommended load being 12-14. An undergraduate student carrying at least 12 credit hours is considered to be a full-time student. A load of nine credit hours is defined as a three-quarter load, and a load of six credit hours is designated as a halftime load for undergraduate work.

Students are not permitted to enroll for more than 18 credit hours per semester without the approval of the VPAA for Undergraduate Studies. Such permission will be granted only in unusual cases, and consideration will be provided only when the student has demonstrated a strong record of academic success in previous semesters.

Veterans and Military Service Members pursuing an undergraduate degree as traditional students are required to carry a full schedule of courses if they are to receive the full subsistence allotment provided by VA education benefits. A full schedule for veterans is defined as 12 credit hours of coursework that is on the student's degree program filed in the SNU Office of Financial Assistance.

Working students planning to hold employment in addition to their academic work should seek the help of a faculty advisor to determine an appropriate course load. Outside work expectations should be limited using the following considerations: a) the number of semester credit hours in which the student expects to enroll, b) overall grade point average, c) the level of the courses the student expects to take, and d) specific expectations of the particular courses comprising the student's schedule (i.e. overall reading load, writing expectations, examination schedule, etc.).

Students who plan to finance a large part of their college expenses through outside employment should plan to devote more than four years to their college program. While each situation varies somewhat, the following has been established as a guide.

Hours Per Week Outside Work	Average Credit Hours Course Load	Max. Load if GPA <2.00	Max Load if GPA >3.00
Up to 20	14 to 17	14	18
21 to 30	12 to 16	12	16
31 to 40	10 to 14	10	14
Over 40	8 to 12	8	12

As noted above, enrollment for loads in excess of the established maximum requires special permission of the VPAA for Undergraduate Studies. If at any time a student's class work becomes unsatisfactory, the total work and class schedule may be reviewed and the student's schedule may be adjusted by the VPAA for Undergraduate Studies in consultation with the student's academic advisor.

Summer Term

SNU's summer terms are held during two six-week terms following the completion of the spring semester and may include a two or three week May Mini-Term. Typically, summer terms begin in May (early-to-mid) and last through August. The summer terms provide opportunity for:

- the high school graduate to begin college study immediately
- the public school teacher to take additional university work
- the traditional college student to progress more rapidly toward program completion
- the degree-completion student to take courses that meet General Education requirements
- completing final work on a degree program, to graduate in August
- completing graduate work
- continuing education interests

Courses of varying format are available during the summer term — online, face-to-face, or a hybrid format — and will vary in length. Typically summer terms are six weeks in length. In addition, some of the shorter courses begin

later in the term. So, for example, a three-week course might begin in mid-May and end in early June whereas another three-week course might begin in mid-June and finish in early July.

Scope
Although courses from a wide array of campus areas are offered throughout the summer term, the bulk of course offerings are designed to meet General Education requirements. Fiscal responsibility dictates that a full complement of courses across all areas cannot be offered during the summer session; however, many commonly required courses are available. The summer courses that are offered meet the same learning outcomes as those occurring in regular fall and spring terms.

Course Load
Within the overall two 6-week summer terms, a student may complete up to 12 hours of credit. However, they must receive permission to carry more than six credit hours during any given period of the term (online courses are limited to two per summer term). Because the same learning outcomes must be met in a shortened timeframe, students enrolling in summer courses should expect to spend more time per week in class-related work than would be the case during a regular 16-week semester term. Students who are employed, therefore, should plan to either limit their course load or alter their employment expectations accordingly.

Admission
Students who enter Southern Nazarene University for the first time in a summer session, and are working toward a degree, must meet the regular requirements for admission.

Registration
Students enrolling in a summer term must complete all regular registration documents (e.g. application, housing, financial agreements, etc.) required for admission and enrollment noted elsewhere in this catalog. Failure to do so in a timely way may warrant disenrollment.

Regulations
All students are expected to conform to the same academic and lifestyle requirements that are in effect during the regular academic year. Announcement will be made in the summer session regarding any modification or special requirements that may be necessary to promote the best interests of the summer students.

Online Learning Policies

Registration
New students must complete an application for admission to the University. Once the application is submitted, students will be contacted by an admission counselor to complete the admissions checklist in preparation for class enrollment.

Students who were not enrolled in the previous semester must complete a re-application with the Office of Admissions. Once the application is submitted, students will be contacted by an admission counselor to complete the admissions checklist in preparation for class enrollment.

Current students should contact their academic advisor for class enrollment. Full time, residential students may enroll in one online course per session for a total of six credit hours per semester.

Tuition And Expenses

- Online courses that are a part of a program will maintain the tuition and fee structure associated with the degree plan.
- Traditional courses occurring within a traditional semester may be rolled into a student's block fee.
- Traditional summer courses may have a tuition and fee structure that is unique for the summer course schedule. Pell Grant and Oklahoma Promise may be applied to summer tuition - please check with Financial Services.

Study Abroad

SNU seeks to assist our students in understanding and appreciating what it means to live as Christians in a multiethnic, pluralistic world. We encourage students, therefore, to increase their global outlook by participation in study abroad. The possibility for Christian scholars to gain new insights by living and studying in other cultures is great and the potential for enhanced student learning is significant. For those reasons, SNU actively promotes a variety of study abroad opportunities. To be eligible to apply for any of the programs described, students must be in good academic and financial standing with SNU. Waiver of specific program and/or graduation requirements on the basis of credit received through study abroad will be at the discretion of the department into which the credit is transferred.

If a student of SNU is accepted for study abroad, the student should inquire as to the present policies regarding the availability of both institutional and non-institutional sources of financial assistance in applying toward program costs. To receive consideration, students must follow all application and approval procedures of the sponsoring group.

Recommended Study-Abroad Programs

QERC

The Quetzal Education Research Center (QERC), located in San Gerardo de Dota, Costa Rica, seeks to promote biodiversity, conservation, and sustainability in global and local communities. To this end, SNU involves students and researchers from around the world, including the host country, to engage in dialogue and research focused on the tropical cloud forest and its floral and faunal community for the purpose of enhancing its sustainability. QERC works to integrate local farmers with research scientists, educators, and students from around the world in the effort to merge good conservation practice and economic viability in the local community.

In 1986, the Quetzal Education Research Center emerged out of the relationship begun between Southern Nazarene University, founded in 1899, and the Efrain Chacon family, who pioneered the settling of the Savegre Valley in 1952. This partnership resulted in the completion of construction of a small laboratory in 1996 and a larger educational and research facility in May 2001. It is expected by all involved that this relationship will continue to provide students, scholars, and the citizens of San Gerardo with opportunities to develop transformational discernment as they work through the practical implications of the broad ideal of ecological sustainability.

To facilitate learning at the QERC, SNU offers an undergraduate, 16-credit hour Tropical Studies program at the QERC during the spring semester that is open any undergraduate student that has been accepted to any institution of higher learning that offers bachelor's degrees. (Information on the Tropic Studies Program can be found in the catalog section for the Department of Biology.)

CCCU Global/Ed Programs

The Global/Ed programs organized and promoted by the Council of Christian Colleges and Universities (CCCU). Program information can be found at cccuglobaled.org. The CCCU, an association of 150 campuses in the U.S. and Canada, offers these semester and summer programs to students of its member institutions, of which SNU is one. The programs offer a unique opportunity for students to make the world their classroom, going beyond the confines of the traditional classroom. These interdisciplinary learning opportunities are available to second-semester sophomores, juniors, and seniors.

AU SABLE Institute of Environmental Studies

The Au Sable Institute offers field-based, university-level courses in environmental studies and environmental science at campuses in the Great Lakes region (Mancelona, MI), Pacific Northwest (Whidbey Island, WA), South India (Tiruchirappalli, Tamil Nadu), and Latin America (Vara Blanca, Costa Rica) with academic credit offered by any of more than 50 colleges and universities. See www.ausable.org.

Other Study-Abroad Programs/Consortium Agreements

Occasionally, students may wish to pursue study-abroad opportunities other than those routinely recommended or in world areas not included in those programs. Only programs offered through regionally accredited institutions of higher education in the U.S. are acceptable for study-abroad work. The student is responsible to contact the sponsoring university to obtain program information. For these programs, only approved, noninstitutional sources of financial aid may be applied toward program costs. If the student seeks to remain an SNU student while studying abroad, the possibility of a consortium agreement between SNU and the sponsoring institution may be pursued but is not guaranteed. Consortium agreements may be possible in some cases, but not in others; specific agreements must, therefore, be handled on an individual basis. It is the student's responsibility to provide the program's contact information to both the VPAA for Undergraduate Studies and the Office of Financial Services at least six months before verification of an agreement is needed. If a consortium agreement is not possible, the student will be required to enroll at the program's sponsoring institution and simply transfer the credit hours back to SNU upon completion.

Part-Time Study Abroad

Students pursuing a volunteer mission assignment may seek to complete intensive study in some specific area of inquiry on a part-time basis while overseas and, therefore, may seek a limited amount of academic credit for learning in the study abroad setting. To do so, the student must enroll for the credit during the semester in which the study occurs and must make arrangements with the SNU Office of Business and Finance to pay for the credit hours at the time of enrollment. The student must make specific arrangements with the supervising instructor or instructors, and a course plan must be approved by both the VPAA for Undergraduate Studies and the department/school chair prior to undertaking the study (using the directed study contract form) for a maximum of six credit hours.

Oklahoma Scholar-Leadership Enrichment Program (OSLEP)

University students are regularly accepted as participants in this intercollegiate, interdisciplinary program sponsored by the Oklahoma State Regents for Higher Education. Twenty public and private universities in Oklahoma participate. Students accepted for OSLEP study with a distinguished scholar and with students from participating universities. Juniors, seniors, and graduate students with a 3.0 GPA are eligible to apply; freshmen and sophomores who have demonstrated exceptional academic achievement will be considered. Books, housing, and meals are provided by OSLEP. Each seminar is worth three credit hours. Students may enroll in an OSLEP course through SNU's block tuition, or they may pay OU tuition and transfer the credits to SNU. The OSLEP seminars meet for five days, and seminars are held on the University of Oklahoma Norman campus and on the

campuses of participating universities. For further information and before enrolling in an OSLEP course, contact Dr. Heather Clemmer, the SNU campus coordinator of OSLEP @ hclemmer@mail.snu.edu

Reserve Officer Training Corps (ROTC)

Army ROTC

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

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

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

Students interested in taking Military Science classes must be admitted to UCO as a non-degree seeking student. Students must pay the current tuition and fee rates required by UCO. SNU students are encouraged to compete for a variety of Army ROTC scholarships at any time while completing their degree. Army ROTC scholarships are available for qualified students with or without prior military experience. These range from 1.5-year to 3.5-year retention scholarships.

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

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

Chapter 5 – Academic Policies

Academic Policies (College of Undergraduate Studies)

SNU offers undergraduate programs leading to various associate and baccalaureate degrees. The curricula are designed to meet the educational needs of students drawn from a wide geographical area, representing diverse preparatory backgrounds, and having different vocational, professional, and cultural goals. The administration reserves the right to make such minor adjustments in stated curriculum requirements as may (in an individual case) be justified. Any deviation from a stated requirement, however, may be made only by the Office of Academic Affairs. Any such adjustment must also fulfill the purpose of the stated curriculum and be in harmony with generally accepted educational practice.

Academic policy questions for traditional undergraduate programs should be directed to the Office of Academic Affairs (Bresee 200, 405-491-6600).

Student life or conduct rules questions for traditional students should be directed to the Office of Student Life (Webster Commons, lower level, 405- 491-6336).

For academic policy questions for Professional Studies, please refer to Chapter 9 of this catalog.

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Grades and Grading Polices
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Computer Use and Ethics
Academic Integrity Policy
Academic Warning, Probation, and Suspension
Administrative Withdrawal

Class Attendance

In compliance with federal regulations, attendance will be taken in all classes.

SNU believes there is a strong relationship between class attendance and academic progress. Therefore, regular class attendance is expected of all SNU students.

All registered students (including international students) are expected to arrive on campus in time to attend classes on the first day of each semester. Students who have not attended a scheduled class meeting by the first day of the first full week of classes will be administratively withdrawn from classes for which they are registered but have not attended. If, for exceptional extenuating circumstances, a student cannot attend class meetings during the first full week, they must receive approval from the Vice President of Undergraduate Studies before the beginning of the semester.

The student is responsible for all classwork assigned or due on the date of any absence, regardless of the reason. The student may be penalized for missed work if there is no explanation for the absence or the student does not meet the instructor's requirements for making up the work.

Penalty for Absences

Recognizing that unavoidable circumstances may result in occasional absences, instructors who use attendance grades to motivate class meeting attendance allow a reasonable number of absences without penalty. Reasonable is interpreted to mean the equivalent of no more than two weeks of class (e.g., in a 16-week term, four T-TH or six M-W-F class meetings). Absences beyond a reasonable number can be expected to affect the final course grade deleteriously.

Excused and Unexcused Absences

In recognizing that unavoidable circumstances may result in an occasional absence, instructors typically allow a reasonable number of absences without grade penalty. Reasonable is usually interpreted to mean the equivalent of no more than two weeks of class of a 16-week term (i.e. T-TH, 4, M-W-F, 6). Absences beyond this will likely have an effect on the final course grade. Because a number of absences are allowed without penalty, no distinction is made between excused and unexcused absences.

Absences for Athletics/Music/University-Sponsored Groups

Students involved in intercollegiate athletics, musical ensembles, and/or other University-sponsored groups are expected to be absent for only those classes that are in direct conflict with travel and game/performance schedules. Practices are not sufficient rationale for not attending scheduled classes. Students must also work with the instructor in advance of any planned absence to make certain all work is completed and any necessary arrangements have been made. Students involved in university sponsored, co-curricular activities are to use the allowed absences for their involvement in those activities and should be able to accommodate conflicts within the number of absences provided without grade penalty. If there is a significant attendance problem due solely to conflicts arising from university-sponsored activities, the student should consider finding a more appropriate time for taking the course.

Unanticipated Absences

In cases of an unanticipated absence, the student should inquire about the possibility of making up missed work. If the explanation of the absence is acceptable to the instructor, the student may be permitted to make up missed work, although in some instances make-up work may not be feasible. If the explanation of the absence is not

acceptable to the instructor, the student may be refused the privilege of making up the work and be assessed a consequent grade penalty. Each class syllabus should specify specific absence and make-up work policies.

The Center for Student Success sends official notification to instructors when a student is called away from campus suddenly by a medical or family crisis or for an extended time for a legitimate, unplanned, documented emergency. Notice is not sent, however, for routine events such as doctor's appointments or short illnesses. Faculty members are expected to work directly with students regarding attendance issues and to deal fairly with legitimate absences while helping students develop the disciplines to avoid flagrant attendance irregularity and unsatisfactory scholarship due to absences.

Religious Observance Accommodations

Southern Nazarene University seeks to be hospitable of religious observance among the students and learners of our diverse campus community and to be as accommodating as possible. Students should discuss with their instructor at the beginning of the semester forms of religious observance (dress, fasting, specific prayer times) that may affect their full participation in the course. Students should also compare the class schedule to their own religious calendar to determine if there will be any class days in which the student expects to be absent due to the observance of a religious holiday. Students must notify the instructor, in writing, of the expected absence within the first two weeks of the semester.

The instructor will then work with the student to develop a plan to reschedule any exams, assignments, or course activities for that day. The instructor, at his/her own discretion, will make reasonable accommodations wherever possible. Students should recognize, however, that there may be some course aspects that cannot be rescheduled or accommodated, and it will therefore rest upon the student to determine whether they wish to remain enrolled in the course or have their grade potentially affected.

Southern Nazarene University strives to be a place where each learner experiences a sense of belonging and is accommodated, when possible, for religious observances in a collaborative way.

Military Service Members/Veterans Class Attendance

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

funding that needed to be returned due to deployment and on future financial aid options available to them upon re-admittance.
In cases of an unanticipated absence, the student should inquire about the possibility of making up missed work. If the explanation of the absence is acceptable to the instructor, the student may be permitted to make up missed work, although in some instances make-up work may not be feasible. If the explanation of the absence is not acceptable to the instructor, the student may be refused the privilege of making up the work and be assessed a consequent grade penalty. Each class syllabus should specify specific absence and make-up work policies.

Absence Due to Late Registration

In case of late registration, the student's responsibility for completing assigned coursework is the same as in the case of other absences, even coursework assigned and submitted before their enrollment. Absences may be recorded, but the course instructor will not use absences incurred by late registration when determining the student's final course grade.

Grades and Grading Policies

Letter grades are assigned to reflect the quality of work achieved during the semester in which a course was completed. Each letter grade also carries a numerical weight that is used to calculate a grade point average (GPA). A GPA is the quotient obtained by dividing the number of grade points earned by the number of credit hours attempted. The following grades and their associated numerical weights are used to denote the quality of work done in a course:

Grade	Grade points per credit hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

The following grades are not used in calculation of GPA but may be recorded on the transcript:

PH= Pass with honors, P = Pass, W = Withdrawn, I = Incomplete

An incomplete grade ("I") is given when a student lacks some essential requirements of the course and is only allowed in special cases where students come to the end of the semester and experience illness or an unavoidable crisis. A grade of "I" must be requested by the student and must have the approval of the course instructor, division/school chair, and VPAA for Undergraduate Studies. Forms for requesting an "I" are available on the SNU Portal. An "I" is not to be given to allow extra time to complete coursework that should have been completed during the term. Incomplete work must be completed prior to the beginning of the final examination period of

the semester immediately following. Extension of the completion period requires approval by the VPAA for Undergraduate Studies.

Grade Appeal Provision

The assignment of grades is the responsibility of the course instructor. Final course grades are to reflect the work completed during the semester the student was enrolled in the course. Routine grade changes, therefore, should only arise when a clerical error or miscalculation has occurred. Grade changes are not allowed for work submitted after a semester is complete or for the purpose of raising a grade unless the student has an approved incomplete grade request on file for the course. Should a clerical error or miscalculation have occurred, the instructor can submit a change of grade form to the Office of the Registrar.

If the student believes the grade reported by the instructor is unfair or if there is a dispute between student and instructor over the assessment of work completed in a course, the student has the right to appeal the grade. The first step in attempting to resolve such a grade disagreement is for the student to meet directly with the instructor to review the student's performance in the course. In that setting, the student and instructor should make sure that the grade record accurately reflects work submitted, grades received for that work, accurate recording of the student's attendance, and any other clerical elements that comprise the final course grade.

Although a student may request that the instructor reconsider a grade for a particular assignment, such reconsideration is at the instructor's discretion and only if there is compelling reason to believe the original grade was a seriously inaccurate assessment of the level of performance on that assignment. If the instructor agrees to reconsider previously submitted work and the re-evaluation would result in a change of grade, the instructor may submit a change of grade form at that time. As noted, however, additional work is not to be considered after the semester is complete or for purposes of raising a grade unless the student has received approval for an incomplete to be recorded for the course. If the dispute remains unresolved after consultation with the course instructor, the student may appeal to the appropriate division/school chair.

If no grade change is deemed appropriate after initial review with the course instructor and/or division/school chair, the student may submit a formal grade appeal. Such an appeal must be submitted in writing to the VPAA for Undergraduate Studies by the end of the following semester, along with whatever documentation the student deems appropriate to support the request. Once an appeal letter is received from the student, the VPAA for Undergraduate Studies will request information from the course instructor to explain and document the basis used for determining the student's course grade. All written materials are then reviewed by an Appeals Board convened by the VPAA for Undergraduate Studies. After deliberation, the Appeals Board then either recommends to grant the appeal or leave the grade as originally recorded. Final determination rests with the VPAA for Undergraduate Studies. Questions concerning the grade appeal process should be referred to the VPAA for Undergraduate Studies.

Academic Reprieve

Students who can demonstrate extraordinary circumstances contributing to poor academic performance in a previous semester may submit a written request for academic reprieve to the VPAA for Undergraduate Studies. Requests are governed by the following guidelines:

1. At least four years must have elapsed between the time of the request and the semester being requested for reprieve.
2. During the semester requested for reprieve, the student must have had a semester grade point average (GPA) of less than 2.00.

3. Prior to requesting the reprieve, the student must have earned at least 12 credit hours, nine of which must be in content-based courses (i.e., excluding activity or performance courses) with a GPA of at least 2.00 and have earned no grade lower than a "C" in any course.
4. The student may request reprieve for up to two consecutive semesters or terms of enrollment. Full consideration will be given to both one-semester and two-semester requests, but there is no obligation to reprieve either or both semesters.
5. If the request is granted, it will include grades earned and all credit hours attempted within the reprieved semester. If a student has proven proficiency in a particular course (as demonstrated by a grade of "C" or above) during the reprieved semester, that student may be waived from repeating the course, although an additional course must be used to replace the credit hours.
6. A student can have only one academic reprieve during the undergraduate academic career.

Reprieved semesters will continue to appear on the official transcript, with the notation “Academic Reprieve Granted.” The transcript will also include notation indicating that reprieved coursework is not used in the calculation of GPAs. For more information, contact the Office of the Registrar or VPAA for Undergraduate Studies. Note: reprieved grades might not be recognized as reprieved by other institutions.

Computer and Ethics

Policies

This Computer Use and Ethics policy relates to use of all computers, computer systems, and networks operated through SNU for any purpose by students, employees, or guests.

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 email, 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 ensure 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 work 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 email 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 Life, 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.

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 Senior Leadership Team (employee appeals).

Academic Integrity Policy

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

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

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

Enforcement

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

Faculty members are required to meet with students involved in an integrity issue and are required to report all infractions of the integrity policy to the Office of Academic Affairs. Subsequent violations at any point in the students' academic career will result in the involvement of the VPAA for Undergraduate Studies or the Chief Academic Officer, and penalties up to and including dismissal from the university may be applied.

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

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

Reporting Integrity Violations

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

Faculty members must converse face-to-face with each student involved in an academic integrity violation. This may be conducted for online students using a conferencing platform such as Zoom or Google Meet. This conversation should include a discussion of the offense, Biblical and ethical principles regarding why integrity is important, and consequences for the offense. Following the conversation, an early alert should be submitted to Academic Services summarizing the meeting.

The faculty advisor, AVP for Student Success, respective College VPAA, and/or Chief Academic Officer will be notified of this violation. Additionally, faculty members must report each violation of the academic integrity policy, regardless of how minor, to: ensure that the institution may properly educate the student involved; document that the student received appropriate education; determine if the student has repeatedly violated academic integrity expectations; ensure the relevant persons are informed to intervene appropriately; and verify that institutional processes treat each student fairly, equitably, and justly.

Academic Integrity Violation Process

First Report - In-person meeting with Professor. The AVP for Student Success or Program Director and faculty advisor are notified.

Second Report—In many cases, the professor is unaware that an academic integrity infraction is a second or subsequent violation. Thus, the process is the same for the professor. The professor will meet in person with the student, and the faculty advisor and AVP for Student Success or Program Director will receive notification. The AVP for Student Success or Program Director will meet with the student for second-offense notifications.

Third Report - Similar to a second violation, the professor will meet with the student, and the AVP for Student Success or Program Director and faculty advisor will be notified. The student's case will be referred to the VPAA, who will meet with the student and determine whether the case warrants referral to the Campus Academic Integrity Council. Depending on the severity of the violation and the emerging pattern of violations, the VPAA may refer a third or subsequent report to the Campus Academic Integrity Council with a recommendation for expulsion. Should the VPAA determine that the third report does not warrant expulsion, the VPAA will communicate that a subsequent offense will lead to dismissal from the university.

Programs may have specific policies related to academic integrity. In such cases, these are articulated in their program handbooks.

Academic Warning, Probation, and Suspension

If you are a conditionally-admitted freshman or transfer, please also refer to section Conditional Admission in this catalog.

Grade Point Average Requirement

Each student must meet a cumulative grade point average standard to remain in good academic standing. The grades of F, AW, W, I, or Audit do not count as the successful completion of a course.

Students who fall within the following parameters would be on Academic Notice:

- 0-24 hours Less than a 2.00 Cumulative GPA
- 25-56 hours Less than a 2.15 Cumulative GPA
- 57+ hours Less than a 2.25 Cumulative GPA

A student on Academic Notice will still be considered in Good Standing with the university.

Academic Warning:

Students will be placed on academic warning if they fail to meet the following cumulative GPA requirements after two consecutive semesters at SNU.

- 0-24 hours with less than 1.75 GPA
- 25-56 hours with less than 1.90 GPA
- 57+ hours with less than 2.00 GPA

Students will be placed on Academic Warning, and will be required to meet with an academic coach prior to the start of the semester to create a plan for support and accountability. Academic Warning will be noted on the student's transcript. Additionally, students on academic warning will not be permitted to participate in extracurricular/co-curricular competitions, performances, and/or its equivalent unless it is a component of an academic course.

Academic Suspension:

Any student who is on a warning status for the semester and does not meet the requirements outlined in the Academic Recovery Plan, will be required to submit an appeal that will be reviewed by the Academic Standing Committee. The student will be notified and will be given information regarding appealing their standing.

If the appeal is granted, the student must meet the requirements of a revised plan. If a student's appeal is not accepted, the student will be placed on Academic Suspension.

Appealing Academic Suspension:

A student who has mitigating circumstances (such as, but not limited to, death of an immediate family member, serious injury or illness of student or immediate family member) may complete the Academic suspension Appeal Form. The appeal must include 1) why the student failed to meet the requirements and 2) what the student plans to do differently to improve their academic standing. The appeal and supporting documentation should be received within 10 days of the date of the suspension notification letter.

An appeal will be reviewed by Associate Vice President for Student Success in consultation with the Vice President of Academic Affairs for Undergraduate Studies and the student will be notified of the decision.

Reinstatement:

Reinstatement after Academic Suspension requires readmission through the Vice President of Academic Affairs for Undergraduate Studies and completion of an academic recovery plan with a staff member in the Center for Student Success. A reinstated student will be on Academic Warning.

Students on Academic Suspension following the spring semester may appeal their suspension and be approved for a program of summer courses as a part of an academic recovery plan, and if satisfactory progress is achieved, they may be readmitted for the fall semester.

In order to graduate, students must also maintain a minimum GPA of 2.00 (or higher if so specified) in their major. The student should be aware that these guidelines apply only to academic standing and may not be the same as those used to determine eligibility for other areas (e.g. financial assistance awards, athletics).

Veterans/Military Service Members:

Veteran or Military Service Member students are bound by the same Academic Warning, Probation, Suspension, Appeal, and Reinstatement system as non-military students.

Administrative Withdrawal

An administrative withdrawal may occur after the institution's drop-and-add period for disciplinary reasons or inadequate attendance. The following procedure will be used to recommend a student to be administratively withdrawn.

Disciplinary Reasons: The Dean of Students may recommend the assignment of an “AW” due to disciplinary actions, including expulsion and suspension. This recommendation with justification should be forwarded directly to the AVP for Student Success

Inadequate Attendance: Before the last date to withdraw from the university with a “W” and after the drop/add period has expired, a student may be administratively withdrawn for inadequate attendance by recommendation of the AVP for Student Success. The AVP for Student Success will verify the date of last attendance with assigned faculty members. Before such action is taken, the student will be notified through the university’s Early Alert System of his or her grade status. Any student appeal must occur at that time. The student will be given a reasonable time to respond, after which time the recommendation for administrative withdrawal will be sent to the VPAA, or designee, for approval.

An Administrative withdrawal can affect a student’s financial aid eligibility and have academic and financial implications. If a student is administratively withdrawn, the student will not be eligible for a tuition refund.

Chapter 6 – Academics

Academics (College of Undergraduate Studies)

SNU serves students seeking a baccalaureate degree in the context of a liberal arts, traditional, four-year setting. Students completing degree requirements for traditional undergraduate programs will earn a bachelor's degree in the arts or sciences, depending on the chosen academic program. Associate's degrees are also available.

Questions regarding traditional undergraduate programs should be directed to the VPAA for Undergraduate Studies.

For information on Professional Studies programs, refer to Chapter 9.

In This Chapter

Academic Organization
Academic Student Services
Academic Support Centers and Programs
Degree Requirements
General Education
4 + 1 Format
Honors Program
Honor Societies
Academic Honors and Awards

Academic Organization

Senior Leadership Team

Keith Newman, Ed.D., University President (2017)
- B.A., Houston Baptist University
- M.M., Southern Nazarene University
- Ed.D., Spalding University

Mark Winslow, Ph.D., Senior Vice President and Chief Academic Officer (2004)
- B.S., Greenville College
- M.S., University of Kansas
- Ph.D., Kansas State University

Michael Redwine, Ed. D., Executive Vice President (2007)
- B.A., MidAmerica Nazarene University
- M.Ed., MidAmerica Nazarene University
- M.B.A., MidAmerica Nazarene University
- Ed.D., St. Louis University

Steve Betts, Ph.D., Vice President for Traditional Program Enrollment Management (2001-2011; 2015)
- B.A., MidAmerica Nazarene University
- M.M., Wichita State University
- Ph.D., The University of Oklahoma

Gary Cummings, B.S., CPA, Vice President for Business and Finance (2023)
- B.S., Southern Nazarene University

Melissa Lewis, D.M.A., Ed.D., Vice President of Academic Affairs for Professional & Graduate Studies (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
- Ed.D., Southern Nazarene University

Rev. Larry Morris, M.A., Vice President for University Relations (2021)
- B.A., Southern Nazarene University
- M.A., Olivet Nazarene University

Tollya Spindle, M.A., Director of Administration and Communications (2002)
- B.S., Southern Nazarene University
- M.A., Southern Nazarene University

Academic Administrators

Mark Winslow, Ph.D., Senior Vice President and Chief Academic Officer

Melissa Lewis, D.M.A., Ed.D., Vice President of Academic Affairs for Professional & Graduate Studies

Scott Marsee, Ph.D., Vice President for Learning and Innovation (2019)
B.A., Asbury University
M.A., Asbury Theological Seminary
Ph.D., Capella University

Mark Winslow, Ph.D., Interim Vice President of Academic Administration (VPAA) for the College of Undergraduate Studies

Academic Leadership Areas

Mark Winslow, Ph.D., Senior Vice President and Chief Academic Officer

- Information Technology
- Federal Grants
  - SSS Program
  - McNair Program
  - Title III
- Renew Counseling Center
- Registrar
- Library
- Office of Veterans Services

Mark Winslow, Ph.D., Interim VPAA for the College of Undergraduate Studies

- Division of Cultural and Communication Studies
- School of Education
- School of Music
- School of Theology and Ministry
- School of Business
- Division of Science, Technology, Engineering, and Mathematics
  - Department of Biology
  - Department of Chemistry
  - Department of Computing, Mathematics, and Physics (Physics major temporarily suspended Fall 2018)
- Division of Social and Behavioral Science
  - Department of History, Politics and Law
  - Department of Psychology and Counseling
- School of Kinesiology
- School of Nursing
- Honors Program
- General Education

Melissa Lewis, D.M.A., Ed.D., VPAA for the College of Professional and Graduate Studies

- Professional Studies
- Graduate Studies
- Grants Office

Scott Marsee, Ph.D., VP for Learning and Innovation

- Higher Learning Commission Accreditation Liaison Officer
- Institutional Research
- Assessment and Program Review
- Center for Learning and Innovation
- Institutional Compliance

Academic Student Services

Center for Student Success

The Center for Student Success seeks to facilitate transition to the university environment, provide access to resources, and assist in the pursuit of academic excellence. Services include: Academic Services, Disability Services, Writing & Tutoring Services, and Testing Services.

Center for Student Success is committed to assisting students in their academic transition to college as well as students who face academic challenges while progressing toward graduation.

- Personal academic counseling for students who are experiencing academic challenges while progressing toward graduation;
- Academic Advising for Undeclared Majors for students who desire assistance in choosing coursework, selecting a major, and assistance in the discovery of personal interests, abilities, and career choices;
- Strategy Courses are available for enrollment for students who need additional support with vital academic and life skills;
- Academic Accountability for students who require support to meet GPA requirements for graduation and academic success.

Disability Services

SNU provides services for all students with disabilities as defined by the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 (ADA). A qualified person with a disability means: "an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and service, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity" (Public Law 101-336, Sec. 201). Students are required to self-identify and to provide documentation of their disability prior to the provision of services.

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

Writing and Tutoring Services

The Tutoring and Writing Center offers free tutoring sessions and paper review services for all traditional SNU students.

Testing 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. Testing Services also provides a proctor for students approved for testing accommodations.

Testing accommodations are provided by the Disability Services Advisor and scheduled by the disability office (405-717-6272). More information can be found by visiting the Disability Services page on SNU's website.

Access and Opportunity (TRIO)

Student Support Services

Student Support Services (SSS) is fully funded by a federal grant through the U.S. Department of Education (TRIO Programs). In order to qualify for SSS you must meet at least ONE of these criteria:

- Be a first-generation college student (neither parent has a bachelor's degree)
- Have a documented disability
- Be income eligible

For eligible students, the SSS program provides various support services including:

- Academic advisement and support
- Personalized tutoring
- Assistance in applying for student financial aid
- Life skills counseling
- Academic workshops
- Cultural events and educational trips
- Referrals to campus and community resources

Ronald E. McNair Post-Baccalaureate Achievement Program

The Ronald E. McNair Post-Baccalaureate Achievement Program (McNair Scholars) at SNU is a federally funded program (TRIO) designed to encourage and prepare undergraduate students from disadvantaged backgrounds to pursue graduate degrees after leaving SNU. Students qualify for the program based on the criteria of being first generation (neither parent received a four-year college degree) and income-eligible or a member of an underrepresented group in graduate education such as African American, Native American, Hispanic/Latino, Native Hawaiian, or Pacific Islander. Candidates with a 3.0 or higher GPA will be given first priority, although GPAs as low as 2.75 may be considered.

Students accepted for the program must demonstrate serious interest in pursuing a graduate degree after SNU and in conducting research in their field on the undergraduate level. Students from both traditional and professional studies (degree completion) programs are encouraged to apply. Students from traditional programs will be required to commit one summer (usually the summer between the Sophomore and Junior year) to the research internship.

The program includes a paid research internship, faculty mentorship, GRE preparation, graduate school visits, graduate school seminars, professional research presentations, cultural and scholarly activities, panel discussions, and graduate school funding advisement.

The McNair office can be contacted at (405) 491-8161 or mcnair@snu.edu. Information and a downloadable application can be found at www.snu.edu/mcnair. Interested students may also pick up an application in the McNair office on the fourth floor of the W. Don Beaver Science Hall.

Center For Global Engagement (CGE)

The CGE helps SNU students identify, make application for, and participate in off-campus academic programs that will help prepare and equip world Christians for service in an expanding global culture and economy. For more information, see www.snu.edu/study-abroad.

Academic Support Centers and Programs

Department of Athletics

For more information, see Intercollegiate Athletics and/or www.snuathletics.com.

Quetzel Education Research Center

For more information, see Study Abroad and Department of Biology sections of the catalog.

R.T. Williams Learning Resource Center (Library)

The SNU Library provides students with research resources for academic work. For information about the services the library provides, go to the SNU main Web site at www.snu.edu/library.

Zig Ziglar Center for Leadership Development

SNU is a Christian community of scholars that seeks to model the hospitality of grace, the pursuit of truth, and the practice of discipleship to prepare graduates who think with clarity, act with integrity, and serve with purpose. The Zig Ziglar Center for Leadership Development is integral to the fulfillment of this mission as an academic center of excellence for the study and practice of Christian ethical leadership that serves the University and beyond.

It is the vision of the Ziglar Center to honor the life and legacy of Zig Ziglar by providing its constituents with transformational learning experiences drawn from the fields of Christian ethics and leadership that equip them to think with clarity, act with integrity, and serve with purpose.

The Ziglar Scholars' Program is a transformational leadership development experience formed in community serving undergraduate students who excel academically and exhibit exceptional leadership potential. For more information, contact the Chief Academic Officer at mwinslow@snu.edu.

Degree Requirements

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

Certificate—12 semester credit hours
Associate's Degree—60 semester credit hours
Bachelor's Degree—120 semester credit hours
Master's Degree—30 semester credit hours
Doctoral Degree—57 semester credit hours (post-Master's degree)

Associate of Arts Degree (A.A.)

The Associate of Arts degree is awarded on the completion of selected two-year programs. All students enrolling in an A.A. degree program must fulfill the regular requirements for admission to SNU. To complete these degree programs, the degree candidate must complete a minimum of 60 credit hours of college work and maintain a cumulative GPA of 2.00.

For the Associate in General Studies to be awarded, 15 credit hours must be earned from SNU (in residence) and a minimum of 15 credit hours must be completed at the sophomore level or above. To become a candidate for any associate degree, the student must have a minimum of 15 hours earned at SNU. The 15 credit hours needed to meet graduation requirements or program completion must be taken at SNU. No more than 9 upper-division hours count toward the residence requirement. If the student later chooses to pursue a bachelor's degree, the courses completed as part of the A.A. may apply.

In addition to the general policies for Associate of Arts degrees, students seeking to be awarded an Associate of Arts degree must complete the proscribed courses in the General Education Foundation (27 credit hours), Old or New Testament Literature and Life (3 credits), and 30 credit hours of electives. A student who completes these requirements for an AA degree, and who does not focus study in any particular field, will be awarded an Associate of Arts in General Studies.

A student who, through a combination of choices from the General Education program and electives areas, fulfills the general requirements for an Associate of Arts degree and a minor in a particular field of study may be awarded an Associate of Arts Degree, provided the area of concentration has no established curriculum guidelines for the awarding of associate degree. A student choosing to pursue this approach, in consultation with their academic advisor, may petition the chair of the school/division or program director and the VPAA in which the program of study is housed for a waiver of the nine-credit hour restriction on upper-division coursework. When considering granting such a waiver, advisors, department chairs/program directors, and the VPAA will take into consideration the petitioning student's academic performance in prior courses and observations of growth and maturity in intellectual, emotional, and social spheres as indicators of the student's fitness to meet the challenge of upper division course work.

Associate of Arts degree programs at SNU with specific concentrations are detailed in the various departmental academic curricula program listings.

General Studies A.A. Degree

Course Number	**Course Title**	**Credit Hours <u>Foundation</u>**
Students must complete the following foundation courses:		
ENGL 1113	Composition I	3
GS 1113	Computer Applications	3
SP C 1133	Intro to Speech Communication	3
ENGL 1213	Composition II	3
FA 1413	Aesthetics	3
THEO 1513	Christian Faith and Life	3
HP1533	Modern World	3
BLT 2013 or 2023	Old or New Testament Literature & Life	3
Select one Foundation Critical Thinking & Problem Solving		3
Select one Foundation Social Responsibility		3
Select ten electives		30

<u>Baccalaureate Degrees</u>

Undergraduate programs leading to baccalaureate degrees require a minimum of 120 credit hours. The baccalaureate degree is composed of a specialized program of study and general education. In some programs electives are required to meet the minimum graduation requirements. A number of programs require more than the minimum to complete. The programs of study for students conditionally admitted who are required to enroll in zero-level courses will necessitate a minimum of 124-127 credit hours.

In addition to specialized preparation, a broad liberal arts background is required for all students. To ensure that all students share this liberal arts emphasis, the faculty has outlined the following general requirements, which apply to all baccalaureate programs:

- Admission—To become a candidate for a degree, all admission requirements of SNU must be satisfied.

- Residence Credit—To become a candidate for any baccalaureate degree, the student must have a minimum of 30 credits earned at SNU. Fifteen of the last 30 credits needed to meet graduation requirements or program completion must be taken at SNU. Additionally, a minimum of 15 credits of the student's major or concentration must be completed at SNU. Additional credits earned at SNU may be required by a department/school to complete a degree.
- Upper Division Credit—Forty credits must be in courses numbered 3000 or above. Any exceptions require approval of the VPAA for Undergraduate Studies.
- Grade Point Average—To receive a degree, the candidate must have a cumulative GPA of 2.00 (on a 4.00 scale). A GPA of 2.00 is required in the major; a 2.00 is also required in the minor. In a multidisciplinary degree program, a GPA of 2.00 is required on the total concentration. Additional GPA guidelines may be required for some programs; if so, those requirements are specified in later sections of this catalog.
- General Education—All students are expected to complete the designated set of General Education requirements as outlined in the General Education page of this catalog. The General Education CORE is a minimum requirement serving the liberal arts objectives of SNU. A number of the degree curricula include other general courses in addition to the minimum basic requirements. Any exceptions to the designated general education program must be recommended by the director of General Education and approved by the VPAA. To become a candidate for a degree, all admission requirements of SNU must be satisfied.

Commencement and Degree-Granting

SNU grants traditional degrees in August, December, and May of each academic year. Commencements are held in May and December. All requirements for graduation must be completed for students to be eligible to participate. Students with outstanding requirements will participate in a subsequent Commencement ceremony.

Residence Credit

To become a candidate for any baccalaureate degree, the student must have a minimum of 30 credit hours earned at SNU. Fifteen of the last 30 credit hours needed to meet graduation requirements or program completion must be taken at SNU. Additionally, a minimum of 15 credit hours of the student's major or concentration must be completed at SNU. Additional residence credit hours earned at SNU may be required by a department/school to complete a degree.

Upper-Division Credit

Forty credit hours must be in courses numbered 3000 or above. Any exceptions require approval of the VPAA.

Grade Point Average

To receive a degree, the candidate must have a cumulative grade point average of 2.00 (on a 4.00 scale). A GPA of 2.00 is required in the major; a 2.00 is also required in the minor. In a multidisciplinary degree program, a GPA of 2.00 is required on the total degree plan (approved by the VPAA and submitted to the Registrar). Additional GPA guidelines may be required for some programs; if so, those requirements are specified in later sections of this catalog.

General Education

All students are expected to complete the designated set of General Education requirements as outlined in the General Education section of this catalog. Any exceptions, substitutions, or waivers to the designated General Education program must be recommended and initiated by the student's academic advisor and approved by the General Education director and VPAA for Undergraduate Studies.

Bachelor of Arts (B.A.)

The broadest background in the arts, letters, and sciences is provided by the type of curriculum leading to the Bachelor of Arts (B.A.) degree. The curricula leading to the B.A. degree give particular emphasis to the study of the arts and letters, is broad enough to acquaint the student with numerous fields of study and requires sufficient concentration in the major and minor to provide a basis for further specialization in graduate or professional school.

Departmental Major/Minor

In addition to the baccalaureate degree requirements, the student will complete requirements specified by a department for the major, not to exceed 50 credit hours, supported by a minor of at least 15 credit hours. No more than 50 credit hours from the departmental major may be applied toward the degree.

Language Requirements

Students are required to complete at least six credit hours of foreign language. Departments may prescribe additional credit hours of language. Note: Language credit in either elementary or intermediate Spanish can be earned at the end of an immersion semester at QERC by students opting to take the in-house placement exam (which includes listening, writing, and speaking components). A professional examiner will recommend the awarding of credit for either Elementary Spanish I/II and/or Intermediate Spanish I/II, based on the exam results.

Bachelor of Business Administration (B.B.A.)

The curriculum leading to the Bachelor of Business Administration degree combines a general education in the arts and sciences with a significant study in business-related disciplines. The B.B.A. degree is designed to provide students with thorough preparation in their professional area of study while providing academic pathways to concentrate in one or more business subjects. This degree equips students with extensive preparation necessary for post-baccalaureate employment or study.

Bachelor of Science (B.S.)

The type of curriculum leading to the Bachelor of Science degree provides for a general education in the arts, letters, and sciences, but gives more particular emphasis to the natural sciences, applied sciences, and/or professional studies than the curricula leading to the B.A. degree. The B.S. degree is designed to provide students with thorough preparation in a particular academic discipline or in a combination of particular areas. This degree is characterized by depth of preparation in one area, complemented by breadth of academic experience in the overall course of study. This degree equips students in those fields in which extensive preparation in a discipline is expected for post-baccalaureate employment or study. Consequently, the student must complete at least 50 credit hours in a concentrated area of study.

Language Requirements

Students expecting to enter graduate school are advised but not required to include foreign language (6-14 credit hours) in the course of study. Certain programs may have special language requirements (e.g. Music Performance). Also, see “Note” under Language Requirements for Bachelor of Arts above.

Bachelor of Music Education (B.M.E.)

The Bachelor of Music Education degree is conferred upon the completion of a four-year course in music. Two patterns for the major are provided, making it possible for the student to concentrate in vocal or instrumental music. The curriculum is designed to meet the requirements for state certification as teachers of vocal or instrumental music in the public schools.

Two types of concentrations are offered for this degree: instrumental/general, and vocal/general. Fulfillment of the basic General Education requirements is also expected for all B.M.E. programs unless specific exceptions have been approved by the faculty. Additional requirements for the B.M.E. degree include 1) the specified block of professional education credit hours that includes methods and student teaching, and 2) Specific music courses and special requirements and regulations as outlined under the School of Music.

Multidisciplinary Studies Degree (BA/BS)

A multidisciplinary studies degree is another option for both the B.A. and B.S. degree. Under the multidisciplinary studies framework, the student will complete not less than 60 credit hours in courses related to the student's declared life objectives from two or three academic areas (departments, schools, academic programs). A minimum of 20 credit hours or the prescribed minor must be completed in each of the academic areas. At the time the student designates a multidisciplinary study as a pursued degree, the specific courses to be included in the program and a statement of rationale must be approved by the chairs of each of the primary academic areas. To facilitate planning and advisement, this document should be approved and filed in the Office of the Registrar no later than the end of a student's sophomore year.

Second Major

To become a candidate for a second undergraduate major, a student must complete all degree requirements for both programs with a minimum of 30 credit hours completed in each major. With careful planning, it may be possible for a student to complete a double major within the 120-credit hour minimum, although this is unlikely. It is more typical that completion of a double major will require more than 120 credit hours.

If a student has already completed one bachelor's degree from SNU and subsequently pursues a second major, a minimum of 30 additional credit hours is required of which 15 must be earned in residence. In addition, the student must meet all of the requirements set forth in the curriculum for the second major. If the first degree was not from SNU, a minimum of 30 credit hours earned at SNU is required.

Second Baccalaureate Degree

To become a candidate for a second undergraduate degree, the student must complete at least 30 credit hours of work in addition to the 120 credit hour minimum required for the first degree and must complete any additional degree requirements that may apply. For example, if the student's first degree was a Bachelor of Science degree in Biology, the second degree will require a minimum of 30 credit hours and whatever additional requirements are associated with completion of a Bachelor of Arts degree (e.g. six credit hours of foreign language). In addition, the student must meet all of the requirements set forth in the curriculum for the second degree. If the first degree is not from SNU, then a minimum of 30 credit hours in residence is required. If the first degree is from SNU, at least 15 of the last 30 credit hours must be taken in residence. In no case will more than one degree be conferred upon a candidate at any one Commencement (not to be confused with a second major).

General Education

The General Education program allows students to study the knowledge, skills, and dispositions at the heart of the Christian liberal arts tradition. All university students must complete 51 credit hours of courses designed to broaden their perspectives on the world and human creativity. These courses should deepen their ability to think clearly, communicate effectively, solve complex problems, and understand and articulate their identity in relationship to the Wesleyan-holiness tradition that supports the spiritual and intellectual tradition of the University. Students who successfully complete the General Education program will have demonstrated proficiency in seven general learning outcomes:

- Critical Thinking/Problem Solving: Explain and/or analyze a problem based upon evidence supported by the discipline in order to develop an appropriate conclusion that can be reflected upon and evaluated.
- Global Perspective: Identify global differences and analyze them based upon discipline-specific criteria, various research methodologies, and differing worldviews to explain multiple cultural perspectives.
- Effective Communication: Obtain and synthesize appropriate evidence to construct thoughtful and coherent exchanges of information which are expressed and/or presented utilizing sound rhetorical and visual processes.
- Artistic Expression: Create a description and contextual analysis of an artistic artifact using tools of the discipline in order to interpret the meaning of the artifact and evaluate its expression.
- Social Responsibility: Explain and contextualize social responsibility through integration of knowledge, interpretation, and application of diverse perspectives.
- Science and Technology: Students demonstrate the ability to evaluate developments in science, technology, and health on the basis of elementary principles, good scientific practices, and the proper interpretations of mathematical models and statistics.
- Christian Scriptures and Traditions: Students demonstrate the ability to articulate how a Christian perspective creates and deepens meaning in cultural, personal, social, and aesthetic issues; can evaluate moral and ethical choices in light of sound interpretations of Christian scriptures based on the best available methods, Christian traditions, and the Wesleyan theological perspective; and can operationalize that analysis through active stewardship and service.

The program is divided into two elements: Foundations and Windows.

Foundations

In the Foundations, incoming students build basic skills and are introduced to general approaches to understanding the world. The Foundation requirements consist of 27 credit hours of coursework.

Windows

As students complete courses in the General Education Foundations area (the GE Foundation courses should be completed by the end of the Sophomore year), students choose at least one course from each General Education learning outcome category referred to as Windows. Because SNU strives to be a Christ-centered community of scholars, we require students to take a course in Christian Scriptures (either B LT 2013 Old Testament Literature and Life or B LT 2023 New Testament Literature and Life) and a course in the Foundations of Christian Beliefs (THEO 3053). Both of these courses fall in the Christian Scriptures and Traditions learning outcome area. In addition to these Foundational courses, students will choose one course from each of the other six outcome areas. These 24 credit hours of coursework allow students to deepen their understanding of the world and refine the skills they began to develop in the foundations area.

4 + 1 Format

Qualified traditional undergraduate students may have the option of completing their bachelor's and select master's degrees in the 4+1 format. These students must have completed at least 90 undergraduate credit hours. Enrollment requirements include a 3.0 GPA, and have the University general education requirements near completion. All lower-division general education requirements must be completed before graduate coursework begins. The 4+1 format will allow undergraduates to enroll in up to 15 hours of "overlap" courses that count toward a bachelor's and master's degree during their final year of undergraduate studies. The participating graduate program director in collaboration with the student's undergraduate advisor will advise and enroll students in their fourth year of undergraduate and start of their graduate courses to ensure successful completion of the bachelor and master programs. All students interested in starting a graduate program in either a 4 + 1 or

Visiting Graduate Student format must apply to the Graduate School at least one semester prior to the intended start date. Interested students should visit with the Financial Aid office before finalizing Advising.

Students must complete all courses as outlined to be awarded their bachelor's degree at the conclusion of their fourth year. Interested students are advised to consult with the appropriate graduate program director for specific information related to required prerequisite coursework, timing of program starts, and timing of enrollment. The following programs offer options for 4+1 completion or flexibility through the "Visiting Graduate Student" policy outlined on page 25 of the SNU Graduate Catalog:

Master of Arts in Teaching
Master of Arts in Administration of Special Education
Master of Business Administration
Master of Science in Instructional Design and Technology
Master of Arts in Sport Management and Administration
Master of Science in Exercise Science
Master of Organizational Leadership

Please note: All students interested in starting a graduate program in either a 4 + 1 or Visiting Graduate Student format must apply to the Graduate School at least one semester prior to the intended start date. Interested students should visit with the Financial Aid office before finalizing advising.

Also note: Veteran-military affiliated students may concurrently pursue two different degree programs; however, prior to enrollment in the graduate program, the veteran-military affiliated student must first consult with the SNU VETS Center and the School Certifying Official to ensure both degree programs meet the VA requirements for using VA education benefits and available eligibility to pursue the graduate degree.

Honors Program

Honors Program Outcomes

The Honors Program graduate will be able to:

- Engage in documented scholarship that leads to new integrations, new knowledge, or new understandings of creative products, which enables students to pursue postgraduate study, technical careers, or professional careers outside academia
- Engage with the community through collaborative projects that address real-world problems and through which students acquire practical experience and skills that lead to engaged citizenship
- Evaluate and understand Christian perspectives in relation to others and develop their own worldview, recognizing the life experiences and historical and social contexts that create these perspectives

Admission Criteria

Entrance into the Honors Program is determined by the Honors Program Director on the basis of the following criteria:

- Score of 25 composite or greater on the ACT or SAT equivalent OR 6 hours or more of concurrent or dual enrollment college credit with a B or higher average.
- If a student does not meet the above criteria, the student may still apply to the program, including in their application packet
- A personal essay and cover letter
- Two reference forms
- These will be taken into account along with the student's overall high school academic work

Transfer Student Policy

Because the majority of the 24-hr Honors curriculum is completed in the first two semesters, transfer students may find it difficult to complete the Honors Program in a timely manner. Transfer students with two or fewer semesters of college credit may work with the Honors Director(s) to create an individualized, modified Honors curriculum in order to obtain 24 Honors credit hours.

Honors Scholarship Eligibility

- Progress toward completion of Honors Program each semester (i.e., taking at least one honors course per semester in the first year or per year in the next three years so that continual progress toward completion of the Honors Program curriculum is being made)
    - Maintenance of 3.50 or higher semester GPA
    - A student who falls below a 3.50 GPA in any one semester will be placed on probation. A student who is placed on the probation list will not be eligible for the Honors Scholarship in the following semester (eg, a student earns a 3.3 GPA in the fall; in the spring, he or she is placed on the probation list. Because the student is on the spring probation list, he or she will not be eligible for the Honors Scholarship for the following fall).
    - If a student's GPA remains below 3.50 the following semester the student may remain in the Honors Program via petition but will no longer be eligible for Honors Scholarships.
- Maintenance of good community standing based on report from Student Life and student's major department

Graduation with Honors Program Designation

- Successful completion of the Honors Program 24-hr curriculum
- Maintenance of good community standing based on report from Student Life and student's major department

Withdrawal

A student may elect to withdraw from the Honors Program at any time without penalty. All honors courses will count toward the student's General Education coursework or elective hours as they were planned to do while in the Honors Program.

Curriculum

With careful planning, all honors courses will fulfill General Education credit hours so no "additional" credit hours are required to complete the Honors Program. The Honors Program consists of the following curriculum

Freshman Students

Course Number	Course Title	Credit Hours
General Education Foundation Courses		
HON 1111	Honors Gateway	1
HON 1213	Intro to Psychology & Applied Service Learning	3
HON 1513	Honors Christian Faith & Life	3
HON 2113	Honors Academic Writing: Research	3
HON 2123	Honors Professional Speaking	3
General Education Windows Courses*		
HON 3113	Honors Interdisciplinary Seminars (taken twice)	6

General Education Electives

HON 3XX3	Honors Intercultural Learning and Engagement Seminar	3
	Choose from one of the following	
	HON 3033 Honors Environmental Justice	
	HON 3123 Cultural Responsiveness for Helping Professions	
	GS 3323 Race, Class Gender, & the Church	
	GLBS 2183 Introduction to Cultural Anthropology	
HON 4111-2	Honors Thesis/Project or Sr. Thesis/Capstone Project in major	1-2*
Additional Honors elective(s) to bring Honors coursework total to 24		
Honors Program Credit Hours		**24**

*Students completing a capstone project, thesis, or significant independent research project for their academic major may petition to substitute that experience for Honors Thesis/Project.

Additional Honors Courses Offered

- HON 3221-2 Honors Colloquium are specialty courses offered that can be less academic in nature and may substitute for personal development General Education courses with General Education Director approval.
- Honors sections of required General Education courses are offered on occasion.
- Honors students entering as freshmen may petition to substitute up to nine credit hours of study-abroad coursework for Honors electives or non-foundation requirements.
- OSLEP courses may be substituted for Honors ID courses or elective credit.

Honor Societies

SNU is an institutional member of the National Association of Collegiate Honor Societies. In addition, a variety of campus-wide, discipline-based honor societies are active on campus.

Alpha Epsilon Delta

Founded in 1926, Alpha Epsilon Delta is a national honors society for high-achieving students going into a healthcare profession that requires a post-baccalaureate degree. Members must maintain a cumulative and science-specific GPA of 3.2 or higher while also engaging in community service, community outreach, and skills development related to healthcare, health sciences, and health education.

Beta Beta Beta

Beta Beta Beta (TriBeta) is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Members must have completed one term of a second year of a four-year curricular program or its equivalent. Also, members must have completed with a 3.00 GPA at least three courses in biological sciences of which at least one is not an introductory course.

Chi Sigma - Mortar Board

This national honor organization focuses on scholarship, leadership, and service. Membership is open to elected seniors in traditional programs who are in the upper 35 percent of their class. Service to campus and community are a primary focus of this group.

Delta Alpha Pi
Delta Alpha Pi, founded in 2004, is an honor society that recognizes students who balance having a disability while pursuing and attaining high academic achievement. Members, both undergraduate (3.1 GPA) and graduate (3.3 GPA) dedicate themselves to raising disability awareness on their campuses through events, leadership, and advocacy, with hopes to reduce stigma and alter societal perceptions of a person's abilities.

Delta Mu Delta
This honor society promotes sound scholarship in business and recognizes scholastic achievement in business subjects. To be eligible, undergraduate students must have a cumulative GPA of at least 3.25 after completing 62 credit hours and must be in the top 20 percent of their total class in cumulative grades. Graduate members must have a cumulative GPA of 3.60 after completing 16 credit hours and must be in the top 20 percent of their total class in cumulative grades.

Phi Alpha Theta
Phi Alpha Theta is the national history honor society that works to promote the study of history by encouraging research, good teaching, publication, and the exchange of learning and ideas among historians and those with an interest in the field. Southern Nazarene University students are eligible for membership in the local chapter of Phi Alpha Theta (Alpha Xi Delta) if they have completed 12 credit hours in history with a 3.10 GPA or better and a cumulative 3.00 GPA.

Phi Delta Lambda
This organization is the national honor society of the colleges and universities of the Church of the Nazarene. The SNU affiliate is known as the Epsilon Chapter. The chapter is comprised of honor graduates of SNU's traditional programs (approximately the top 15 percent of each graduating class) who have been elected to membership by the faculty. Membership in the chapter is a significant honor. Among the criteria considered by the faculty in the election of honor society members are 1) graduation with honors, and 2) exemplary behavior reflecting the ethical standards and Christian ideals of SNU. The minimum GPA of graduation with honors is 3.50.

Pi Sigma Alpha
Pi Sigma Alpha is the national honors society for Political Science. To be eligible, students must achieve the following prerequisites: Completion of at least half the credits required for the baccalaureate degree; Completion of at least 10 semester credits of work in political science including at least one upper-division course; With an average grade of B or higher in all courses in political science; Maintenance of general scholarship sufficient to place the student in the top one-third of his or her class.

Psi Chi
This honor society is for psychology students who are elected to membership on the basis of scholarship and academic excellence. The society's purpose is to encourage excellence in all areas of a student's study and to promote the advancement of the science of psychology. Undergraduates must be in the top 35 percent of their class; graduate members must maintain a 3.00 average.

SALUTE Vets
The SALUTE Veterans National Honor Society is the only one of its kind. It stands for Service, Academics, Leadership, Unity, Tribute, and Excellence, and aims to honor military veteran students who uphold each of these pillars.

Sigma Alpha Pi
Sophomores, juniors, and seniors who have a cumulative GPA of at least 3.50 are invited to participate in Sigma Alpha Pi. For induction to the leadership program, students will complete ten hours of work, including an Orientation, Leadership Training Day, Speaker Broadcasts, and Success Networking Teams with their peers for small group goal setting and accountability. For the National Engaged Leadership Award, an additional three hours of Leadership Training Coursework and three sessions of small group goal setting and accountability must be earned.

Sigma Tau Delta
Sigma Tau Delta (Psi Xi) is a National English Honor Society for English majors. Undergraduates must have a 3.20 GPA and be in the top 15% of the student's class GPA, either junior or senior.

Sigma Theta Tau
This international honor society for nursing students recognizes achievement and leadership, fosters professionalism and creativity, and seeks to strengthen commitment to ideals of the profession. Eligible students must have completed half of the nursing curriculum, be in the upper 35 percent of their graduating class, have a 3.00 cumulative GPA, and have demonstrated academic integrity.

Academic Honors and Awards

Graduation Honors:

Cum Laude
A student whose grade point average for the entire college program is between 3.50 and 3.74 will be considered eligible for graduation with the honor *cum laude*.

Magna Cum Laude
A student whose GPA for the entire college program is between 3.75 and 3.89 will be considered eligible for graduation with the honor *magna cum laude.*

Summa Cum Laude
A student whose GPA for the entire college program is at least 3.90 will be considered eligible for graduation with the honor *summa cum laude*.

Other Honors and Awards:

University Marshals
Each year the students classified as juniors who have among highest GPAs are selected as university marshals. This is the highest collegiate honor attainable by student with junior standing. The students receiving this distinction lead the senior class in all formal academic processions and are given public recognition at the time of commencement.

President's Award
The President's Award is the highest award given to a traditional, undergraduate SNU student and is selected by the faculty, staff, and administration of the university. The winners should demonstrate a commitment to Refining Character, Creating Culture, and Serving Christ through loyalty, cooperation, service, appreciation of learning, sportsmanship, and leadership, all through a Christlike example. Eligible students must be graduating seniors (spring or summer) or have just completed graduation the previous December with a minimum overall GPA of

2.50 or higher. Eligible students must also have completed application for graduation (spring or summer) by the Registrar's deadline.

Tullis Freshman Achievement Award
At the beginning of each academic year, the faculty selects four students from the freshman class of the preceding year to receive this award. Election is based upon scholarship, leadership, character, and participation in school activities. The awards are announced during the following fall semester.

Dean's List
At the end of each semester the Dean's List recognizes students for high academic achievement. Students are eligible if they have a semester GPA of 3.50 or above and have completed 12 credit hours during the semester as a traditional undergraduate student or a professional studies undergraduate student. This will be publicized through SNU news on the university website.

Chapter 7 – Financial Information

Financial Information (College of Undergraduate Studies)

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 costs, fees, payment plans, and financial assistance, visit the SNU Web site. https://www.snu.edu/financial-undergraduate/

For the most current financial information related to refund policies, visit the SNU Web site. https://www.snu.edu/financial-services/refunds-and-withdrawals/

In This Chapter

Tuition/Fees (College of Undergraduate Studies)
Financial Assistance
Satisfactory Academic Progress

Tuition/Fees (College of Undergraduate Studies)

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).

On-campus Students

Block Tuition (12-17 Hours):	$30,780
Room & Board (Semi-Private + Campus Dining):	$9,248
+ 19 meals per week (one per meal period)	
+ 10 meal trades per week (one per meal period) in Chick-Fil-A	
+ $150 Flex dollars (for on-campus Chick-Fil-A or on-campus Starbucks)	
General Fee / Health Fee:	$1,970
Yearly Total (Semester charges will be 1/2 of this amount):	$41,998

Off-campus Students

Block Tuition (12-17 Hours):	$30,780
General Fee / Health Fee:	$1,970
Yearly Total (Semester charges will be 1/2 of this amount):	$32,750

*These are estimated costs for the 2025-2026 academic year. Due to the individualized nature of these expenses, books, personal expenses, individual class fees, and travel are not included in these totals. Up-to-date information can be found at https://www.snu.edu/financial-services/tuition-fees-and-other-costs/

Important Note: Current practices have allowed students who wish to live off campus and are under the age of 22 to apply for off campus housing.

Financial Assistance

A wealth of useful information about financial assistance opportunities available at Southern Nazarene University can be found on the SNU Web site at www.snu.edu/financial-assistance. Students are encouraged to apply for scholarships, financial assistance, and other resources by the appropriate deadlines. Use the link to go directly to the Free Application for Federal Student Aid on the Web to apply for most financial aid.

Financial Assistance Satisfactory Academic Progress

Federal regulations require that Southern Nazarene University (SNU) students adhere to a policy of Satisfactory Academic Progress (SAP) to retain eligibility for federal, state, and university financial aid. There are 3 components to SNU's policy:

1) Percentage of hours completed versus hours attempted at SNU
2) Grade point Average from all schools attended and
3) Maximum number of hours from all schools attended

Financial Aid Office reviews students' transcripts at the end of each semester to determine their continued eligibility.

Completion Percentage

Effective September 1, 2017, each student is required to pass a minimum of two-thirds (66.67%) of the cumulative credit hours attempted during the student's time at SNU. The number of completed hours is based on the number of hours a student initially enrolled and received financial aid.

Example: If a student has attempted 24 hours while in attendance at SNU, the SAP policy would require the student to complete at least 16 hours (24 hours x 66.67% = 16 hours). If a student has completed fewer than 16 hours, a Financial Aid Warning letter will be sent.

Grade Point Average Requirement

Each student must meet a cumulative grade point average standard to remain eligible for assistance. The grades of F, W, I, or Audit do not count as the successful completion of a course.

Cumulative GPA Required

Undergraduate	
0-24 hours	1.50 GPA
25-56 hours	1.75 GPA
57-89 hours	2.00 GPA
90-120 hours	2.00 GPA
Graduate	3.00 GPA

Maximum Number of Hours (Degree Completion)

Each student enrolled in a degree program is eligible for financial aid for a maximum number of hours specific to the completion of the degree. Students are subject to a maximum time frame of 150% of the published length of the degree program. To determine the published length of a degree program, please refer to Chapter 8 in this catalog.

The maximum number of hours for an undergraduate degree based on 120 hours is 180 hours. The maximum number of hours for a graduate degree based on 30 hours is 45 hours.

Monitoring Satisfactory Academic Progress (SAP)

Financial Aid Warning

Students not meeting the completion percentage and cumulative GPA requirements for the first time, will be sent a Financial Aid Warning letter. Effective fall 2017, students who receive a Financial Aid Warning letter will receive financial aid for one additional semester/payment period. The letter explains that academic performance will be re-evaluated after the warning semester/payment period to determine if additional action must be taken.

If a student exceeds the maximum number of hours for a degree, the financial aid office will do a thorough evaluation of the student's transcript to determine the student's continued eligibility. A meeting with the Financial Aid Director may be required.

Financial Aid Suspension

Any student who is on a warning status for the semester/payment period and does not meet the SAP requirements will be placed on Financial Aid Suspension. Financial aid cannot be received while on suspension. The student will receive a Financial Aid Suspension letter and will be given the opportunity to file an appeal if they seek consideration for financial aid for the upcoming semester/payment period.

Appealing Financial Aid Suspension

A student who has mitigating circumstances (such as, but not limited to, death of an immediate family member, serious injury or illness of student or immediate family member) may complete the Financial Aid Satisfactory Suspension Appeal Form for continued financial aid. The appeal must include 1) why the student failed SAP and 2) what has changed in the student's situation that will allow the student to demonstrate SAP at the next evaluation. The appeal form also requests information for the student's plans to be successful in future semesters/payment periods. The appeal and supporting documentation should be received within 30 days of the date of the suspension notification letter. Students appealing suspension may be requested to submit an Academic Plan from their advisor that ensures achievement of at least the required 66.67% completion rate, the minimum required GPA, and/or graduation by a specified time frame.

An appeal will be reviewed by a Financial Aid Committee, and the Financial Aid Director will notify the student in writing of the decision of the committee. If the appeal is approved a letter will be sent to the student with a list of conditions that must be met for continued financial aid (i.e. hours and grades). If the student cannot mathematically achieve SAP standards in one semester/payment period, an academic plan may be required.

If the appeal is denied, a student can be reinstated to financial aid once they raise their GPA or completion percentage either at SNU or another university.

Transcripts

Official transcripts are released only if all accounts are paid, and the student has requested the transcript in writing or through the Registrar's Office. There is a $6 charge per transcript.

Other Financial Information

More information about payment plans, scholarships and financial assistance can be found on the SNU Web site at the SNU Financial Assistance website.

Chapter 8 – Academic Program Curricula

Academic Program Curricula (College of Undergraduate Studies)

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 pre-professional 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 effectively facilitate student learning. 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 very fortunate to have facilities, equipment, and opportunities usually available only at much larger universities.

This chapter outlines requirements for majors, minors, certifications, and/or emphases. The program credit hour totals listed at the end of each program simply refer to the credit hours for the major/minor/certificate, not the total credit hours needed to graduate. General Education requirements are found on separate pages of the catalog. Multidisciplinary program majors will be outlined by the student's advisor as guided by the criteria adopted for those majors by the SNU faculty. The specific course plan for multidisciplinary programs must be filed in the Office of the Registrar no later than the student's sophomore year. Detailed information may be secured from the Office of Academic Affairs.

In This Chapter

Academic Programs by Department/School
Pre-Professional Programs

College Of Undergraduate Studies

Mark Winslow, Ph.D., Interim VPAA for the College of Undergraduate Studies

Academic Programs for the College of Undergraduate Studies

School of Business

Majors

- Business Administration
- Business Multidisciplinary
  - **Concentrations:**
    - Accounting
    - Finance
    - General Business
    - Healthcare Administration
    - International Business
    - Management
    - Marketing
- Associate in Business

Minor

- Business

Division of Cultural & Communication Studies

Majors

- Communication & Leadership for Nonprofit Organizations
- English
- Graphic Design
- Mass Communication

Minors

- English
- Graphic Design
- Mass Communication

School of Education

Majors

- Early Childhood Education
- Education Multidisciplinary
- Elementary Education
- Mathematics Education *(see Department of Mathematics)*
- Music Education - Instrumental Concentration *(see School of Music)*
- Music Education - Vocal Concentration *(see School of Music)*
- Physical Education - P-12 *(see School of Kinesiology)*
- Science Education (see *Department of Biology* and *Department of Chemistry*)
- Social Studies Education *(see Department of History, Politics, and Law)*

Minor

- Education

Department of Global Studies

Majors

- Global Studies
  - **Specializations:**
    - Political Science
    - Psychology
    - International Business
    - Sports Management
    - Missional Leadership
    - Sustainability

School of Kinesiology

Majors

- Exercise Science
- 4 + 1 Exercise Science
  - **Concentrations:**
    - Strength and Conditioning
    - Health and Wellness
- Pre-Occupational Therapy
- Pre-Physical Therapy
- Pre-Athletic Training
  - **Concentrations:**
    - Strength and Conditioning
    - Health and Wellness
- Physical Education - P-12
- Physical Education - Sports and Leisure
- Sport Management

Minors

- Coaching
- Exercise Science
- Sport Management

School of Music

Majors

Music (B.A.)

Music (B.S.)

- Commercial Music Production Emphasis
- Performance Emphasis
  - **Concentrations:**
    - Instrumental Concentration
    - Keyboard Concentration
    - Vocal Concentration
- Worship Arts Emphasis

Music Education (B.M.E.)

- **Concentrations:**
  - Instrumental Concentration
  - Vocal Concentration

Minors

Church Music
Music
Commercial Music Production

School of Nursing

Majors

Nursing (B.S.N.)
Health Sciences

Division of Science, Technology, Engineering, and Mathematics (STEM)

(Departments of Biology, Chemistry, Computer Science, Engineering Science, Mathematics, and Physics)

Department of Biology

Majors

Biology
Biology-Chemistry
Environmental Science
Science Education – Biology Emphasis

Minor

Biology

Department of Chemistry

Majors

Biology-Chemistry
Chemistry
Science Education – Chemistry Emphasis

Minor

Chemistry

Department of Computer Science, Mathematics, and Physics

Majors

Computer Science
Software Development
Mathematics
Emphases:
Mathematics
Cognate
Mathematics Education
Multidisciplinary
Physics
Engineering Science
Physics (No new students are accepted into the Major, Effective Fall 2018)

Minors

Computer Science
Mathematics
Physics

Division of Social and Behavioral Sciences

(Departments of History, Politics, and Law; and Psychology)

Department of History, Politics, and Law

Majors

- History
- Politics and Law
- **Specialization:**
  - Political Science
  - Criminal Justice
  - Pre-Law
- Social Studies Education

Minors

- History
- Politics and Law

Department of Psychology

Majors

- Psychology
- Psychology Multidisciplinary

Minors

- Psychology
- Quantitative Research

School of Theology and Ministry

Majors

- Missions
- Theology Multidisciplinary
- Pastoral Ministry
- Theology
- Youth Ministry

Minors

- Biblical Languages
- Children's Ministry
- Cross-cultural Ministry
- Philosophy
- Theology
- Urban Ministry
- Youth Ministry

Unspecified College Programs

Pre-Professional Programs

- Allied Health
- Pre-Athletic Training
- Pre-Health
- Pre-Occupational Therapy
- Pre-Pharmacy
- Pre-Physical Therapy

Additional Minor

Equine Studies

School of Business

School Full-time Faculty

Kirk Jackson, D.B.A., Associate Professor/Chair (2024)
B.S., Southern Nazarene University
M.B.A., University of Oklahoma
M.Acc., Emporia State University
D.B.A., Anderson University
Graduate Study, Olivet Nazarene University

Elicia Brannon-Little, D.M., Associate Professor (2024**)**
B.B.A., University of Central Oklahoma
M.B.A., Kennesaw State University
D.M. (Organizational Leadership), University of Phoenix

Nathan Brown, Ed.D., Assistant Professor (2024**)**
B.A. MidAmerica Nazarene University
M.A.T. Olivet Nazarene University
M.B.A. Olivet Nazarene University
Ed.D. United States Sports Academy

Jeff Seyfert, Assistant Professor (1990)
A.A., Seminole State College
B.S., Southern Nazarene University
M.B.A., University of Tulsa

Trey Stiles, M.B.A., Assistant Professor (Fall 2022)
B.S., Southern Nazarene University
M.B.A., Oklahoma City University

School Mission

The mission of the SNU School of Business is to provide quality programs in preparation for professional careers in business and society based on a discernment of ethical Christian principles.

School Motto

Bringing the mind of Christ to the world of business.

School Objectives

The SNU School of Business expects all business graduates to solve business problems and implement business strategies with critical thought and a global perspective. Graduates should be committed to evaluating their business practices from a culturally responsive perspective that is grounded and informed by their faith in Jesus Christ.

Learning Outcomes

- Apply critical thinking and problem-solving skills to business practices
- Explain business strategies and decisions using effective communication
- Analyze historical and emerging business and economic trends through a global perspective

- Examine moral and ethics business decisions from Christian values and standards
- Evaluate business issues related to diversity and human dignity through culturally responsive perspective

School Special Policies

All business students must declare at least one concentration within the Bachelor of Business Administration degree program. Students may declare multiple concentrations within their degree plan.

School of Business Majors

Business Administration Core Curriculum (BBA)

All students must complete the following courses as part of the core curriculum of the Bachelor of Business Administration program. These courses provide a solid foundation of business concepts and prepare students to complete their declared concentration(s).

Course Number	Course Title	Credit Hours
Business Core Courses		
BADM 1113	Ethics and Business Principles	3
ACC 2113	Principles of Financial Accounting	3
MGT 2113	Principles of Management	3
MKT 2113	Principles of Marketing	3
ACC 2123	Principles of Managerial Accounting	3
ECO 2223	Economics	3
BADM 3103	Business Communication	3
FIN 3103	Business Finance	3
BADM 3113	Business Law I	3
BADM 3153	International Business and Ethics	3
MGT 4113	Management Information Systems	3
MGT 4123	Business Policy (senior capstone course)	3
BADM 4223	Business Analytics	3
Business Administration Core Credit Hours		**39**

Accounting (BBA) Concentration

Learning Outcome - Apply knowledge of accounting practices in the areas of financial and managerial accounting, financial statement auditing, and taxation.

Graduates of this accounting program are prepared for entry-level positions in public, private, or not-for-profit accounting. Educational requirements to sit for the Certified Public Accountant (CPA) examination currently vary among states, and information regarding requirements for licensure is available through each individual state's Board of Accountancy. The Association for International Certified Public Accountants provides a state-by-state summary of specific licensure requirements.

Southern Nazarene University's 120 Hour Accounting program is patterned after the Oklahoma State Accountancy Act minimum candidacy educational requirements for Certified Public Accountant examination. Additional post-graduation self-guided study or a formal review course is strongly recommended prior to taking the CPA examination.

Course Number	Course Title	Credit Hours
Required Accounting Courses		
ACC 3113	Intermediate Accounting I	3
ACC 3123	Intermediate Accounting II	3
ACC 3133	Cost Accounting	3
ACC 3153	Income Tax for Individuals	3
ACC 4123	Advanced Accounting	3
ACC 4133	Auditing	3
ACC 4143	Consolidated Statements	3
ACC 4153	Income Tax for Business & Fiduciary Entities	3
ACC 4173	Not-for-Profit Accounting	3
ACC 4183	Accounting Internship	3
Accounting Concentration Credit Hours		**30**

Accounting BBA (150-Credit Hour Program)

Graduates of this accounting program are prepared for entry-level positions in public, private, or not-for-profit accounting. Educational requirements to sit for the Certified Public Accountant (CPA) examination currently vary among states, and information regarding requirements for licensure is available through each individual state's Board of Accountancy. The Association for International Certified Public Accountants provides a state-by-state summary of specific licensure requirements. Students will need to declare additional concentrations within the BBA program or declare minors outside of the School of Business to complete the 150 credit hours of the program.

Southern Nazarene University's 150 Hour Accounting program is patterned after the Oklahoma State Accountancy Act minimum candidacy educational requirements for Certified Public Accountant examination.

Finance (BBA) Concentration

Finance Learning Outcome - Analyze financial concepts, methods, and techniques to support management decision processes

Graduates from this program will be able to apply strong financial and business skills needed to navigate the turbulent financial environment. Students will apply ethical Christian principles while developing essential knowledge and skills in corporate financial management, risk management, capital planning, international capital markets, financial analysis, and modern monetary systems.

Course Number	Course Title	Credit Hours
Required Finance Courses		
ACC 3113	Intermediate Accounting I	3
FIN 3133	Investments	3
FIN 4123	Money and Banking	3
FIN 4153	International Finance	3
FIN 4313	Advanced Finance	3
Electives		
Choose three credit hours from the following		
ACC 3123	Intermediate Accounting II	3
ACC 3133	Cost Accounting	3

FIN 3143	Real Estate	3
ACC 3153	Income Tax for Individuals	3
FIN 4113	Principles of Insurance	3
FIN 4133	Credit & Collections	3
ACC 4153	Income Tax for Business and Fiduciary Entities	3
FIN 4181-3	Internship	1-3
Finance Concentration Credit Hours		**21**

General Business (BBA) Concentration

General Business Learning Outcome - Evaluate student comprehension and application of business concepts.

Graduates from this program will be able to apply strong business skills needed to navigate the ever-changing business environment. Students are expected to continue the generalist approach to their business education by taking courses from the various business concentrations with emphasis in the accounting and management disciplines.

General Business Courses

Choose 18 credit hours of upper division courses (3000 or higher) from the following:

- 6 credit hours from ACC
- 6 credit hours from MGT
- 6 credit hours from BADM, FIN, or MKT (at least one international course in FIN, Law, MGT or MKT)

General Business Concentration Credit Hours **18**

Healthcare Administration (BBA) Concentration

Healthcare Administration Learning Outcome - Apply sound business principles within the healthcare administration industry.

The Healthcare Administration program provides a strong foundation of business knowledge and management skills needed to navigate the rapidly changing healthcare environment. Students will apply ethical Christian principles while developing essential knowledge and skills in strategic planning, risk management, finance, operations, organizational leadership, human resources, and legal aspects specific to healthcare. The program will prepare the healthcare leaders of tomorrow to shape the future of healthcare through patient-centered care models, cutting-edge technological advances, and healthcare policy.

Course Number	**Course Title**	**Credit Hours**
Required Healthcare Administration Courses		
MGT 2113/3003	Introduction to Healthcare Administration	3
MGT 3313	Healthcare Leadership & Ethical Decision Making	3
MGT 3333	Healthcare Operations & Strategic Management	3
MGT 3433	Quality & Risk Management in Healthcare	3

Electives

Choose six credit hours from the following:

MKT 3113	Effective Communication and Marketing for Healthcare Professionals	3
MGT 3223	Legal Aspects and Healthcare Regulations	3
FIN 3233	Financial Management in Healthcare	3

MGT 4113	HR Management in Healthcare Administration	3
MGT 4243	Healthcare Information Technology	3
MGT 4333	Healthcare Administration Internship	3
Healthcare Administration Concentration Credit Hours		**18**

International Business (BBA) Concentration

International Business Learning Outcomes - Demonstrate knowledge of international business practices.

Course Number	**Course Title**	**Credit Hours**
International Business Courses		
Choose eighteen credit hours from the following		
ECO 3053	International Economic Development	3
BADM 3133	International Business Law	3
BADM 3213	International Business Events	3
MKT 4133	Supply Chain Management	3
FIN 4153	International Finance	3
MKT 4163	International Marketing	3
MGT 4173	International Management	3
BADM 4183	Internship: International Business	3-6
International Business Concentration Credit Hours		**18**

Management (BBA) Concentration

Management Learning Outcome - Illustrate practical application of management practices and decision processes.

Graduates from this program will be able to apply strong managerial skills needed to navigate the complex managerial environment. Students will apply ethical Christian principles while developing essential knowledge and skills in small business creation, human resource management, organizational dynamics, and international issues.

Course Number	**Course Title**	**Credit Hours**
Required Management Courses		
MGT 3173	Operations Management	3
MGT 3423	Human Resource Management & Workforce Diversity	3
MGT 4163	Organizational Behavior	3
MGT 4173	International Management	3

Electives

Choose six credit hours from the following:		
BADM 3013	Exploring Leadership	3
MGT 3133	Entrepreneurship	3
MGT 3023	Negotiations	3
BADM 3033	Ethics and Leadership	3
MGT 3143	Diversity in the Workplace	3
MGT 3203	Industrial/Organizational Psychology	3
MGT 3213	Project Management	3
MGT 3414	Organizational Change & Systems Analysis	3

MGT 4153	Contemporary Issues in Management	3
MGT 4181-3	Internship	1-3
MGT 4413	Leadership Theory & Practice	3
Management Concentration Credit Hours		**18**

Marketing (BBA) Concentration

Marketing Learning Outcome - Demonstrate knowledge of marketing practices.

Graduates from this program will be able to apply strong marketing skills needed to meet the needs of our modern markets. Students will apply ethical Christian principles while developing essential knowledge and skills in small business creation, human resource management, organizational dynamics, and international issues.

Course Number	Course Title	Credit Hours
Required Marketing Courses		
MKT 3153	Promotional Strategies	3
MKT 3163	Consumer Behavior	3
MKT 3223	Digital Marketing	3
MKT 4163	International Marketing	3
Electives		
Choose six credit hours from the following:		
MKT 3123	Professional Sales	3
MKT 3133	Retailing	3
MKT 4133	Supply Chain Management	3
MGT 4173	Strategic Marketing	3
MKT 4181-3	Internship (one to three credit hours)	1-3
MKT 4193	Marketing Research	3
Marketing Concentration Credit Hours		**18**

Multidisciplinary Studies Degree in Business and Other Area(s) (BA)

The student will complete not less than 60 credit hours in courses related to the student's declared objective and selected from more than one department or school of SNU. A minimum of 30 credit hours is required in the School of Business. Six credit hours of language study are required to complete this program. Note that the Multidisciplinary Studies Degree in Business and another area (BA) is a subordinate of the Multidisciplinary Studies Degree description found on pg. 64.

Course Number	Course Title	Credit Hours
ACC 2113	Principles of Financial Accounting	3
MGT 2113	Principles of Management	3
MKT 2113	Principles of Marketing	3
ACC 2123	Principles of Managerial Accounting	3
ECO 2223	Economics	3
FIN 3103	Business Finance	3
BADM 3103	Business Communications	3
MGT 4123	Business Policy	3
Electives (choose six credit hours of upper-division courses)		6
Foreign Language		6
Multidisciplinary Studies Degree in Business (BA Degree) Credit Hours		**36**

Multidisciplinary Studies Degree in Business and Other Area(s) (BS)

The student will complete not less than 60 credit hours in courses related to the student's declared objective and selected from more than one department or school of SNU. A minimum of 30 credit hours is required in the School of Business. Note that the Multidisciplinary Studies Degree in Business and another area (BS) is a subordinate of the Multidisciplinary Studies Degree description found on pg. 64.

Course Number	Course Title	Credit Hours
ACC 2113	Principles of Financial Accounting	3
MGT 2113	Principles of Management	3
MKT 2113	Principles of Marketing	3
ACC 2123	Principles of Managerial Accounting	3
ECO 2223	Economics	3
FIN 3103	Business Finance	3
BADM 3103	Business Communications	3
MGT 4123	Business Policy	3
Electives (choose six credit hours of upper-division courses)		6
Multidisciplinary Studies Degree in Business (BS Degree) Credit Hours		**30**

Business (AA)

The Associate of Arts degree is awarded on the completion of selected two-year programs. All students enrolling in an Associate in Business degree program must fulfill the regular requirements for admission to SNU. To complete these degree programs, the degree candidate must complete 60 credit hours of college work and maintain a cumulative GPA of 2 00. A minimum of 15 credit hours must be earned at SNU (in residence), and 15 credit hours must be completed at the sophomore level or above. If the student later chooses to pursue a bachelor's degree, the courses completed as part of the A.A. may apply.

In addition to the general policies for Associate degrees, students seeking to be awarded an Associate in Business degree program must complete courses in the General Education Foundation (27 credit hours), Old or New Testament Literature and Life (3 credits), and 30 credit hours of Business courses.

Course Number	Course Title	Credit Hours
Business Core Courses		
BADM 1113	Ethics and Business Principles	3
ACC 2113	Principles of Financial Accounting	3
MGT 2113	Principles of Management	3
MKT 2113	Principles of Marketing	3
ACC 2123	Principles of Managerial Accounting	3
ECO 2223	Economics	3
BADM 3003	Business Communication in a Global Environment	3
FIN 3113 or 3103	Personal Finance or Business Finance	3
BADM 3193	Legal Environment of Business	3
Business Elective		3
Business Degree Core (AA Degree) Credit Hours		**30**

School of Business Minor

Business Minor

A School of Business minor consists of 18 credit hours, of which nine must be upper division, selected from one or a combination of the following areas: accounting, business administration, finance, management, and marketing.

Division of Cultural and Communication Studies

Division Full-Time Faculty

Melany A. Kyzer, J.D., Professor/Chair (2001)
B.S., Bethany Nazarene College
M.A., Southern Nazarene University
J.D., Oklahoma City University

Jimmie D. Smith, M.A., Associate Professor (1987-1989; 1991)
B.A., Bethany Nazarene College
M.A., Bethany Nazarene College
Ph.D. coursework, University of Oklahoma

Hailee Thompson, M.A., Assistant Professor (2024)
B.S., Southern Nazarene University
M.A., Southern Nazarene University

Gina Weaver Yount, Ph.D., Associate Professor/Co-Director, Honors Program (2006)
B.A., Southern Nazarene University
M.A., Rice University
Ph.D., Rice University

Division General Education Objectives

Courses in the General Education English sequence are designed to

- offer venues for students at all levels of preparation for the development of competencies that will enable them to produce academic writing in their university career;
- foster the ability to read and critically analyze literature in a variety of media, including print, digital, and visual texts;
- encourage students to think with clarity about different kinds of cultural texts in a variety of verbal and visual formats.

As a part of the General Education requirements, all students must demonstrate competency in English by successful completion of the following course sequence:

ENGL 1113	Composition I
ENGL 1213 or 2213	Composition II or Academic Writing: Research and Argument

Initial course placement is based on a student's incoming English ACT score. The student is required to pass each course before enrolling in a subsequent course. Advanced standing credit (AP or CLEP) may be used to fulfill these requirements but must be completed before subsequent course work is taken.
Students who score 25 or above on the English portion of the ACT should be enrolled directly in Composition II (ENGL 1213) or Academic Writing: Research and Argument (ENGL 2213) instead of Composition I.

The course in the General Education Speech is designed to:

- Obtain and synthesize appropriate evidence to construct thoughtful and coherent exchanges of information which are expressed and/or presented utilizing sound rhetorical and visual processes.

As a part of the General Education requirements, all students must demonstrate competency in Speech by successful completion of SP C 1133 Introduction to Speech.

Communication & Leadership for Nonprofit Organizations (BS)

Learning Outcomes

The graduate in Communication & Leadership for Nonprofit Organizations will be able to:

- Demonstrate effective communication (written, oral, and visual) both face-to-face and technologically mediated, that facilitates one's ability to work individually and collaboratively.
- Develop effective leadership skills such as managing conflict, organization of groups, active listening, interpersonal development, etc.
- Develop skills for cultural responsiveness and inclusivity through engaging with diverse individuals and communities.
- Demonstrate servant leadership practices through a Christian worldview that embraces and values individuals.
- Develop necessary skills as a corporate communicator such as integrated marketing communication, fundraising, volunteer management, basic accounting practices, etc. to lead a nonprofit organization.

Course Number	Course Title	Credit Hours
CLNO 2113	Introduction to Comm & Leadership for Nonprofits	3
CLNO 4213	Communication in Conflict Management	3
CLNO 3113	Grant Writing for Nonprofits	3
CLNO 4233	Intercultural Communication	3
MCOM 4333	Social Media Content	3
CLNO 4383	Internship Experience/s	3
CLNO 1111	Service Learning Practicum (3 1-hour enrollments)	3
OL 3413	Organizational Change and Systems Analysis	3
OL 4413	Leadership Theory and Practice	3
CLNO 4313	Integrated Marketing Communication for Nonprofits	3
ACC 2113	Principles of Financial Accounting	3
GDSG 1213	Design I	3
GDSG 2333	Design Technology	3
MCOM 2313	Writing for Mass Media	3
OL 3113	Leading Diverse and Inclusive Organizations	3
CLNO 3333	Nonprofit Leadership	3
CLNO 3663	Fundraising for Nonprofits	3
SPAN 1113	Elementary Spanish I	3
SPAN 1123	Elementary Spanish II	3
Six hours of electives		6
Communication & Leadership for Nonprofits Major Credit Hours		**63**

English Major (BA)

Learning Outcomes

The graduate in English will be able to:

- Demonstrate a command of standard written English, research methods, bibliographic resources, and documentation
- Discuss the histories and analyze the themes of World, British, and American literatures
- Explain how and why the literary canon changes over time, including issues of diversity

- Recognize theoretical concepts and apply critical approaches to a variety of texts
- Demonstrate ability to target writing to specific genre, media, and audiences

The English major is a 47-48 credit hour program that also requires an 18-credit hour minor (inside or outside of the division). This major is designed for those interested in graduate study (including law school), teaching, writing, or cross-cultural ministry careers.

Course Number	Course Title	Credit Hours
English Core Courses		
ENGL 2213	Academic Writing: Research and Argument	3
ENGL 2933	Foundations for English Studies	3
ENGL 3063	Lit Hist I: Knights and Warriors	3
ENGL 3073	Lit Hist II: Monsters and Madness	3
ENGL 3083	Lit Hist III: Apocalypse and Identity	3
ENGL 3013	Editing	3
ENGL 4333/3113	Social Media Content or Grant Writing	3
ENGL 4293	Critical Theory	3
ENGL 4001-2 or	Senior Thesis or	
ENGL 4381-3	Internship	1/3
	See Electives Below	15
Foreign Language		6
Electives		
(5 electives out of 3 or more of the following categories.; as faculty availability and student interest dictates (included summer offerings))		
Intercultural		
ENGL 3223	Mythology	3
ENGL 3203	Vietnam	3
ENGL 3203	African / American	3
ENGL 3203	Women's Lit	3
Major Author		
ENGL 4113	Shakespeare	3
ENGL 4223	Tolkien	3
ENGL 4223	Austen/Alcott	3
Genre		
ENGL 2833	Poetry & Poetics	3
ENGL 4093	Novel	3
ENGL 3293	Fantasy	3
Language in Context		
ENGL 3283	The English Language	3
ENGL 3193	Lit Field Studies	3
Visual Rhetoric and Culture		
ENGL 3293	Film	3
ENGL 3293	Graphic Novel	3
ENGL 3293	Global Cinema	3
English Major Credit Hours		**46-49**

Graphic Design Major (BA)

Learning Outcomes

The graduate in Graphic Design will be able to:

- Articulate and demonstrate the design process from start to finish
- Visually and verbally articulate chosen concept and final design solutions in both classroom and professional setting
- Exhibit graphic design projects with a professional level of presentation and craft skills
- Critique or evaluate design skills and design solutions, individually, and in peer situations
- Demonstrate proficiency in Adobe Creative Suite software applications • Participate in the art and design community
- Discuss the history and contemporary trends of graphic design

A major in Graphic Design consists of a combination of 51 credit hours of art and graphic design courses and also requires an 18-credit hour minor (inside or outside of the division).

Course Number	Course Title	Credit Hours
GDSG 1113	Drawing I	3
GDSG 1213	Design I	3
GDSG 1223	Design II	3
GDSG 2033	Color Visual Language	3
GDSG 2333	Design Technology	3
GDSG 2413	Vector and Raster Fundamentals I	3
GDSG 2433	Typography	3
GDSG 3013	History of Art and Design	3
GDSG 3123	Interactive Web Authoring	3
GDSG 3223	Serigraphy	3
GDSG 3413	Corporate Identity	3
GDSG 3433	Digital Imaging	3
GDSG 4413	Information Design	3
GDSG 4473	Professional Practice/Portfolio I	3
GDSG 4483	Professional Practice/Portfolio II	3
Language Requirement		6
Graphic Design Major Credit Hours		**51**

4+1 Bachelor of Arts in Graphic Design/Master of Science in Instructional Design and Technology

Undergraduate Graphic Design students may have the option of completing their bachelor's and master's degrees in the 4+1 format. These students must have completed at least 90 undergraduate credit hours. Enrollment requirements include a 3.0 GPA, and have the University general education requirements near completion. The 4+1 format will allow undergraduates to enroll in up to 15 hours of "overlap" courses that count toward a bachelor's and master's degree during their final year of undergraduate studies. The MS in IDT program director will advise and enroll students in their fourth year of undergraduate and start of their graduate courses to ensure successful completion of the bachelor and master programs. Students must complete all courses as outlined to be awarded their bachelor's degree at the conclusion of their fourth year.

Mass Communication Major (BA)

Learning Outcomes

The graduate in Mass Communication will be able to:

- Present effectively on behalf of organizations to internal and external audiences
- Discuss the role of professional communication media in a free society and in an interconnected world
- Produce industry-quality content for diverse media platforms
- Evaluate the ethical standards and practices of media professionals
- Engage in self-evaluation of pre-production, production, and post-production processes
- Develop ethical, culturally-sensitive strategies for communicating to and connecting with mass audiences

The Mass Comm major is a 44-45 credit hour program that also requires an 18-credit hour minor (inside or outside of the division).

Course Number	Course Title	Credit Hours
Mass Communication Core Courses		
MCOM 2313	Writing for Mass Media	3
MCOM 2333	Digital Photography	3
GDSG 2333	Design Technology	3
MCOM 2361/2371	Practicum hours	2
MCOM 2393	Video Production	3
MCOM 3123	Interactive Web Authoring	3
MCOM 3143	Technical Communications	3
MCOM 4213	Media Ethics	3
MCOM 4333	Social Media Content	3
Foreign Language		5-6
Elective Courses		
Choose ten credit hours from the following		
MCOM 2353	Interviewing Techniques	3
CMP 2513	Studio Recording I	3
MCOM 3013	Editing	3
MCOM 3113	Grant Writing	3
MCOM 3153	Promotional Strategies	3
MCOM 3363	Newspaper/Yearbook Editor Practicum	3
MCOM 3383	Publication Design & Production	3
MCOM 4183	Media Law	3
MCOM 4352-3	Special Studies	2-3
MCOM 4381-3	Internship	1-3
Mass Communication Major Credit Hours		**41-42**

Minors

Communication & Leadership for Nonprofits Minor

Eighteen credit hours in CLNO program including at least three upper division courses (3000-4000). CLNO 2113 Intro to Communication & Leaderships for Nonprofit Organizations is required as part of the eighteen credit hours. Other courses must be selected in consultation with the Cultural & Communication Studies division chair.

English Minor

Eighteen credit hours in courses above the freshman level (1000), including at least three upper division courses (3000-4000). Courses must be selected in consultation with the Cultural and Communication Studies division chair.

Graphic Design Minor

Course Number	Course Title	Credit Hours
GDSG 1213	Design I	3
GDSG 2333	Design Technology	3
Lower Division Elective:		
Choose one (3 credit credits)		
GDSG 1113	Drawing I	3
GDSG 1223	Design II	3
GDSG 2033	Color Visual Language	3
GDSG 2413	Vector and Raster Fundamentals I	3
GDSG 2433	Typography	3
Upper Division Elective:		
Choose three (9 credits)		
GDSG 3013	History of Art and Design	3
GDSG 3223	Serigraphy	3
GDSG 3383	Publication Design and Production	3
GDSG 3413	Corporate Identity	3
GDSG 3433	Digital Imaging	3
GDSG 4413	Information Design	3
Graphic Design Minor Credit Hours		**18**

Mass Communication Minor

Eighteen credit hours in mass communication courses above the freshman level (1000), including at least three upper division courses (3000-4000). Courses must be selected in consultation with the Cultural & Communication Studies division chair.

School of Education

School Full-Time Faculty

Ron Titus, Ed.D., Associate Professor/Chair (2022)
B.S., University of Central Oklahoma
M.A., Southern Nazarene University
Ed.D., Southern Nazarene University

Brett Bradley, Ed.D., Assistant Professor/Director, Educator Preparation (2022)
A.A., Seminole State College
B.S., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Abilene Christian University

Misty Henry, Ph.D., Assistant Professor (2022)
B.S., University of Oklahoma
B.A. University of Louisville
M.Ed., University of Oklahoma
Ph.D., University of Oklahoma

SNU Educator Preparation Mission Statement

The Educator Preparation program at Southern Nazarene University provides experiences encompassing the Christian principles of integrating faith, learning, and life; and that equip candidates for educator roles in multiple learning settings in which schools, families, and communities build partnerships that work together to impact P-12 student learning, wherein affirming the belief that all students can learn.

School of Education Departmental Outcomes (based on Interstate Teacher Assessment and Support Consortium (InTASC) Standards (InTASC Standards Identified)

- The teacher understands the diverse cognitive, social, physical, linguistic, and emotional development of diverse learners and can provide appropriate instructional strategies. (1)
- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and to build skills to apply knowledge. (8)
- The teacher understands learners' individual differences and diverse cultures of the community in which s/he teaches to ensure an inclusive learning environment. (2)
- The teacher possesses the ability to integrate subject areas and to use differing perspectives to engage learners in critical, creative thinking in order to solve authentic local and global issues. (5)
- When planning for instruction, the teacher draws upon content knowledge, state curriculum, and cross-disciplinary skills and pedagogy, as well as knowledge of learners and their community in order to support learning for all students. (7)
- The teacher possesses content knowledge and can create learning experiences to ensure that all learners attain mastery of concepts. (4)
- The teacher integrates technology into the learning environment for instruction, communication, and assessment. (Technology) (6)
- The teacher creates a positive learning environment to support active engagement among diverse learners in order for them to appreciate individual differences. (3)
- The teacher understands and uses multiple methods of assessment. (6)

- The teacher engages in ongoing professional development and self-evaluation, and then adapts his/ her practices to meet the needs of all learners. (9)
- The teacher seeks appropriate leadership roles and opportunities to collaborate with colleagues and families to ensure professional growth and to advance the teaching profession. (10)
- The teacher maintains professionalism through (1) demeanor-collegiality, (2) scholarship, (3) connection to professional organizations, and (4) collaboration with colleagues and families. (9)
- The teacher possesses and utilizes effective written and verbal communication skills (SNU Standard).
- The teacher possesses the ability to make professional decisions based on Christian principles (SNU Standard).

Alignment of the School of Education Departmental Outcomes with the InTASC Standards
The SNU School of Education Departmental Outcomes are aligned with the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards:

The Learner and Learning

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tolls of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The Teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Teacher Education (Educator Preparation)

Educator Preparation is one of the leading undergraduate programs at SNU. All Teacher Education/ Educator Preparation programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP), the Oklahoma Office of Educational Quality and Accountability (OEQA) and approved by the State Board of Education for the State of Oklahoma.

Certificate Programs P-12

SNU offers programs for certificates at the following levels and subject areas:

- Early Childhood (pre-kindergarten through grade 3)
- Elementary Education (grades 1-8)
- All levels (pre-kindergarten through grade 12) including:
  - Physical Education
  - Music: instrumental/general
  - Music: vocal/general
- Secondary (grades 6 through 12) including:
  - Mathematics Education
  - Science Education
  - Social Studies Education

Detailed academic requirements for these certificate programs are listed in the Educator Preparation Handbook available through the School of Education.

The above programs are available to meet the academic course work requirements of the following classes of certificates.

Standard (Five-Year Validity)

This is considered Oklahoma's permanent certificate, although it must be renewed every five years. Renewal requirements are three years of teaching during the five-year period or completion of five credit hours in the major or a related field. Consult the State Department of Education for alternative methods of meeting requirements.

Admission to Educator Preparation Program

All students who wish to prepare to teach and meet certification requirements are required to apply and be admitted to the Educator Preparation Program. This admissions process must be completed preceding enrollment in any 4000-level professional education courses. Applications may be made any time after completion of 24 credit hours. However, all applications should be completed before the beginning of the junior year.

The admissions process is designed to recruit persons with a strong commitment to teaching. Early application assists in helping the student develop skills and abilities. Criteria for admission follows (Detailed check sheets are available in the Office of Educator Preparation):

- Full admission to Southern Nazarene University
- Submission of High School Transcript to Office of Educator Preparation (documentation for Foreign Language Proficiency requirement)
- Completion of ED 2111—Introduction to Education/Teaching Lab, including 12 clock hours* of observation logged and reflection form 1A
- Successful completion of a minimum of (24) twenty-four credit hours of all college coursework
- Enrollment in ED 2162—Foundation of Education, including 12 clock hours* of observation and logged and reflection form 1B
- *A total of 24 clock hours of observation from ED 2111 and ED 2162
- Minimum cumulative GPA of 3.0*
  *NOTE: NO candidate will be admitted with less than 2.5 GPA. For candidates with GPA of 2.5-2.99 at the time of application for admission, submit documentation of ONE of the following:
  Pass the OGET (*Oklahoma General Education Test) (OGET information may be found at www.ceoe.nesinc.com)

  OR

  ACT Composition Score of 22 (with writing section included) (Official ACT report/documentation required)

  OR

  SAT Score of 1120 including the following scores on essay section: Five (5) on Reading, four (4) on Analysis, and five (5) on Writing (Official SAT report/documentation required)
- A grade of "C" or better in a basic Speech Communication course
- Submission of SNU Educator Preparation Program Admissions Essay (during ED 2162)
- Successful interview with the SNU Educator Preparation Admissions Committee (Interviews conducted during Spring and Fall semesters)
- Completion of English Comp I with a passing grade
- Completion of English Comp II with a passing grade
- Completion of a college level Math Course with a passing grade

- Demonstration of a positive interest in teaching by prior experiences and activities, in interview setting as noted on the Educator Preparation Admission Interview Rubric, candidate field experience Evaluation by Cooperating Teacher of Field Observations –1A and 1B, and the SNU Educator Preparation Teacher Candidate Self-Evaluation of Teaching Dispositions

NO candidate will be permitted to enroll in ED 4273 (Professional Decision Making) **or be admitted to the professional semester** (Student Teaching) **until full admission to SNU Educator Preparation Program**.

Once **ALL** of the above requirements have been met, candidates will receive confirmation of admission from the Office of Educator Preparation.

NOTE: After admission to the SNU Educator Preparation Program, Teacher Candidate must MAINTAIN minimum 2.5 GPA to remain in good standing. Any candidate who drops below 2.5 GPA will be placed in PROBATIONARY status and will not be allowed to continue in program until GPA requirements are met.

Admission to the Professional Semester (Student Teaching)

All students who are preparing to teach are required to take the all-day professional semester program. This program is an entire semester devoted to an intensive teaching experience. The student must plan and expect to devote the full school day, Monday through Friday, to coursework and laboratory experiences and additional time to cocurricular activities. During the off-campus period, the student is expected to devote full time to professional responsibilities, as does the teacher on the job. Application for the professional semester should be made during the spring semester preceding the year in which the student plans to take the professional sequence of course work. This application is separate from the application for Admission to Educator Preparation Program and approval is contingent upon the applicant meeting the following criteria (The Educator Preparation Council is responsible for criteria implementation):

- Admission to the Teacher Education program prior to application for the professional semester.
- A cumulative GPA of 2.50 in the specialization and overall.
- Completion of at least one-half of the total specialization.
- Recommendation by the student's major department and two faculty members.
- An approved certificate program on file.
- Good standing (not on disciplinary probation).
- Completion of a minimum of 90 semester credit hours.
- Completion of one semester in residence at SNU.
- Proof of professional liability insurance coverage.
- Clearance by a criminal background check.
- Candidate's status is reviewed periodically as the candidate progresses through the program.
- Final recommendation by the School of Education is needed before a teacher candidate is approved for student teaching.

Certification Program Check Sheet

Any student expecting to teach should confer with an Educator Preparation Program advisor in the subject area in which the student desires to teach. The requirements outlined for General Education, Professional Education, and Specialization fit into the degree requirements of SNU. The certification programs are outlined in terms of areas and levels of teaching rather than college departments of instruction. By careful planning the student can meet the minimum requirements outlined for certification, and the additional requirements for a degree with a major in a chosen department, within the normal range of credit hours required for graduation.

Teaching License/Standard Teaching Certificate

To secure a standard certificate to teach in the State of Oklahoma and most other states, six general requirements must be met:

- Completion of an approved certification program in an institution approved for Teacher Education.
- Graduation from an accredited college with a bachelor's degree.
- Passing the state teacher certification test(s).
- Recommendation for licensure by the director of Teacher Education/Educator Preparation of the college attended or review and acceptance of a student's file by the state office for teacher certification.
- Meet any statutory requirements of the state. The curricular requirements for the certificate programs are divided into three areas: General Education, professional education, and specialization.
- Meet foreign language proficiency requirement.

General Education for Educator Preparation

The General Education requirement is essentially the same in all teacher education programs. In some certificate programs, a limited number of credit hours in General Education may be counted in the area of specialization when approved by the Educator Preparation Council. Detailed outlines of the General Education requirements for all degrees are given in the section of the catalog devoted to degree requirements. Professional and specialization requirements are printed in the Educator Preparation Handbook.

Special note to Early Childhood Education and Elementary Education Majors: For certification, the State of Oklahoma requires that all Early Childhood and Elementary Education majors are required to complete 12 hours in each of the following General Education areas: Language Arts, Science, Mathematics, and Social Studies.

Foreign Language Proficiency Requirements

"These preparation programs at the pre-service level shall require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign languages, for a language other than English, including American Sign Language. The assessment for such competency may occur at any point in the teacher candidate's program and does not require specified course work or credit hours except as may be required by the institution." Oklahoma Higher Education Policies-Academics, Sect. 3.21.4, Degree Requirements and Guidelines for Articulation of Educator Preparation Programs.

"The unit has a policy in place that ensures that educator preparation candidates demonstrate conversational skills at a novice high level, as defined by the American Council on the Teacher of Foreign Languages, in a language other than English. Demonstration of competency must occur prior to candidate completion of the educator preparation program." OEQA—Oklahoma State Requirements 2016

All education majors (teacher candidates) at Southern Nazarene University are **required** to meet Foreign Language Proficiency requirements before being able to apply for their Oklahoma certification. **It is the teacher candidate's responsibility to make sure that their proficiency is met.**

Choose 1 of the following 7 options:

1) 2 years (4 semesters) of high school foreign language (same language) with a 'B' average for all coursework **(Must appear and be verified on high school transcript**
   NOTE: ALL candidates are REQUIRED to submit a copy of high school transcript to the Office of Educator Preparation
2) One 5-hour Elementary-level college foreign language course with a grade of 'C' or better (Credit must appear on a college transcript)

3) One 3-hour 2nd Level Elementary college foreign language course with a grade of 'C' or better (i.e., Elem. Spanish II, Elem. French II, etc.) with a grade of 'C' or better (Credit must appear on a college transcript)
4) CLEP credit—Pass the CLEP test in a foreign language to demonstrate competency.
5) Foreign Language Proficiency Test (ACTGL-OPI/Oral Proficiency Interview—must achieve *novice high* level on test) NOTE: Test must be administered by ACTFL certified examiner
6) One 3-hour (minimum) college course in *American Sign Language* (Credit must appear on a college transcript) with a grade of 'C' or better
7) One 3-hour (minimum) college course in *Emergent Bilingual Teaching Strategies* i.e., *ESL (English as a second language), ELL (English Language Learners)* (Credit must appear on a college transcript) with a grade of 'C' or better

School of Education Majors

Education (BS)

All programs in early childhood, elementary, P-12, and secondary degrees follow the certificate program guidelines outlined in the Educator Preparation Handbook. However, slight variations may be allowed if recommended by the director of educator preparation and approved by the Chair of the School of Education. In all cases, substantial coursework must be completed in both specialization and professional education.

Course Number	Course Title	Credit Hours
Early Childhood Education Major Required Courses		
ED 3323	Developmental Reading & Practicum	3
ED 3422	Primary Lit/Language Arts	2
ED 3442	Elementary STEM I: Studies in Science	2
ED 3452	Elementary STEM II: Studies in Mathematics	2
ED 3464	Elem Lit/Language Arts	4
ED 3553	Reading Theory & Practicum	3
ED 3562	Health/Safety/Nutrition/PE	2
ED 3633	Child Guidance	3
ED 4333	Reading Diagnosis & Practicum	3
ED 4333L	Reading Diagnosis & Practicum Lab	
ED 4472	Early Childhood Curriculum	2
ED 4483	Cog Dev/Math/Science/Social Studies	3
ED 4553	Child & Social Systems	3
Total Hours		**32**

Elementary Education Major Required Courses		
ED 2173	Development Psychology Across the Life Span	3
ED 3323	Developmental Reading and Practicum	3
ED 3422	Primary Lit/Language Arts	2
ED 3442	Elementary STEM I: Studies in Science	2
ED 3453	Elementary STEM II: Studies in Mathematics	3
ED 3464	Elem Lit/Language Arts	4
ED 3512	Social Studies in Elementary	2
ED 3553	Reading Theory & Practicum	3
ED 3562	Health/Safety/Nutrition/PE	2
ED 4333	Reading Diagnosis & Practicum	3
ED 4333L	Reading Diagnosis & Practicum Lab	

ED 4522	Characteristics of Early Adolescent	2
ED 4533	Middle School Curriculum & Design	3
Total Hours		**32**

In addition to the Required Courses for Early Childhood and Elementary Education majors, all education majors must also complete the following Professional Education courses:

ED 2111	Introduction to Education/Teaching Lab	1
ED 2143	Educational Technology	3
ED 2162	Foundations of Education	2
ED 3223	Educational Psychology	3
ED 4005	Student Teaching I	5
ED 4105	Student Teaching II	5
ED 4141	Survey of the Exceptional Child	1
ED 4273	Professional Decision Making	3
ED 4700	Student Learning Seminar	0
ED 4710	Seminar: Diversity in Education	0
ED 4720	Seminar: English Language Learner Strategies	0

Undergraduate students majoring in education (Early Childhood Education, Elementary Education, Mathematics Education, Music Education, Physical Education, Social Studies Education, Science Education) may be eligible to enroll in up to 9 hours of elective education graduate coursework in the MAASE (Master of Arts in Special Education Administration) program to count toward their undergraduate education degree.

Only those education majors who are in their senior year (completion of a minimum of 90 hours of coursework), have been admitted to the Educator Preparation Program, and have earned a minimum cumulative GPA of 2.5 are eligible to enroll in these graduate courses. NOTE: Individual student must also obtain approval from the Director of Educator Preparation and MAASE program director.

The three courses available to enroll in are:

ED 5013— Foundations/Characteristics of Mild/Moderate Disabilities
ED 5023—Foundations/Characteristics of Low Incidence Disabilities
ED 5053—Academic Instruction for Inclusive Students

Multidisciplinary Studies Degree in Education and Other Area(s) (BA/BS)

The student will complete not less than 60 credit hours in courses related to the student's declared objective and selected from more than one Academic Department (or School) of Southern Nazarene University. A minimum of 30 credit hours is required in the School of Education to meet multidisciplinary requirements. Note that the Multidisciplinary Studies Degree in Education and another area is a subordinate of the Multidisciplinary Studies Degree description found on pg. 64.

The student will work together with an advisor in the School of Education to construct and design School of Education (ED prefix) multi-disciplinary program of study that includes the following required ED courses (8-9 hours):

Course Number	Course Title	Credit Hours
ED 2111	Introduction to Education/Teaching Lab	1
ED 2142(3)	Educational Technology (P.E.-Music 2hr. course)	2-3

ED 2162	Foundations of Education	2
ED 3223	Educational Psychology	3

Remaining courses need to be identified with ED prefix, with 30 hours combined total (NOTE: At least 18-20 hours of Upper Division (3000-4000 level) coursework required within the 30 total required hours).

Education Minor

Course Number	**Course Title**	**Credit Hours**
Required Courses (9 hours)		
ED 2111	Introduction to Education	1
ED 2143	Educational Technology	3
ED 2162	Foundations of Ed	2
ED 2173	Developmental Psychology Across the Life Span	3
Electives (9 hours)		
Any course with ED prefix and approved by the Chair of the School of Education*		
Total Hours		**18**

Department of Global Studies

Departmental Full-Time Faculty

Courtney Turner, M.Div., Assistant Professor/Program Coordinator (2021)
B.A., Point Loma Nazarene University
M.Div., Nazarene Theological Seminary
Ph.D. (in progress), Fuller Theological Seminary

Anthony Rodin, Ph.D., Associate Professor (2015)
B.A., Whitworth University
M.A., Purdue University
Ph.D., Purdue University

Learning Outcomes

Student will:

1. Analyze different cultural contexts and community systems (education, health, criminal justice, family, etc.) through personal experience, thoughtful reflection, and discipline-specific theories
2. Critically examine the political, social, and economic structures and forces in contemporary global issues
3. Effectively communicate across different cultural, linguistic and social contexts
4. Demonstrate Christlike virtues – confession, compassion, selflessness, stewardship, perseverance, innovation and learning – in a globalized context
5. Identify and pursue opportunities and avenues to enact change on global issues and injustices
6. Engage in critical self-examination to responsively place themselves in global contexts

Departmental Majors

Global Studies (BA)

Course Number	Course Title	Credit Hours
GLBS 1113	Introduction to Global Studies	3
GLBS 2183	Introduction to Cultural Anthropology	3
HP 2333	Introduction to International Relations	3
GLBS 3111-3	Study Abroad	3
Foreign Language	*At least 2 courses*	6
GS 3323	Race, Class, Gender, and the Church	3
GLBS 4002	Senior Capstone	2
SP C 4233	Intercultural Communication	3
Total Core		**26**
Total Specializations		**15-18**
Total Electives		**6-9**
Degree Total		**50**

Specializations

Political Science (15 total credits)

HP 2123	Introduction to Politics*	3
HP 4123	Modern East Asia	3
HP 4133	Comparative Politics	3
HP 4143	International Political Economy	3
HP 4163	Modern Russia and Eastern Europe	3

HP 4193	Internship	3

Psychology (15 total credits)

PSY 1113	General Psychology*	3
PSY 2173	Developmental Psychology Through the Lifespan	3
PSY 3013	Psychology of Human Flourishing	3
PSY 3113	Social Psychology	3
PSY 3333	Multicultural Psychology	3
PSY 4113	Psychology of Religion	3
PSY 4263	Techniques of Counseling	3

International Business (15 total credit hours)

BADM 1113	Ethics and Business Principles*	3
BADM 3003	Business Communication in a Global Environment	3
ECO 3053	International Economic Development	3
BADM 3133	International Business Law	3
BADM 3153	International Business and Ethics	3
BADM 3213	International Business Events	3
FIN 4153	International Finance	3
MKT 4163	International Marketing	3
MGT 4173	International Management	3
BADM 4183	Internship: International Business	3

Sports Management (15 total credits)

KNES 1722	Introduction to Sport Management*	3
KNES 3343	The Modern Olympics	3
KNES 3713	Sociology of Sports	3
KNES 3723	Sport Marketing & Promotions	3
KNES 3733	Sports Law	3
KNES 3753	Sport Governance and Policy	3
KNES 4713	Organization, Leadership, and Management of Kinesiology & Sport Management	3

Missional Leadership (18 total credits)

MISS 2113	Intro to Christian Missions	3
MISS 2253	Missions Strategies*	3
ENGL 3113	Grant Writing for Nonprofits	3
THEO 3263	Biblical Theology & Global Stewardship	3
ECO 3053	International Economic Development	3
MISS 4163	Theology of Christian Missions*	3
MISS 4343	World Religions*	3

Sustainability (16 total credits)

BIOL 3105	Tropical Ecology & Sustainability*	5
THEO 3263	Biblical Theology & Global Stewardship*	3
BIOL 4003	Tropical Field Research*	3
BIOL 4122	Tropical Medicine*	2
HP 4393	Central American History & Culture*	3

*Denotes required course for the Specialization. All other courses are electives, with Specializations, requiring a total of 15-18 credits.

School of Kinesiology

Departmental Full-Time Faculty

Jason Coles, Ph.D., Professor/Chair (2015)
B.S., Sterling College
M.S., Ohio University
A.T.C., Certified Athletic Trainer
Ph.D., Nova Southeastern University

Joel Frees, D.P.T., Associate Professor (2020)
B.S., Southern Nazarene University
D.P.T., University of Oklahoma Health Sciences Center

Christopher Kyzer, M.A., Assistant Professor (2018)
B.A., Southern Nazarene University
M.A., Southern Nazarene University

Kira Walkup, M.S., Assistant Professor, Department of Kinesiology (2025)
B.S., Oklahoma City University
M.S., Southern Nazarene University

Departmental Objectives

The SNU School of Kinesiology operates in the framework of Biblical Christian values to which SNU is committed. Reflecting this philosophy, the objectives of the department are to provide instruction and experiences as follows:

- To prepare students to teach physical education, health, and safety (P-12) and athletic coaching.
- To prepare students for careers in exercise science (personal trainer, strength coach) and allied medical professions (pre-physical therapy, physical therapy (PT), pre-occupational therapy, and occupational therapy (OT)).
- To prepare Pre-Athletic Training students for entrance into a graduate-level Athletic Training program recognized by the National Athletic Trainers' Association (NATA). SCHOOL OF KINESIOLOGY
- To develop a knowledge base for careers in sports management (athletic business) and sports communication.
- To enable SNU students to develop an understanding of basic principles, knowledge, and practices for personal lifetime health/fitness/wellness activities.
- To enable students to develop skills in leisure lifetime physical activities.

School Of Kinesiology Majors

Exercise Science (BS)

Mission Statement

To prepare future practitioners to be Christlike, culturally responsive servant-leaders who possess the knowledge, skills, and dispositions necessary to improve health and human performance, maximize athletic performance and improve client safety in diverse populations.

The objective of this major is to prepare the student for a career related to health, fitness/wellness in schools, hospitals, medical clinics, community, and private fitness centers. As a part of the Exercise Science curriculum, students must take one of two class offerings that can lead to certification in personal training or strength and conditioning through NASM (National Academy of Sports Medicine). The American College of Sports Medicine

(ACSM) offers a number of certifications: Personal Trainer, Health/Fitness Instructor (HFI), Exercise Specialist (ES), and Registered Clinical Exercise Physiologist (RCEP). Refer to www.lww.com.acsmcre for ACSM prerequisites and application materials. The National Strength and Conditioning Association (NSCA) certifies individuals as a Certified Personal Trainer (NSCA -CPT) and/or Certified Strength and Conditioning Specialist (CSCS). These certifications may require additional course prerequisites, workshops, clinical rotations, and/or graduate education. Refer to departmental Program Planning Form and/or Suggested Four-year Course Schedule for detailed graduation requirements.

Learning Outcomes

Student will:

- Demonstrate fundamental knowledge of the components of fitness and the human body's response to physical activity and athletic performance
- Design and implement individualized exercise assessments and prescriptive plans for achieving and maintain fitness
- Assess human performance through diverse tools of measurement
- Examine current theoretical and methodological issues in measurement and statistics that culminates with a capstone research project
- Develop a portfolio documenting professional growth during the internship experiences

Exercise Science

Course Number	Course Title	Credit Hours
General Education Prescribed Courses		
PSY 1113	General Psychology (Foundation in Critical Thinking)	3
Exercise Science Core Courses		
CHEM 1124	General Chemistry I and Lab	4
KNES 1511	Methods of Teaching Resistance Training	1
MATH 1513	College Algebra	3
KNES 1522	Care and Prevention of Athletic Injuries and Lab	2
KNES 1613	First Aid/CPR and Safety and Lab	3
KNES 1713	Foundations of Kinesiology	3
BIOL 2224	Human Anatomy and Lab	4
BIOL 2234	Human Physiology and Lab	4
KNES 2621	Fitness Assessment and Technology	1
KNES 3223	Exercise Technique, Testing, & Prescription	3
KNES 3613	Exercise Physiology	3
KNES 3623	Structural Kinesiology	3
KNES 3703	Essentials in Personal Fitness Training	3
KNES 4523	Motor Learning	3
KNES 4533	Research Measurement and Evaluation	3
KNES 4691	Senior Seminar in PT/OT/AT	1
KNES 4693	Biomechanics and Kinesiology	3
KNES 4123	Scientific Principles of Strength & Conditioning	3
Exercise Science Core Credit Hours		**50**
Strength & Conditioning Concentration Courses		
KNES 2113	Sports Nutrition	3
KNES 3113	Sports Psychology	3

KNES 3512	Coaching	2
KNES 4133	Program Design for Strength & Conditioning	3
KNES 4333	Professional Certification Preparation	3
KNES 4664	Strength & Conditioning Field Experience I	4
KNES 4674	Strength & Conditioning Field Experience II	4
Exercise Science Strength & Conditioning Concentration Credit Hours		**22**

Health & Wellness Concentration		
KNES 2613	Personal & Community Health	3
KNES 2672	Terminology for Health Professionals	2
KNES 3643	Introduction to Neuroscience	3
KNES 4113	Exercise Programming for Special Populations	3
KNES 4663	Therapeutic Rehabilitation	3
KNES 4764	Internship I	4
KNES 4774	Internship II	4
Exercise Science Health & Wellness Concentration Credit Hours		**22**

Exercise Science 4+1 Track

The Exercise Science 4 + 1 format allows students pursuing a bachelor's degree the opportunity to enter the Master of Science in Exercise Science program in their senior year. They would be awarded their bachelor's degree at the end of their senior year and finish the master's degree in one additional year. A student's qualifications are reviewed by the Graduate Program Director who would enroll them into the program. Admission to the Graduate School would be in the Spring of their junior year and they must complete the course work as outlined.

Course Number	**Course Title**	**Credit Hours**
Exercise Science 4+1 Track Core Courses		
CHEM 1124	General Chemistry I	4
KNES 1233	First Aid/CPR	3
KNES 1511	Methods of Teaching Resistance Training	1
MATH 1513 or	College Algebra or	
PHYS 1114	Physics I	3/4
KNES 1522	Care and Prevention of Athletic Injuries	2
KNES 1712	Foundations of Kinesiology	3
BIOL 2224	Human Anatomy (S&T Window)	4
BIOL 2234	Human Physiology	4
NURS 2323	Nutrition	3
KNES 2613	Personal & Community Health	3
KNES 2621	Fitness Assessment and Technology	1
KNES 3113	Sports Psychology	3
KNES 3223	Exercise Technique, Testing, & Prescription	3
KNES 3613	Exercise Physiology	3
KNES 3703/3763	Essentials of Personal Fitness Training OR Essentials of Sport Performance Training	3
KNES 4113	Exercise Programming for Special Populations	3
KNES 4123	Scientific Principles of Strength & Conditioning	3
KNES 4133	Program Design for Strength & Conditioning	3
KNES 4533	Research Measurement & Evaluation	3

KNES 4693	Biomechanics/Kinesiology	3
KNES 4713	Org., Leadership Management	3
KNES 4763	Internship	3
Exercise Science 4+1 Track Credit Hours		**67**
Courses that can be taken for undergraduate and graduate credit:		
KNES 5203	Foundations of Health	3
KNES 5213	Writing for Research	3
KNES 5223	Physical Activity Epidemiology	3
KNES 5233	Legal Principles in Wellness	3

Pre-Occupational Therapy (BS)

The objective of this program is to fulfill the prerequisites required for admission to a professional program offering entry level master's or doctoral degrees in physical therapy, occupational therapy, physician assistant, or other allied medical professions. Each student is responsible for obtaining specific prerequisite information about the particular professional program(s) to which they seek admission. A tailored undergraduate program can then be designed to meet those requirements. Refer to departmental Program Planning Form and/or Suggested Four-year Course Schedule for detailed graduation requirements.

Learning Outcomes

The student will

- Demonstrate an understanding of content and disciplinary concepts of biology, chemistry, physics, kinesiology, exercise physiology, health and orthopedic assessment
- Utilize a team approach to effect a positive patient outcome
- Demonstrate leadership and service
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment
- Critically examine the body of knowledge as well as promote research and scholarship in kinesiology
- Demonstrate professional behavior
- Recognize and practice ethical decision making within the context of a Christian framework (or perspective)
- Is able to demonstrate the clinical skills needed to appropriately diagnoses patients for treatment and referral.

Course Number	**Course Title**	**Credit Hours**
General Education Prescribed Courses		
PSY 1113	General Psychology	3
Pre-Occupational Therapy Core Courses		
SOC 1113	Introduction to Sociology	3
PHYS 1114	General Physics I and Lab	4
BIOL 1114	Introduction to Biological Sciences	4
CHEM 1124	General Chemistry I and Lab	4
Select one of the following:		
MATH 1513	College Algebra or MATH 1503 College Algebra with Integrated Review or MATH 1613 Plane Trigonometry, or ACT>/=24	3
KNES 1601	Foundations of PT/OT/AT	1
PSY 2173	Developmental Psychology Across the Lifespan	3

BIOL 2224	Human Anatomy and Lab	4
BIOL 2234	Human Physiology and Lab	4
KNES 2672	Terminology for Health Professions	2
Select one of the following:		
STAT 3143	Statistical Methods	3
	Or Understanding Statistics or Data Analysis Methods	
KNES 3163	Lower Extremity Injury Rec./Eval. of the Phys. Active	3
KNES 3173	Upper Extremity Injury Rec./Eval. of the Phys. Active	3
KNES 3613	Exercise Physiology	3
KNES 3643	Introduction to Neuroscience	3
KNES 3663	Therapeutic Modalities	3
PSY 4153	Psychology of Personality	3
PSY 4103	Abnormal Psychology	3
KNES 4223	Developmental Disabilities	3
KNES 4523	Motor Learning	3
KNES 4631	Pre-PT/OT Clinical Experience I (45 clock hrs required)	1
KNES 4641	Pre-PT/OT Clinical Experience II (45 clock hrs required)	1
KNES 4663	Therapeutic Physical Rehabilitation	3
KNES 4691	Senior Seminar in PT/OT/AT	1
KNES 4693	Biomechanics and Kinesiology	3
	or KNES 3623 Structural Kinesiology	
KNES 4764	Internship I (180 clock hers required)	4
Pre-OT Program Credit Hours		**75**

Pre-Physical Therapy (BS)

The objective of this program is to fulfill the prerequisites required for admission to a professional program offering entry level master's or doctoral degrees in physical therapy, occupational therapy, physician assistant, or other allied medical professions. Each student is responsible for obtaining specific prerequisite information about the particular professional program(s) to which they seek admission. A tailored undergraduate program can then be designed to meet those requirements. Refer to departmental Program Planning Form and/or Suggested Four-year Course Schedule for detailed graduation requirements.

Learning Outcomes

The student will

- Demonstrate an understanding of content and disciplinary concepts of biology, chemistry, physics, kinesiology, exercise physiology, health, and orthopedic assessment
- Utilize a team approach to effect a positive patient outcome
- Demonstrate leadership and service
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment
- Critically examine the body of knowledge as well as promote research and scholarship in kinesiology
- Demonstrate professional behavior
- Recognize and practice ethical decision making within the context of a Christian framework (or perspective)
- Is able to demonstrate the clinical skills needed to appropriately diagnoses patients for treatment and referral.

Course Number	Course Title	Credit Hours
PSY 1113	General Psychology	3
PHYS 1114	General Physics I and Lab	4
BIOL 1114	Introduction to Biological Sciences	4
CHEM 1124	General Chemistry I and Lab	4
PHYS 1214	General Physics II and Lab	4
KNES 1511	Methods of Teaching Resistance Training	1
Select one of the following:		
MATH 1513	College Algebra	
	or MATH 1503 College Algebra with Integrated Review	3
KNES 1601	Foundations of PT/OT/AT	1
PSY 2173	Developmental Psychology Across the Lifespan	3
BIOL 2224	Human Anatomy and Lab	4
BIOL 2234	Human Physiology and Lab	4
KNES 2672	Terminology for Health Professions	2
STAT 3143	Statistical Methods	3
KNES 3163	Lower Extremity Injury Rec./Eval. of the Phys. Active	3
KNES 3173	Upper Extremity Injury Rec./Eval. of the Phys. Active	3
KNES 3613	Exercise Physiology	3
KNES 3643	Introduction to Neuroscience	3
KNES 3663	Therapeutic Modalities	3
KNES 4631	Pre-PT/OT Clinical Experience I (45 clock hrs required)	1
KNES 4641	Pre-PT/OT Clinical Experience II (45 clock hrs required)	1
KNES 4663	Therapeutic Physical Rehabilitation	3
KNES 4691 Senior Seminar in PT/OT/AT		1
KNES 4693	Biomechanics and Kinesiology	3
	or KNES 3623 Structural Kinesiology	
KNES 4764 Internship I (180 clock hrs required)		4
Electives Additional Science Elective (Biology, Physics, or Chemistry)		4
Pre-PT Program Credit Hours		**72**

Pre-Athletic Training (BS)

Graduates from the SNU Pre-Athletic Training Program are prepared and eligible to attend graduate school in the pursuit of a Master's in Athletic Training. Upon completing a master's degree in Athletic Training, graduates would find opportunities as a health care provider to the physically active in a wide variety of settings.

Mission Statement

To prepare students for graduate school application/admission and to prepare future practitioners to be Christlike, culturally responsive servant-leaders who possess the knowledge, skills, and dispositions necessary to improve health and human performance, maximize athletic performance, and improve client safety in diverse populations.

Learning Outcomes

- Demonstrate content knowledge of biology, chemistry, physics, kinesiology, exercise physiology, health, psychology, and statistical methods.
- Demonstrate fundamental knowledge of the components of fitness and the human body's response to physical activity and athletic performance.

- Design and implement individualized exercise assessments and prescriptive plans for achieving and maintaining fitness.
- Assess human performance through diverse tools of measurement and statistics that culminates with a capstone research project.
- Develop a portfolio documenting professional growth during the internship experiences.

Course Number	Course Title	Credit Hours
General Education Prescribed Courses		
PSY 1113	General Psychology	3
Pre-Athletic Training Core		
PHYS 1114	General Physics I	4
BIOL 1114	Intro to Biological Science	4
CHEM 1124	General Chemistry I	4
KNES 1511	Methods of Teaching Resistance Training	1
Select one of the following:		
MATH 1513	College Algebra or MATH 1613 Plane Trigonometry or ACT Math Subscore of >23	3
KNES 1522	Care & Prevention of Athletic Injuries	2
KNES 1601	Foundations of PT/OT/AT	1
KNES 1613	First Aid & CPR	3
KNES 2113	Sports Nutrition	3
BIOL 2224	Human Anatomy	4
BIOL 2234	Human Physiology	4
KNES 2613	Personal & Community Health	3
KNES 2672	Terminology for Health Professions	2
Select one of the following:		
STAT 3143	Statistical Methods Or STAT 2113 Understanding Statistics	3
KNES 3223	Exercise Technique, Testing, & Prescription	3
KNES 3613	Exercise Physiology	3
KNES 3623	Structural Kinesiology	3
KNES 4631	Clinical Experience I	1
KNES 4691	Senior Seminar in PT/OT/AT (capstone)	1
KNES 4693	Biomechanics/Kinesiology	3
Pre-Athletic Training Core Credit Hours		**55**
Strength & Conditioning Concentration		
KNES 3113	Sports Psychology	3
KNES 4123	Scientific Principles of Strength & Conditioning	3
KNES 4133	Program Design for Strength & Conditioning	3
KNES 4333	Professional Certification Preparation	3
KNES 4664	Strength & Conditioning Field Experience I	4
KNES 4674	Strength & Conditioning Field Experience II	4
Pre-Athletic Training—Strength & Conditioning Concentration Credit Hours		**20**
Clinical Skills Concentration		
KNES 3163	Lower Extremity Injury Rec./Eval. of the Phys. Active	3

KNES 3173	Upper Extremity Injury Rec./Eval. of the Phys. Active	3
KNES 3663	Therapeutic Modalities	3
KNES 4663	Therapeutic Physical Rehabilitation	3
KNES 4764	Internship I	7
Pre-AT Program—Clinical Skills Concentration Credit Hours		**19**

Physical Education — Health and Safety: P-12 (BS)

The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with Oklahoma state competencies and the Society of Health and Physical Education (SHAPE America) professional recommendations. Refer to the kinesiology departmental Program Planning Form and/or the Suggested Four-year Course Schedule for detailed graduation requirements.

Learning Outcomes

- Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the SHAPE P-12 Standards
- Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physical education individuals
- Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students
- Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning in an authentic setting
- Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions and instructions
- Physical education teacher candidates demonstrate dispositions that are essential to becoming effective professionals

Course Number	Course Title	Credit Hours
Physical Education Core Courses		
KNES 1613	First Aid/CPR and Safety and Lab	3
KNES 1713	Foundations of Kinesiology	3
KNES 2511	Motor and Sports Skills I	1
KNES 2521	Motor and Sports Skills II	1
KNES 2541	Practicum/Clinical Experience	1
KNES 2551	Motor and Sports Skills III	1
KNES 2561	Motor and Sports Skills IV	1
KNES 2571	Motor and Sports Skills V	1
KNES 2613	Personal and Community Health	3
KNES 2621	Fitness Assessment and Technology	1
KNES 3523	School Health/Safety Curriculum: P-12	3
KNES 3533	Methods in Elementary Physical Education	3
KNES 3543	Methods in Secondary Physical Education	3
KNES 3613	Exercise Physiology **	3
KNES 4513	Adapted/Inclusive Physical Education	3
KNES 4523	Motor Learning	3

KNES 4533	Research Measurement and Evaluation	3
KNES 4713	Organization, Leadership, and Management of Kinesiology & Sport Management	3
KNES 4741	Senior Seminar for Physical Education	1
Choose one of the following:		
KNES 3623	Structural Kinesiology	3
KNES 4693	Biomechanics and Kinesiology	3
Education Courses		
ED 2111	Introduction to Education and Teaching Lab	1
ED 2143	Educational Technology **	3
ED 2162	Foundations of Education	2
ED 2173	Developmental Psychology Across the Lifespan	3
ED 4141	Survey of the Exceptional Child **	1
ED 4273	Professional Decision Making	3
ED 4700	Student Teaching Seminar	0
ED 4815	Student Teaching: Secondary; 7-12	5
ED 4965	Student Teaching: Elementary	5
Physical Education (P-12) Major Credit Hours		**66**

Recommended Additional Coaching Courses

KNES 1511	Methods of Teaching Resistance Training	1
KNES 1522	Care and Prevention of Athletic Injuries and Lab*	2
KNES 3512	Coaching	2

*The State of Oklahoma currently requires that any coach in the public schools must have a course in Care and Prevention of Athletic Injuries (with lab). State certification requirements also include demonstration of ^foreign language proficiency at the novice high level in one designated language. Courses or credit hours needed to meet this proficiency are not included in the above total.

** Credit hours are counted for General Education requirements.

Physical Education — Sports and Leisure (BS)

The objective of this program is to enable students to acquire an essential knowledge base, skills and philosophical foundation for successful professional decision making required for coaching in educational and recreational organizations. Refer to kinesiology departmental Program Planning Form, and/or Suggested Four-Year Course Schedule for detailed graduation requirements.

Learning Outcomes

The student will:

- Demonstrate evaluation of anthropometric measurements through authentic application with interpretive metrics and analysis of data
- Gain licensure as an Oklahoma official in a chosen sport area
- Demonstrate physical motor skill competencies and knowledge acquisition for a variety of competent movement performance areas and consistent health-enhancing levels of personal fitness
- Design and implement a prescriptive exercise program for stability, strength, and endurance
- Develop a capstone project in cooperation with the internship supervising entity
- Explore a multiplicity of possible career opportunities of personal interest within the kinesiology professional area and identify career pathways through a formal presentation
- Examine current theoretical and methodological issues in measurement and statistics that culminates with a capstone research project

- Develop a portfolio documenting professional growth during the internship experience

Course Number	Course Title	Credit Hours
Physical Education Core Courses		
KNES 1613	First Aid/CPR and Safety and Lab	3
KNES 1713	Foundations of Kinesiology	3
KNES 2511	Motor and Sports Skills I	1
KNES 2521	Motor and Sports Skills II	1
KNES 2541	Practicum/Clinical Experience	1
KNES 2551	Motor and Sports Skills III	1
KNES 2561	Motor and Sports Skills IV	1
KNES 2571	Motor and Sports Skills V	1
KNES 2613	Personal and Community Health	3
KNES 2621	Fitness Assessment and Technology	1
KNES 3523	School Health/Safety Curriculum: P-12	3
KNES 3533	Methods in Elementary Physical Education	3
KNES 3543	Methods in Secondary Physical Education	3
KNES 3613	Exercise Physiology **	3
KNES 4513	Adapted/Inclusive Physical Education	3
KNES 4523	Motor Learning	3
KNES 4533	Research Measurement and Evaluation	3
KNES 4693	Biomechanics and Kinesiology	3
KNES 4713	Organization, Leadership, and Management of Kinesiology & Sport Management	3
KNES 4741	Senior Seminar for Physical Education	1
Athletic Coaching Core Courses		
KNES 1511	Methods of Teaching Resistance Training	1
KNES 1522	Care and Prevention of Athletic Injuries and Lab	2
KNES 3512	Coaching	2
KNES 4766	Internship I	6
Physical Education — Sports and Leisure Major Credit Hours		**55**

** Credit hours are counted for General Education requirements.

Sport Management (BS)

Missions Statement

The mission of the undergraduate Sport Management program is to cultivate a Christ-centered learning community which exposes students to the wide range of opportunities available to them in the sport industry.

Students in the undergraduate sport management program will be able to prepare for a multitude of careers within the arena of sport. Examples of those positions include, but are not limited to, account executive for professional franchises, associate/assistant athletic director at the intercollegiate level, business manager, college/university athletic director, conference office positions, corporate administrator of sporting events, fundraising administrator, public relations director, sales representatives for sporting goods company, sport governing body positions, sports broadcasting, sports information director within intercollegiate athletics, sports journalism, and/or a tournament director.

Broad-Based Program-Level Goals

- Emphasize the importance of ethical decision making within the context of Christian community
- Deliver a curriculum that stimulates knowledge acquisition and prepares students to work as a professional person within the sport industry
- Assist students in the development of critical thinking skills and the use of problem solving throughout their academic career
- Empower students to communicate effectively verbally and/or in writing to various stakeholders in diverse settings
- Equip students to embrace and utilize technology in the classroom setting and beyond

Learning Outcomes

The student will:

- Express the importance of ethical decision making within the context of Christian community
- Model professionalism in preparation for a career in the sport industry
- Apply sport industry content knowledge throughout their academic career
- Employ critical thinking and problem solving skills throughout their academic career
- Demonstrate an ability to communicate effectively verbally and/or in writing to various stakeholders in diverse settings
- Select and use technologies that are appropriate in the sport industry

Sport Management

Course Number	Course Title	Credit Hours
Sport Management Core Courses		
KNES 1221	Field Experience I	1
KNES 1522	Care & Prevention of Athletic Injuries	2
KNES 1613	First Aid & CPR	3
KNES 1713	Foundations of Kinesiology	3
KNES 1723	Introduction to Sport Management	3
KNES 2221	Field Experience II	1
KNES 2531	Officiating	1
KNES 3221	Field Experience III	1
KNES 3113	Sports Psychology	3
KNES 3343	Modern Olympics	3
KNES 3512	Coaching	2
KNES 3713	Sociology of Sports	3
KNES 3723	Sport Marketing and Promotions	3
KNES 3733	Sport Law	3
KNES 3753	Sport Governance and Policy	3
KNES 4713	Organization, Leadership, and Management of Kinesiology & Sport Management	3
KNES 4723	Sport Facilities Management	3
KNES 4763	Internship I	3
KNES 4771	Senior Seminar in Sport Management	1
Sport Management Core Credit Hours		**45**

In addition to the core sports management courses, students earning a degree in sports management are required to earn a minor in any area of their choosing. Some minors for consideration may include: Business, Marketing,

Finance, Communications, Graphic Design, Theology & Ministry, Psychology, Sociology, Global Studies, Mathematics, etc.

Departmental Minors

Coaching Minor

A 22-credit minor in athletic coaching is offered through the School of Kinesiology. The required courses are as follows:

Course Number	Course Title	Credit Hours
PEG 1002	Health and Wellness **	2
KNES 1511	Methods of Teaching Resistance Training **	1
KNES 1522	Care and Prevention of Athletic Injuries and Lab *	3
KNES 1613	First Aid/CPR and Safety and Lab	3
KNES 1713	Foundations of Kinesiology	3
KNES 2511	Motor and Sports Skills I	1
KNES 2521	Motor and Sports Skills II	1
KNES 2531	Officiating	1
KNES 2551	Motor and Sports Skills III	1
KNES 2561	Motor and Sports Skills IV	1
KNES 3512	Coaching	2
KNES 4713	Organization, Leadership, and Management of Kinesiology	3
Coaching Minor Credit Hours		**22**

Notes for all programs:

** Credit hours are counted for General Education requirements.

Exercise Science Minor

Students desiring a minor in exercise science will complete Human Anatomy (BIOL 2224) and Methods of Teaching Resistance Training (KNES 1511). They will then need 13 additional credits, with at least 9 coming from upper division courses (3000-4000 level). Courses must be chosen in consultation with the program director.

Sports Management Minor

Students pursuing a minor in sports management are required to complete KNES 1723 Intro to Sports Management and KNES 4713 Organization, Leadership & Management of Kinesiology & Sports Management. In addition, students are required to earn an additional 12 credit hours (6 of which must be junior or senior level) from the following courses:

KNES 1713	Foundations of Kinesiology
KNES 2531	Officiating
KNES 3343	The Modern Olympics
KNES 3512	Coaching
KNES 3713	Sociology of Sports
KNES 3113	Sports Psychology
KNES 3723	Sports Marketing and Promotions
KNES 3733	Sport Law
KNES 3753	Sport Governance and Policy
KNES 4723	Sports Facilities Management
KNES 4771	Senior Seminar in Sport Management

Strength and Conditioning Concentration Description

The Strength and Conditioning Concentration prepares students with the knowledge and skills essential for the National Strength & Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification exam. Students apply industry standard, evidence-based guidelines to the administration of fitness assessments, the development and implementation of strength and conditioning programs, and the management and oversight of such programs. Students complete 44 hours of coursework encompassing the knowledge and skills essential to the certified strength and conditioning specialist. The culminating experience of the concentration is a robust strength and conditioning field experience under the supervision of an NSCA Certified Strength and Conditioning Specialist (CSCS). Students are encouraged to take the National Strength and Conditioning Association Certified Strength and Conditioning Specialist exam.

Mission & Goal Statement

To prepare future practitioners to be Christlike, culturally responsive servant-leaders who possess the knowledge, skills, and dispositions necessary to improve health and human performance, maximize athletic performance and improve client safety in diverse populations.

Student Learning Outcome

1. The Strength and Conditioning concentration will prepare students as leading practitioners by maintaining a curriculum that evolves with the discipline.
2. The Strength and Conditioning concentration will promote diversity and inclusion in recruitment, teaching, and field experiences.
3. The Strength and Conditioning concentration will provide students with enriching field experiences to apply knowledge and skills acquired from classroom and laboratory settings.
4. The Strength and Conditioning concentration will promote program-community partnerships that stimulate cultural and professional engagement.
5. Faculty and staff will engage in continuous assessment of program effectiveness and efficiency.

How to declare the Strength and Conditioning Concentration

Students who would like to declare for the Strength and Conditioning Concentration need to complete a Change of Major form and change their major to one of the following:

- Exercise Science: Strength & Conditioning
- Pre-Athletic Training: Strength & Conditioning

The form can be found under the Forms tab at my.snu.edu. Academic advising prior to declaration is strongly encouraged. Please contact the Strength and Conditioning Program Director for more information.

Concentration Requirements

BIOL 2224 Human Anatomy
BIOL 2234 Human Physiology
KNES 1511 Methods of Teaching Resistance Training
KNES 2113 Sports Nutrition
KNES 3113 Sports Psychology
KNES 3613 Exercise Physiology
KNES 3223 Exercise Technique, Testing & Prescription
KNES 3623 Structural Kinesiology
KNES 4133 Program Design for Strength & Conditioning

KNES 4123 Scientific Principles of Strength & Conditioning
KNES 4693 Biomechanics/Kinesiology
KNES 4333 Professional Certification Preparation
KNES 4664 Strength & Conditioning Field Experience I
KNES 4674 Strength & Conditioning Field Experience II

The curriculum prepares students for the National Strength and Conditioning Association Certified Strength and Conditioning Specialist Exam.

School of Music

School Full-Time Faculty

Bryan Powell, Ph.D., Assistant Professor/Chair (2014)
B.S., Southern Nazarene University
M.M., University of Colorado Boulder
Ph.D., University of Oklahoma

Rebekah Ambrosini, M.P.A., Associate Professor (2006)
B.Mus., Oklahoma City University
M.P.A., Oklahoma City University
Graduate Study, University of Oklahoma

William Fairbanks, M.M., M.Div., Associate Professor (2024)
B.M.Ed., West Texas State University
M.Div. Boston University, School of Theology
M.M. Stephen F. Austin State University
Doctoral studies (D.M.Ed.) Boston University, School of Fine Arts

Jim Graves, D.M.A., Associate Professor (2008)
B.M.E., Boise State University
M.M., Choral Conducting, University of North Texas
D.M.A., University of Oklahoma

Kenneth Rosfeld, M.B.A., Associate Professor/Director, Commercial Music Production Program (2005)
B.A., Southern Nazarene University
M.B.A., Southern Nazarene University

School Mission

Our mission is to maximize musical potential in Christ-centered community.

School Learning Objectives

In accordance with our membership in the National Association of Schools of Music, our graduates will demonstrate:

- The ability to hear, identify, and work conceptually with the elements of music, such as rhythm, melody, harmony, structure, timbre, and texture.
- An understanding of and the ability to read and realize musical notation.
- An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
- An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.
- The ability to develop and defend musical judgments.
- Ability in performing levels consistent with the goals/objectives of the specific liberal arts degree program being followed.
- Understanding of procedures for realizing a variety of musical styles.

- Knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree program being followed.

School Special Requirements

The SNU School of Music is an accredited institutional member of the National Association of Schools of Music (NASM, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190 (703)437-0700) and offers standards in accordance with the requirements of this organization. Reference to the School of Music Handbook is essential in determining all current policies that may supersede this catalog.

Qualifying Barriers

1. Theory placement exams covering aural skills and music fundamentals are given to new students. Class assignments are based on the results of these examinations.
2. Applied music examinations (juries) are given by committees of the music faculty at the end of each semester. The examinations at the end of the freshman year will determine whether or not a student majoring in music will be permitted entrance into the performance concentration.
3. Students preparing recitals will perform a recital preview for a committee of three music faculty not less than one month before a scheduled performance. Evaluation will be pass, provisional pass, or fail.
4. Music majors must pass the following piano proficiency requirements:
    a. the first Sight Reading level plus one additional component of the Piano Proficiency requirements by the end of their second semester as a music major
    b. all Piano Proficiency requirements by the end of their fifth semester as a music major
    c. Piano Proficiency elements include Scales, Happy Birthday, Church Accompanying, Transposition, Improvisation, Score Reading, Sight Reading, and Repertoire plus degree program-specific elements.
    d. Failure to fulfill either requirement listed above will result in a one semester probation period. If the requirement is not completed during the probation semester, the student will not be allowed to enroll in any music course except applied piano until the requirement is completed.
    e. All Piano Proficiency requirements must be completed within a span of 6 calendar years. This applies to all students even those who take semesters off and later return to complete their music degree.

Performance Requirements

1. All music majors are to present a 30-minute Junior Level Recital in their major applied area. Performance majors are to present an additional 60-minute Senior Level Recital. Evaluation will be pass or fail.
2. In special instances, students pursuing a Bachelor of Arts in Music, a Bachelor of Science in Music with a worship arts or commercial music production emphasis may prepare a Capstone Project (M TH 4241, C M 4241, CMP 4241, or M ED 4241) in lieu of a Junior Level Recital. The nature and scope of the Capstone Project is determined after consultation with the student's advisor, with the approval of the chair of the School of Music.
3. Music majors enroll in ensembles as required by their degree program. Ensemble participation is also dependent on the primary instrument of the student. Marching Band in Fall / Symphonic Band in Spring is designated as the primary ensemble for students who play wind or percussion instruments; Concert Choir or Chorale (by audition only) is the primary ensemble for vocalists; TRUTH Worship Band is the primary ensemble for Worship Arts majors. Students whose primary instrument is piano, organ, or guitar may be placed in any of the ensembles above. String players will be assigned to an ensemble in consultation with the department chair.
4. Music scholarship requirements may supersede the above requirements.

Applied Music (APMU) Credit

Individual lessons are offered in voice, piano, organ, woodwind, brass, strings, percussion, and guitar.

Type of Lessons	Credit Hours
One class lesson per week	1
Two class lessons per week	1
One 30-minute private lesson per week	1
One 60-minute private lesson per week	2

One credit hour in applied music on a student's primary instrument requires a minimum of four to six hours of practice a week. The grade is based on practice and achievement. The student must attend 75 percent of regular lessons to pass.

Private lessons in applied music are 30-minute and 60-minute periods. Lessons falling on legal holidays, SNU holidays, or missed due to a student's negligence will not be made up. Lessons missed unavoidably or by the instructor shall be made up at the instructor's earliest convenience.

School of Music Majors

Music (BA)

This degree program is designed for the student who wishes to have a general background in music. The major must be supported by one minor of not fewer than 15 credit hours in a related department.

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
M TH 2322	Harmony II	2
M TH 2332	Harmony III	2
M TH 2342	Aural Theory II	2
M TH 2352	Aural Theory III	2
APMU 2400	Enrichment Seminar	0
C M 3113	Music, Ministry and the Church	3
M ED 3302	Music History I	2
APMU 3341 OR	Junior Level Recital *	
C M/CMP 4241	OR Capstone	1
M ED 3372	Conducting I	2
M ED 4322-3	Music History II	2
M ED 4332-3	Music History III	2
MENS	Music Ensemble	8
APMU Electives (minimum of four credit hours in piano)		12
Foreign Language		6
Music Electives (other than MENS)		4
Music Major (B.A. Degree) Credit Hours		**58+**

Music (BS)

Three emphases are offered for the B.S. degree: worship arts, music performance (vocal, keyboard, instrumental), and commercial music production.

Worship Arts Emphasis

A liberal arts degree with a major in music designed for the student who desires a greater depth of understanding and study in the area of music as it relates to the church.

Learning Outcomes

In addition to the core objectives for all degrees in the School of Music, Worship Arts Emphasis graduates will also:

- Have knowledge and skills to plan and lead effective worship services and events
- Demonstrate technological proficiency in media production
- Demonstrate strong relational skills in working with both professional staff and lay leaders in music ministry
- Articulate a sound theology of Christian worship

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
APMU 2400	Enrichment Seminar	0
M TH 2322	Harmony II	2
M TH 2332	Harmony III	2
M TH 2342	Aural Theory II	2
M TH 2352	Aural Theory III	2
C M 3113	Music, Ministry and the Church	3
APMU 3341	Junior Level Recital OR	
C M 4241	Capstone Project	1
M ED 3372	Conducting I	2
M ED 4322	Music History II	2
M ED 4332	Music History III	2
Worship Arts Emphasis		
APMU	Applied Major Instrument	6
APMU	Applied on two instruments that are not the Major Instrument (piano, voice, or guitar) 2 hours each	4
CMP 1312	Live Recording Techniques	2
CMP 2542	Introduction to Production Technology	2
M ED 3391	Fundamentals of Instrumental Methods	1
C M 4212	Church Music Administration	2
C M 4282	Music Internship	2
M TH 4442	Arranging	2
MENS	Worship Band	6
MENS	Large Music Ensemble	2

Choose 2 electives from Practical Theology (PRTH) or Christian Ed (C ED)	6
12 elective hours to be taken at the student's discretion from the following categories: MTH, MED, CMP, PRTH, CED	12

This may include up to 4 additional hours of applied lessons in voice, piano, or guitar and one course (3hrs) from Art (ART) or Graphic Design (GDSG)

Worship Arts Major Credit Hours **73**

Commercial Music Production Emphasis

A liberal arts degree with a major in music designed for the student with an interest in the music business industry.

Learning Outcomes

In addition to the core objectives for all degrees in the School of Music, Commercial Music Production Emphasis graduates will also:

- Utilize studio and live recording technology to effectively capture musical performances
- Realize musical compositions utilizing MIDI and studio recording equipment
- Demonstrate fluency with basic copyright law, licensing, contracts, and publishing
- Make informed decisions about equipment purchases and facility design related to audio production
- Identify key composers, performer, genres, technological advances, business practices, and cultural influences in the evolution of both popular music and art music in the 20th century
- Work effectively on a media production team

Course Number	Course Title	Credit Hours
CMP 1213	Introduction to Music Business	3
CMP 1312	Live Recording Techniques	2
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
ACC 2113	Principles of Financial Accounting	3
MKT 2113	Principles of Marketing	3
M ED 2300	Recital Attendance	0
APMU 2400	Enrichment Seminar	0
CMP 2513	Studio Recording I	3
CMP 2523	Studio Recording II	3
CMP 2542	Introduction to Production Technology	2
BADM 3003	Business Communication in a Global Environment	3
CMP 3303	History of Recorded Music	3
C M 3113	Music, Ministry and the Church	3
Choose one of the following		
APMU 3341	Junior Level Recital OR	1
CMP 4241	Capstone Project	
M ED 3372	Conducting I	2
CMP 3412	Music Publishing	2
MGT 3423	Human Resource Management & Workforce Diversity	3
CMP 3432-3	MIDI Production	2-3

M ED 4322	Music History II	2
M ED 4332	Music History III	2
CMP 4381-3	Music Business Internship	1-3
M TH 4432 or 4442	Orchestration or Arranging	2
APMU	Applied Lessons	6
MENS	Music Ensemble	8
Commercial Music Production Emphasis Credit Hours		**68-70**

Music Performance Emphasis-Vocal Concentration

Learning Outcomes

In addition to the core objectives for all degrees in the School of Music, Vocal Performance graduates will also:

- Demonstrate knowledge of diction in at least 4 different languages and styles ranging from pre-Baroque through modern composers
- Demonstrate a high level of technical and expressive ability

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
M TH 2322	Harmony II	2
M TH 2332	Harmony III	2
M TH 2342	Aural Theory II	2
M TH 2352	Aural Theory III	2
APMU 2400	Enrichment Seminar	0
C M 3113	Music, Ministry and the Church	3
M ED 3302	Music History I	2
APMU 3341	Junior Level Recital	1
M ED 3372	Conducting I	2
M ED 4323	Music History II	3
M ED 4333	Music History III	3
Vocal Performance Courses		
M ED 3211	Introduction to Vocal Music History	1
M ED 3222	Vocal Literature and Diction I	2
M ED 3231	Vocal Literature and Diction II	1
M ED 3362	Vocal Pedagogy	2
M TH 4413	Counterpoint	3
M TH 4423	Music Analysis	3
APMU	Applied Voice	14
APMU	Applied Piano	4
APMU 4441	Senior Level Recital	1
MENS	Music Ensemble	8
Two semesters French or German		6
Music Performance Emphasis-Vocal Concentration Credit Hours		**75**

Music Performance Emphasis-Keyboard Concentration

Learning Outcomes

In addition to the core objectives for all degrees in the School of Music, our Keyboard Performance major graduates will also:

- Demonstrate knowledge through performance of compositions from four different styles
- Demonstrate a high level of technical and expressive ability

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
M TH 2322	Harmony II	2
M TH 2332	Harmony III	2
M TH 2342	Aural Theory II	2
M TH 2352	Aural Theory III	2
APMU 2400	Enrichment Seminar	0
C M 3113	Music, Ministry and the Church	3
M ED 3302	Music History I	2
APMU 3341 OR	Junior Level Recital OR	
C M 4241	Capstone Project	1
M ED 3352	Keyboard Pedagogy	2
M ED 3372	Conducting I	2
M ED 3411	Keyboard Literature	1
CMP 3432	MIDI Production	2
M ED 4322	Music History II	3
M ED 4332	Music History III	3
M TH 4413	Counterpoint	3
M TH 4423	Music Analysis	3
M TH 4432 or 4442	Orchestration or Arranging	2
APMU	Applied Keyboard	14
APMU 4441	Senior Level Recital	1
MENS	Music Ensemble	8
Two semesters French or German		6
Music Performance Emphasis-Keyboard Concentration Credit Hours		**72**

Music Performance Emphasis-Instrumental Concentration

Learning Outcomes

In addition to the core objectives for all degrees in the School of Music, Instrumental Performance graduates will also:

• Demonstrate knowledge through performance of compositions from at least four different styles
• Demonstrate a high level of technical and expressive ability

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
M TH 2322	Harmony II	2
M TH 2332	Harmony III	2
M TH 2342	Aural Theory II	2
M TH 2352	Aural Theory III	2
APMU 2400	Enrichment Seminar	0
C M 3113	Music, Ministry and the Church	3
M ED 3302	Music History I	2
APMU 3341	Junior Level Recital	1
M ED 3372	Conducting I	2
M ED 4323	Music History II	3
M ED 4333	Music History III	3
Instrumental Performance Courses		
MENS 2511/3511	Symphonic Band/Orchestra	8
M TH 4413	Counterpoint	3
M TH 4423	Music Analysis	3
M TH 4432 or 4442	Orchestration or Arranging	2
APMU 4441	Senior Level Recital	1
APMU	Applied Major Instrument	14
APMU	Applied Piano	2
APMU	Other Applied	2
MENS	Elective Choral Ensemble	1
Two semesters French or German		6
Choose one of the following		
M ED 3311	Brass Methods	1
M ED 3321	Percussion Methods	1
M ED 3331	Woodwind Methods	1
M ED 3341	String Methods	1
Music Performance Emphasis-Instrumental Concentration Credit Hours		**73**

Music Education Degree (BME)

This degree option is designed for the student who is preparing to teach vocal or instrumental music in the public schools. Students must make application and be approved for admission to the Teacher Education program and student teaching at appropriate points in the degree program.

Vocal Concentration

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2

M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
M TH 2322	Harmony II	2
M TH 2332	Harmony III	2
M TH 2342	Aural Theory II	2
M TH 2352	Aural Theory III	2
APMU 2400	Enrichment Seminar	0
C M 3113	Music, Ministry and the Church	3
M ED 3302	Music History I	2
APMU 3341	Junior Level Recital	1
M ED 3372	Conducting I	2
M ED 4322	Music History II	2
M ED 4332	Music History III	2
Other Required Courses		
ED 2111	Introduction to Education	1
ED 2162	Foundations of Education	2
ED 2173	Developmental Psychology Across the Lifespan	3
M ED 3222	Vocal Literature and Diction I	2
ED 3223	Educational Psychology	3
M ED 3231	Vocal Literature and Diction II	1
M ED 3362	Vocal Pedagogy	2
M ED 3382	Conducting II	2
M ED 3391	Fundamentals of Instrumental Methods	1
ED 4141	Survey of the Exceptional Child	1
ED 4273	Professional Decision Making	3
M ED 4352	Elementary Music Methods	2
M ED 4362	Secondary Music Methods	2
M TH 4442	Arranging	2
ED 4700	Seminar	0
ED 4965	Student Teaching Elementary	5
ED 4995	Student Teaching Secondary	5
APMU	Applied Voice	7
APMU	Applied Piano	4
MENS	Music Ensembles	8
Foreign language proficiency required		
B.M.E. Vocal Concentration Credit Hours		**84**

Instrumental Concentration

Course Number	Course Title	Credit Hours
Music Core Courses		
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 2300	Recital Attendance	0
M TH 2322	Harmony II	2

M TH 2342	Aural Theory II	2
M TH 2332	Harmony III	2
M TH 2352	Aural Theory III	2
APMU 2400	Enrichment Seminar	0
C M 3113	Music, Ministry and the Church	3
M ED 3302	Music History I	2
APMU 3341	Junior Level Recital	1
M ED 3372	Conducting I	2
M ED 4322	Music History II	2
M ED 4332	Music History III	2

Other Required Courses

ED 2111	Introduction to Education	1
ED 2162	Foundations of Education	2
ED 2173	Developmental Psychology Across the Lifespan	3
MENS 2531/2511 or 2521	Marching Band/Symphonic Band or Orchestra	8
ED 3223	Educational Psychology	3
M ED 3311	Brass Methods	1
M ED 3321	Percussion Methods	1
M ED 3331	Woodwind Methods	1
M ED 3341	String Methods	1
M ED 3382	Conducting II	2
ED 4141	Survey of the Exceptional Child	1
ED 4273	Professional Decision Making	3
M ED 4342 or 3442	Marching Band Techniques or String Pedagogy	2
M ED 4352	Elementary Music Methods	2
M ED 4362	Secondary Music Methods	2
M TH 4432 or 4442	Orchestration or Arranging	2
ED 4700	Seminar	0
ED 4965	Student Teaching Elementary	5
ED 4995	Student Teaching Secondary	5
APMU	Applied Major Instrument	7
APMU	Applied Piano	1
APMU	Applied Voice	1
Other Applied	(four secondary instruments)	4
MENS	Choral Ensemble^	1
Foreign language proficiency required		
B.M.E. Instrumental Concentration Credit Hours		**87**

Notes

All music majors must pass a minimum piano proficiency examination and in addition, Worship Arts majors must pass a minimum guitar proficiency. Additional specifications for Music majors may be found in the School of Music Handbook, available in the music office (405.491.6345).

School Minors

Students wishing to minor in music have three options available. All three require completion of 18-19 credit hours in music, as specified below. Three semesters of Recital Attendance and Enrichment Seminar are also required.

Music Minor

Course Number	Course Title	Credit Hours
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
M TH 1342	Harmony I	2
M TH 1352	Aural Theory I	2
M ED 3372	Conducting I	2
MENS	Music Ensemble	2
APMU	Applied Music	4
Music elective (other than ensemble or FA 2123)		2
Music Minor Credit Hours		**18**

Church Music Minor

Course Number	Course Title	Credit Hours
M TH 1322	Survey of Music	2
M TH 1332	Fundamentals of Music	2
APMU 1601	Private Voice	2
CMP 2542	Introduction to Production Technology	2
C M 3223	Survey of Worship	3
M ED 3372	Conducting I	2
M ED 3391	Fundamentals of Instrumental Methods	1
C M 4283	Church Music Internship	3
MENS	Ensemble (at least one credit of vocal ensemble)	2
Church Music Minor Credit Hours		**18**

Commercial Music Production Minor

Course Number	Course Title	Credit Hours
CMP 1213	Intro. To Music Business	3
CMP 1312	Live Recording Techniques	2
M TH 1332	Fundamentals of Music	2
ACC 2113	Principles of Financial Accounting	3
CMP 2513	Studio Recording I	3
CMP 3303	History of Recorded Music	3
CMP 3412 or 3432	Music Publishing or MIDI Production	2
CMP 4381 or 4241	Internship or Capstone Project	1
Commercial Music Production Minor Credit Hours		**19**

School of Nursing

School Full-Time Faculty

Carol Dorough, Ed.D., Professor/Chair (2023)
B.S., Southern Nazarene University
M.S.N., University of Texas, Tyler
Ed.D., Nova Southeastern University

Monica Bowie, D.N.P., Assistant Professor (2024)
B.S., Southern Nazarene University
M.S.N, Oklahoma Wesleyan University
D.N.P., Oklahoma Wesleyan University

Seth Carley, M.S.N., Assistant Professor (2021)
B.S., Southern Nazarene University
M.S.N., Frontier Nursing University

Brittany Cummings, D.N.P., Assistant Professor/Associate Chair (2019)
B.S., Southern Nazarene University
D.N.P., Oklahoma City University

Mary Hibbert, Ph.D., Professor (1995)
B.S., Pittsburg State University
M.S.N., University of Kansas
Graduate Study, University of Kansas
Ph.D., Texas Woman's University

Nicole Thompson, M.S.N., Assistant Professor, School of Nursing (2025)
B.S.N., Aspen University
M.S.N., Southwestern Oklahoma State University

Departmental Mission

The mission of the SNU School of Nursing is to prepare servant-driven professionals who act as agents of healing and grace within diverse populations and in global settings, providing expert nursing care as an expression of Christian love.

Departmental Philosophy

The philosophical underpinnings of the nursing school at SNU begin with the importance of a servant-driven environment of graciousness and kindness. The book of Ecclesiastes explains that a cord of three strands is not easily broken. In the context of this program, three conceptual strands are interwoven to produce the structure of the nursing approach at SNU. These three strands include the following:

- The development of the servant-driven scholar: Providing exceptional professional education in a student-centered learning environment.
- The development of the servant-driven caregiver: Preparing graduates who are able to collaborate as team members providing safe and exceptional care for a diversity of patients in a variety of local and global settings.

- The development of the servant-driven disciple: Supporting the student in his/her individual spiritual journey to enable each to foster and promote holistic, healing environments of care.

Learning Outcomes

- Integrate Christian liberal arts education into basic nursing practice with an emphasis on social justice, ethical, spiritual, and holistic care
- Collaborate with interprofessional team members, patients, families, and communities to ensure safe, evidence-based, quality care
- Demonstrate Christian leadership as global healthcare professionals through partnership and advocacy to promote health and wellness while affecting healthcare disparities
- Blend informatics and technology with clinical decision-making and caring to provide safe, timely, efficient, and effective nursing care
- Apply knowledge of healthcare policy, standards of practice, regulatory, and financial processes to transform client and population health
- Engage in reflective practice and self-care to nurture healthy relationships and healing environments
- Adhere to the nursing program's course age acceptability policy as follows: **5-year policy**: required Human Anatomy, Human Physiology, and College Algebra, or equivalent courses must be completed within 5 years of program application.

Approval and Accreditation

The SNU School of Nursing is approved by the Oklahoma Board of Nursing and is accredited by the Commission on Collegiate Nursing Education, 655 K. St. NW, Suite 750, Washington, DC 20001. (202) 887-6791 *https://www.aacnnursing.org/ccne-accreditation*. Graduates of the program are eligible to apply to sit for the NCLEX-RN licensure exam. Other eligibility criteria must be met including meeting professional requirements for citizenship/immigration status and background checks. For detailed information, visit the Oklahoma Board of Nursing website at https://nursing.ok.gov/

Fees Associated with Upper Division Nursing Courses

Fees for NURS courses include $200 per course for testing and $250 per hour for each course that has an associated lab or clinical. For example, NURS 2436 Foundations of Nursing has a lab and clinical, so in addition to regular tuition, there is a $200 course fee and $1,500 clinical/lab fee. Students needing to retake courses in subsequent semesters will be subject to fees assessed during the semester the course is taken again.

Clinical Compliance

Prior to participating in clinicals the following must be completed:

- Negative drug-screening test
- Criminal background check with no record that would prohibit participation in clinicals
- American Heart Association Healthcare Provider CPR certification
- Complete immunization record

Students who do not meet clinical compliance requirements will not be allowed to attend clinical. Not attending clinical as scheduled may result in the failure of the course and/or the program.

NCLEX-RN Licensure Eligibility

Upon graduation from the SNU School of Nursing program, students are eligible to register for the NCLEX-RN examination. This examination must be passed to obtain licensure as a Registered Nurse. More information about licensure may be obtained from the Oklahoma Board of Nursing website and from the National Council of State Boards of Nursing.

Nursing (BSN)

Admission Policies and Criteria

Students wishing to progress from Pre-Nursing to Nursing do so after completion of specified pre-requisite courses. Applications are accepted in the Fall Semester each year for entry into the nursing courses in the Spring. Transfer students are welcome to apply. The application must be received prior to the set deadline. Students must meet the program entry requirements which include:

- **A minimum cumulative grade point average of 2.75 in all college courses.** Academic reprieve in the form of figuring GPA based solely upon courses counting towards the BSN may be applied on a case-by-case basis.

- Anatomy, Physiology, and College Algebra, or equivalent courses, must be taken within five (5) years of program application.

- **A minimum achievement of the letter grade "C" for all Pre-Nursing courses is required. A "C minus" is below the minimum grade requirement.** These courses are noted in the current academic catalog and the department advising sheet. They include all science, math, composition, and psychology/sociology courses

- **A minimum composite Kaplan Entrance Exam score of 65%.** The Nursing Department will accept the highest Kaplan score. The Kaplan Entrance Exam will be waived for students who have completed any Associate of Science degree, Associate of Applied Science in Nursing or Allied Health, and those who have completed any baccalaureate degree from an accredited college.

- Acceptance to the nursing program is considered provisional pending a Federal and State Criminal Background check with no record that would prohibit participation in clinicals. The background check is arranged through the School of Nursing in the fall semester Level I of the program.

English as a Second Language Applicants:

English is the language of Instruction and examination in the School of Nursing, and success in the degree program requires a high level of English language proficiency.

If English is **not** a student's first language (i.e. is not the first language learned at home as a child) OR (i.e. students for whom English is a second language regardless of resident status), that student will need to provide evidence of adequate English proficiency for admission consideration, unless they qualify for an exemption.

If you are unsure as to whether you are required to submit evidence of English proficiency, contact the School of Nursing or the University Admissions office for more information.

Test/Qualifications That Provide Acceptable Evidence of English Proficiency

If a student is required to present evidence of English language proficiency, they can satisfy the requirement by completing one of the tests/qualifications listed below with acceptable results.

Test Of English as a Foreign Language (TOEFL)

In order to meet SNU School of Nursing language requirements, international students must earn a minimum TOEFL score of 83, with the speaking section a minimum score of 26 or above.

Duolingo English Test - In order to meet SNU School of Nursing language requirements, international students must earn a minimum overall Duolingo English Test score of 105.

Test of English as a Foreign Language (TOEFL) - In order to meet SNU School of Nursing language requirements, international students must earn a minimum TOEFL score of 83, with a minimum score of 26 or above in the speaking section.

International English Language Testing System (IELTS) - In order to meet SNU School of Nursing language requirements, international students must earn a minimum IELTS score of 6.5, with a minimum score of 7.0 in the speaking section.

Test of English for International Communication (TOEIC) - In order to meet the SNU School of Nursing language requirements, international students must earn a minimum score of 724 in listening and reading and a minimum score of 140 in speaking and writing.

Exemption for Approved Native English-Speaking Countries - The School of Nursing defines an individual who has successfully completed the requirements for all four years of, and graduated from, an accredited high school in an approved English-speaking country as being a "first language" or "native" user of English. Such individuals do not need to be certified for English capacity. For more information, please contact the SNU School of Nursing.

Nursing Pre-Requisite Courses

The following courses or equivalent (with a minimum grade of a C; a C- is below the minimum grade requirement) are required prior to acceptance into the School of Nursing.

Students entering SNU in 2025-26 as pre-nursing students (Nursing majors) will complete the following pre-/co-requisites:

Course Number	Course Title	Credit Hours
NURS 1111	Introduction to Healthcare	1
NURS 1222	Healthcare Concepts	2
NURS 2403	Health Assessment	3
ENGL 1113	English Comp I	3
ENGL 1213	English Comp II	3
PSY 1113	General Psychology	3
PSY 2173	Developmental Psychology Across the Lifespan	3
SOC 1113	Intro to Sociology	3
STAT 3143	Statistics	3
BIOL 2124	Microbiology	4
or BIOL 2334	Principles of Microbiology	
BIOL 2224	Human Anatomy	4
BIOL 2234	Human Physiology	4
NURS 2323	Nutrition	3
One of the following:		
MATH 1513	College Algebra	3
or MATH 1503	College Algebra with Integrated Review	
One of the following:		

CHEM 1024	General Organic & Biological Chemistry	4
or CHEM 1124	General Chemistry I	
General Education Courses		
FA 1413	Aesthetics	3
HP 1533	The Modern World, 1500-present	3
HP 1XX3	US History I or II or American Federal Gov.	3
SP C 1133	Intro to Speech Communication	3
GS 1113	Integrated Software Applications	3
THEO 1513	Christian Faith and Life	3
Windows course on Effective Communication		3
Windows course on Artistic Expression		3
BLT 2XX3	Old or New Testament Literature	3
THEO 3053	Foundations of Christian Belief	3
Nursing Required Courses		
NURS 2436	Foundations of Nursing	6
NURS 2444	Psychosocial & Psychiatric Nursing	4
NURS 3112	Pathophysiology & Pharmacology I	2
NURS 3122	Pathophysiology & Pharmacology II	2
NURS 3236	Acute and Chronic Nursing I	6
NURS 3323	Maternal Newborn Nursing	3
NURS 3443	Family-Centered Nursing Care of Children	3
NURS 3532	Evidence-Based Practice	2
NURS 4236	Acute and Chronic Nursing II	6
NURS 4123	Community and Global Health	3
NURS 4346	Integration of Nursing Practice	6
NURS 4332	Transition to Professional Nursing Practice	2
Nursing Program Credit Hours		**121**

Progression

A student must achieve a minimum of 75% (C) in any nursing course to pass that course. An exam average of 75% or higher is required to successfully complete a nursing course. If the exam average is less than 75%, the exam average will be posted as the final grade in the course. **A score of 74.99 is not 75%. Extra credit is not permitted.**

Clinical component related assignments must meet the minimum average of 75%. Clinical coursework is entered into the didactic course as either "Pass" or "Fail". Clinical course components are factored into the final course grade only if the student has an exam average of 75% or higher. All clinical work is **mandatory** to pass clinical.

Students **must pass all components** of a course (didactic, lab, clinical). **Failure of any component of a course** results in failure of the entire course.

Nursing courses are sequential. A student who fails any nursing course is not permitted to progress to the next courses in the sequence, until the failed course has been successfully completed.

Reinstatement after failure of one nursing course resulting in failure to progress:

- The student will be continuously enrolled in classes at the university

- The student will submit a written success strategy upon resuming class for curriculum progression
- The following criteria assume the student re-enrolls in the failed course the **next time it is offered**. Consideration for progression is based on the following:
    - Availability of space in the program
    - Meet current admission requirements

  Students will not be allowed to begin clinicals until specified skills have been successfully demonstrated. A reinstated student must comply with policies and curriculum in place at the time of reinstatement and progression.

Students will not be allowed in clinicals until specified skills have been successfully completed.
A readmitted student must comply with the policies and curriculum at the time of progression.

Program Completion

To graduate from the SON, the student must achieve a "C" or higher in any and all nursing courses. The student must also have a cumulative GPA of 2.5 in the nursing major in order to graduate from SNU.

Once a student is admitted to the program, with first-time enrollment in nursing courses, completion of graduation requirements is expected within five (5) semesters. Students who require additional time to complete the program due to extenuating circumstances (e.g., medical or personal leave of absence) may be granted an additional five (5) semesters (for a total of 10 semesters from first-time enrollment in nursing courses) to complete all graduation requirements.

Withdrawal

Withdrawal from a clinical course prior to completion of both the didactic and clinical components of the course will result in the student having to retake both components. Non-attendance of classes does not constitute official notification of request to withdraw. Students who are withdrawing from the university should follow the guidelines listed in the *SNU Undergraduate Academic Catalog* and *SNU Student Handbook* for full withdrawal procedures.

Readmission

Readmission after Withdrawal

If a student withdraws from the nursing program, the following steps must be taken to be admitted.

- Readmission to the University must be completed before seeking readmission to Nursing program.
- The student must submit a written plan for success for the readmission.

A readmitted student must take all nursing courses from the beginning. This does not include pre-nursing courses. Student will not be allowed to begin clinicals until specific skills have been successfully demonstrated. A readmitted student must comply with policies and curriculum in effect at the time of readmission.

Dismissal

A student who fails the same nursing course two (2) times or who fails two (2) different nursing courses will be dismissed from the nursing program. Potential for readmission will be determined on a case-by-case basis.

Failure to meet the Standards of Responsibility, Code of Ethics, or Professional and Civil Behavior guidelines, as set forth in this Handbook, may result in immediate dismissal from the SNU nursing program.

Readmission after Dismissal from the Nursing Program

- Readmission to the University must be completed before seeking readmission to the School of Nursing

- The student must submit a written plan for success to be considered for readmission.
- Consideration for readmission is based on the following:
    - Number of previous withdrawals or course failures
    - Availability of space in the program
    - Completion of prerequisite courses
    - Meet current admission requirements
    - Evaluation of transfer credits
    - Reason for previous withdrawal

A readmitted student must comply with policies and procedures in effect at the time of readmission. A readmitted student must start the nursing courses from the beginning, starting with Foundations of Nursing and Psychosocial and Psychiatric Nursing.

Health Sciences (BS)

The HSC interdisciplinary major provides a flexible, *directed* study plan beyond the prescribed major courses to give students opportunities to explore and prepare for a healthcare career path of their choice through planned elective coursework.

Learning Outcomes

Graduates will demonstrate the ability to:

- Discuss the structure and functions of the health care system in the United States.
- Demonstrate an understanding of the management of human and fiscal resources in the delivery of healthcare.
- Critique legal, ethical, political issues that contribute to policies and practice in healthcare.
- Demonstrate characteristics and behaviors of leadership and professionalism in healthcare practice.
- Articulate how healthcare access and quality is related to the Social Determinants of Health.

Options for Health Sciences and other areas of study may include:

- Health Sciences and Psychology
- Health Sciences and Exercise Science
- Health Sciences and Mathematics
- Health Sciences and Business Administration
- Health Sciences and Environmental Science
- Health Sciences and Marketing
- And other combinations intended to prepare students for healthcare-related careers

The HSC major allows flexibility to add a second major or minor(s) related to a healthcare career due to the electives structure in consultation with the program advisor. The HSC prefix is used to connote those courses directly related to the Health Sciences area.

Course Number	Course Title	Credit Hours
HSC 1111	Introduction to Healthcare Professions	1
HSC 2323	Nutrition	3
HSC 2333	Healthcare Delivery	3
HSC 2672	Terminology for Health Professions	2
HSC 3333	Leadership and Mgt. in Healthcare	3
HSC 3532	Evidence-Based Practice	2
HSC 4123	Community Health	3

HSC 4343	Sr. Capstone for Health Sciences	3
BIOL 2224	Human Anatomy (with lab)	4
BIOL 2234	Human Physiology (with lab)	4
BIOL XXX4	Choice of Biology Course with Lab	4
CHEM 1024	General Organic and Biological Chemistry (with lab)	4
MATH 1503	College Algebra	3
PSY 1113	General Psychology (Foundation Critical Thinking)	3
STAT 3143	Statistical Methods	3
ECON 2223	Economics	3
GS 4423	Ethics: Personal & Professional	3
Health Sciences Major - Credit Hours		**51**

Division of Science, Technology, Engineering, and Mathematics (STEM)

Department of Biology
Department of Chemistry
Department of Computing, Mathematics, and Physics

Mission

The mission of the Division of Science, Technology, Engineering, and Mathematics (STEM) is to equip graduates with a scientific paradigm and skills coupled with a Christ-centered worldview preparing them to succeed in graduate and professional school and in a scientific, healthcare, or educational career.

General Objectives

The Division seeks to train students to:

- Develop a strong foundation in the essential principles and methods of inquiry in the sciences relevant to their major
- Construct knowledge through the dynamic interaction of scientific and Christian paradigms and practices
- Cultivate ethical principles towards responsible stewardship of natural and human resources Learning Outcomes
- Understand and apply scientific thinking and methods of inquiry
- Utilize integrative and critical thinking skills to solve problems
- Read and evaluate literature; devise, conduct, and analyze research; and effectively interpret, present, and apply relevant findings
- Articulate and apply relevant scientific and Christian paradigms to their discipline
- Apply ethical principles and Christian virtues in making responsible decisions

Department of Biology

Departmental Full-Time Faculty

Shayna Medley, Ph.D., Assistant Professor/Chair (2021)
B.S., Oklahoma Christian University
Ph.D., Oklahoma University Health Sciences Center

Caio França, Ph.D., Professor (2017)
B.S., Federal University of Rio Grande do Norte
B.S., Oklahoma Baptist University
Ph.D., University of Oklahoma

Chris Garner, Ph.D., Assistant Professor (2024)
B.S., University of Oklahoma
Ph.D., University of Oklahoma

Ana Victoria Philliber, M.Ed., Assistant Professor (2024)
B.S., Southern Nazarene University
M.Ed., University of Oklahoma
Ph.D. (in progress), University of Oklahoma

Departmental Objectives

General Objectives

The department seeks to train students to:

- Have a strong foundation in the basic principles of biological science
- Observe and describe nature using the scientific method
- Utilize problem solving and critical thinking skills in exploring complex biological systems through individual and collaborative efforts
- Evaluate scientific literature and integrate it with their current body of scientific knowledge
- Articulate the integration of scientific and Christian worldviews

The department will provide pre-professional training for students planning to enter fields of biological research, environmental sciences, medicine, dentistry, veterinary or other health-related vocations, and to equip the prospective teacher of biology with a foundational understanding of the field.

Professional Objectives

- To provide pre-professional training for students planning to enter fields of research, medicine (as a doctor or physician assistant), dentistry, pharmacy, and other health related vocations.
- To provide professional and pre-professional training for students preparing for careers in the environmental sciences.

Departmental Majors

Biology (BS)

Learning Outcomes

Graduates will demonstrate the ability to:

- Analyze and explain biological systems at the molecular, cellular, organismal, and ecosystem level
- Utilize problem solving and critical thinking skills in exploring complex chemical and biological systems
- Plan, execute, analyze, and explain laboratory research
- Read and evaluate current biology literature and integrate it with their coursework
- Present their methods, observations, analysis, and conclusions clearly
- Articulate the integration of scientific and Christian worldviews

Graduates will be prepared for a variety of professional science careers or entry into professional or graduate programs.

A biology major requires at least 50 credit hours in biology including biology core requirements and at least one outdoor field course. Only three credit hours of research (BIOL 2321-2 and BIOL 4182-3) may be used towards the credit-hour total. Supporting coursework in chemistry (CHEM 1124 and above) and physics (PHYS 1114 or PHYS 2114) can be taken.

Course Number	Course Title	Credit Hours
BIOL 1314	Organismal Biology	4
BIOL 1324	Cells and Systems	4
BIOL 2124	Microbiology	4
BIOL 3124	Genetics	4
BIOL 3154	General Ecology	4
BIOL 3263	Cell and Molecular Biology	3
Any field course		3-4
BIOL XXXX	Additional biology electives	9
BIOL 3193	Origins	3
CHEM XXXX	Chemistry electives	8
PHYS 1114/2114	Gen. Physics I or Gen. Physics I for Scientists & Engineers	4
Biology Major Credit Hours		**50**

Biology-Chemistry (BS)

Learning Outcomes

Graduates will demonstrate the ability to:

- Analyze and explain biological systems at the molecular and cellular level
- Analyze and explain matter-energy relationships in terms of the basic principles of the chemical sciences at the structural and molecular level
- Utilize problem solving and critical thinking skills in exploring complex chemical and biological systems
- Plan, execute, analyze, and explain laboratory research
- Read and evaluate current primary chemistry and biology literature and integrate it with their coursework
- Present their methods, observations, analysis, and conclusions clearly
- Articulate the integration of scientific and Christian worldviews

Graduates will be prepared for a variety of professional science careers or entry into professional or graduate programs.

The biology-chemistry major is designed for preparation of pre-health students as well as for those with career goals such as biochemistry, molecular or cell biology, microbiology, molecular genetics, pharmacology, toxicology, and medicinal chemistry. It combines 25 chemistry credit hours with 28 from biology for a total program of 53 credit hours.

Course Number	Course Title	Credit Hours
BIOL 1314	Organismal Biology	4
BIOL 1324	Cells and Systems	4
BIOL 2XXX	BIOL 2000 level courses	4
BIOL 3124	Genetics	4
BIOL 3193	Origins	3
BIOL 3263	Cell and Molecular Biology	3
BIOL/CHEM 3XXX-4XXX	BIOL or CHEM 3000 or 4000 level courses for six credit hours	6
CHEM 1124	General Chemistry I	4
CHEM 1224	General Chemistry II	4
CHEM 3114	Organic Chemistry I	4
CHEM 3125	Organic Chemistry II	5
CHEM 3133	Biochemistry	3
CHEM 4191	Chemistry Seminar	1
CHEM 3024 or 4114	Analytical Chemistry or Physical Chemistry	4
Biology-Chemistry Major Credit Hours		**53**

Other Courses Strongly Recommended		
PHYS 1114	General Physics I	4
PHYS 1214	General Physics II	4
Or PHYS 2114/2214	General Physics for Scientists and Engineers I and II	4/4
MATH 2324	Calculus I	4

Additional courses in biology (BIOL) and chemistry (CHEM)

Environmental Science (BS)

Learning Outcomes

Graduates will demonstrate the ability to:

- Understand ecological principles at the organismal, population, community, and ecosystem levels
- Understand the process of ecology research and gain skills in making field observations
- Demonstrate the ability to plan, execute, analyze, and explain biological research
- Evaluate ecological literature and integrate it with their current body of scientific knowledge
- Articulate the integration of scientific and Christian worldviews

The Environmental Science major is designed to expose and educate the student to global scientific problems and solutions as they relate to the human environment and the call to Christian stewardship of God's resources. It will enable the student to enter fields, directly or through graduate education, such as environmental chemistry, environmental physics, environmental management, environmental analysis, tropical biology, conservation biology, and many other environmental related disciplines. The program requirements are as follows:

Course Number	Course Title	Credit Hours
Biology Courses		
BIOL 1314	Organismal Biology	4

BIOL 1324	Cells and Systems	4
BIOL 2124	Microbiology	4
BIOL 3124	Genetics	4
Total Biology Core Course Credits		**16**
* Field biology courses		16
Other Courses		
CHEM 1124 and 1224	General Chemistry I and II	4/4
CHEM 3114	Organic Chemistry I	4
BIOL 3154	General Ecology	4
Environmental Science Major Credit Hours		**48**

Other courses strongly recommended:

PHYS 1114	General Physics I	4
STAT 3143	Statistical Methods	3
CHEM 3024	Analytical Chemistry	4
CHEM 3133	Biochemistry	3
BIOL 3263	Cell and Molecular	3

*The field biology courses requirement can be satisfied with one semester at the SNU Quetzal Educational Research Center (QERC) in Costa Rica (up to 8 credits) with two additional environmental field courses offered through AuSable or SNU. Alternatively, the field biology course requirement can be satisfied solely through courses offered by Au Sable and SNU.

Other SNU offered environmental course options:

BIOL 1013	Environmental Sustainability	3
BIOL 3192	Environmental Monitoring (QERC)	2
BIOL 3105	Tropical Ecology (QERC)	5
BIOL 4003	Tropical Field Research (QERC)	3
HP 4303	American Environmental History	3

Science Education – Biology Emphasis (BS)

Course Number	Course Title	Credit Hours
ED 2111	Intro to Education	1
ED 2143	Educational Technology	3
BIOL 1314	Organismal Biology	4
BIOL 1324	Cells & Systems	4
ED 2162	Foundations of Education	2
CHEM 1124	General Chemistry I	4
CHEM 1224	General Chemistry II	4
MATH 1613	Trigonometry	3
BIOL XXX4	Biology Elective	4
BIOL XXX4	Biology Elective	4
ED 3223	Educational Psychology	3
ED 3273	Methods in Secondary Science	3
BIOL 3193	Origins	3
PHYS 1114	General Physics I	4
PHYS 1214	General Physics II	4
BIOL 3154	General Ecology	4
NS 3121	Lab Safety & Animal Welfare	1

BIOL 3124	Genetics	4
BIOL 4181	Research in Biology	1
ED 4141	Survey of Exceptional Child	1
ED 4273	Professional Decision Making	3
ED 4522	Characteristics in Early Adolescent	2
ED 4533	M.S. Curriculum & Design	3
ED 4700	Student Teaching Seminar	0
ED 4710	Seminar: Diversity in Education	0
ED 4720	Seminar: ELL Strategies	0
ED 4005	Student Teaching I	5
ED 4105	Student Teaching II	5
Science Education Major – Biology Emphasis Credit Hours		**79**

Departmental Minor

Biology Minor

All students desiring a minor in biology will complete Organismal Biology (BIOL 1314) and Cells and Systems (BIOL 1324), and additional credits in biology to total 18 credits. One outdoor field course is required.

Departmental Special Program

Tropical Studies Semester Program

The Tropical Studies Program at the Quetzal Education Research Center involves travel to San Gerardo de Dota, Costa Rica and seeks to promote biodiversity, conservation, and sustainability in global and local communities. The program's courses are designed to integrate the study of culture, ecology conservation and stewardship through field research of tropical Latin America. All students in the program will complete 16 credit hours.

Course Number	Course Title	Credit Hours
QERC/BIOL 3105	Tropical Ecology and Sustainability	5
QERC/BIOL 4003	Tropical Field Research	3
QERC/THEO 3263	Biblical Theology and Global Stewardship	3
QERC/HP 4393	Field Studies: Central American History and Culture	3
Elective Courses		
Choose one two-credit hour course below		
QERC/BIOL 3182	Environmental Monitoring	2
QERC/BIOL 4122	Tropical Medicine	2
Tropical Studies Program Credit Hours		**16**

Department of Chemistry

Departmental Full-Time Faculty

Lisa Crow, Ph.D., Professor/Chair (2008)
B.A., Greenville College
M.S., University of Oklahoma
Ph.D., University of Oklahoma

Shawna York, Ph.D., Professor/Division Chair (2012)
B.S., Southern Nazarene University
M.S., University of Oklahoma
Ph.D., University of Oklahoma

Departmental Mission

The mission of the Chemistry Department at Southern Nazarene University is to provide an excellent education in chemistry within the framework of a liberal arts tradition. Since chemistry is a laboratory science, we provide modern instruments that allow a careful study of chemical materials. We emphasize the responsible use of chemical knowledge to solve significant problems related to energy, natural resources, new materials, and human disease. We seek to prepare our students for various careers opportunities including chemical education, medicine, and industry.

Departmental Objectives

The department trains students in articulating and understanding the:

- quantitative relationships between materials involved in chemical changes
- atomic and structural viewpoint of nature
- questions related to natural world asked and answered by chemists
- integration of scientific truth and faith in Christ
- relationship of chemistry to the other scientific disciplines
- responsibilities of chemists to their world

The Department of Chemistry provides students with hands on operational and interpretive experiences with the equipment and instrumentation used in modern chemistry laboratories. The department exercises, promotes, and teaches safe lab practices and responsible waste disposal techniques. The chemistry curriculum is designed to train the student in reading and evaluating current primary chemistry literature, and to present their laboratory results according to the standards of the American Chemical Society (ACS). Chemistry courses and labs prepare students for a variety of graduate chemistry programs, while also developing skills for careers as laboratory scientists and science educators, and for professional degree programs in pharmacy and medicine.

Departmental Programs

The Department of Chemistry offers three major program options; one combines work in chemistry with courses in biology to prepare students for a variety of scientific pursuits, while the other focuses on preparation in chemistry.

Chemistry (BS)

Learning Outcomes

Graduates will demonstrate the ability to:

- Analyze and explain matter-energy relationships in terms of the basic principles of the chemical sciences at the structural and molecular level
- Utilize problem solving and critical thinking skills in exploring complex chemical systems
- Plan, execute, analyze, and explain laboratory research
- Read and evaluate current primary chemistry literature and integrate it with their coursework
- Present their methods, observations, analysis, and conclusions clearly
- Articulate the integration of scientific truth and faith in Christ

Graduates will be prepared for a variety of professional science careers or entry into professional or graduate programs.

The chemistry major consists of at least 32 credit hours for a B.S., including 2 semesters of Chemistry Seminar.

Course Number	Course Title	Credit Hours
CHEM 1124	General Chemistry I	4
CHEM 1224	General Chemistry II	4
CHEM 3024	Analytical Chemistry	4
CHEM 3114	Organic Chemistry I	4
CHEM 3125	Organic Chemistry II	5
CHEM 4114	Physical Chemistry	4
CHEM 4191	Seminar in Chemistry	2
CHEM XXXX	Chemistry Electives	5
Chemistry Major Credit Hours		**32**
Five hours of Chemistry Electives to be chosen from:		
CHEM 3253	Instrumental Analysis	3
CHEM 4133	Advanced Inorganic Chemistry	3
CHEM 4211	Chemical Kinetics	1
CHEM 4181	Research Projects	1
Required prerequisite courses		
PHYS 2114	General Physics I for Scientists & Engineers	4
PHYS 2214	General Physics II for Scientists & Engineers	4
MATH 2324	Calculus I	4
MATH 2424	Calculus II	4

Courses strongly recommended for students intending to pursue graduate school:
Chemistry: additional chemistry electives beyond the 5 hours, CHEM 3133 Biochemistry, CHEM 4291-3 Special Topics in Chemistry, CHEM 3142 Readings in Advanced Organic Chemistry, CHEM 4391 Biochemistry Lab.
Mathematics: completion of the calculus sequence and MATH 3113 Differential Equations.
Physics: PHYS 2313 Atomic & Nuclear Physics, PHYS 3213 Quantum Mechanics I, PHYS 4213 Statistical Mechanics, PHYS 3193 Special Topics in Physics.
Computer Science: CSNE 2444 Intro to Computer Science I, CSNE 2543 Intro to Computer Science II
Biology: BIOL 1324 Cells Systems, BIOL 3263 Cell and Molecular Biology, and BIOL 3124 Genetics

Biology-Chemistry (BS)

Learning Outcomes

Graduates will demonstrate the ability to:

- Analyze and explain biological systems at the molecular and cellular level
- Analyze and explain matter-energy relationships in terms of the basic principles of the chemical sciences at the structural and molecular level
- Utilize problem solving and critical thinking skills in exploring complex chemical and biological systems
- Plan, execute, analyze, and explain laboratory research
- Read and evaluate current primary chemistry and biology literature and integrate it with their coursework
- Present their methods, observations, analysis, and conclusions clearly
- Articulate the integration of scientific and Christian worldviews

Graduates will be prepared for a variety of professional science careers or entry into professional or graduate programs.

The biology-chemistry major is designed for preparation of pre-health students as well as for those with career goals such as biochemistry, molecular or cell biology, microbiology, molecular genetics, pharmacology, toxicology, and medicinal chemistry. It combines 25 chemistry credit hours with 28 from biology for a total program of 53 credit hours.

Course Number	Course Title	Credit Hours
BIOL 1314	Organismal Biology	4
BIOL 1324	Cells and Systems	4
BIOL 2XXX	BIOL 2000 level courses	4
BIOL 3124	Genetics	4
BIOL 3193	Origins	3
BIOL 3263	Cell and Molecular Biology	3
BIOL 3XXX-4XXX	BIOL 3000 or 4000 level courses for six credit hours	6
CHEM 1124 and 1224	General Chemistry I and II	4/4
CHEM 3114 and 3125	Organic Chemistry I and II	4/5
CHEM 3133	Biochemistry	3
CHEM 4191	Chemistry Seminar	1
CHEM 3024 or 4114	Analytical Chemistry or Physical Chemistry	4
Biology-Chemistry Major Credit Hours		**53**

Other Courses Strongly Recommended

PHYS 1114 /1214	General Physics I and II	4/4
Or PHYS 2114/2214	General Physics for Scientists and Engineers I and II	
MATH 2324	Calculus I	4

Additional courses in biology (BIOL) and chemistry (CHEM)

Science Education – Chemistry Emphasis (BS)

Course Number	Course Title	Credit Hours
ED 2111	Intro to Education	1
ED 2143	Education Technology	3
BIOL 1324	Cells & Systems	4
CHEM 1124	General Chemistry I	4

CHEM 1224	General Chemistry II	4
ED 2162	Foundations of Education	2
MATH 2324	Calculus I	4
CHEM 3114	Organic Chemistry I	4
CHEM 3214	Organic Chemistry II	4
ED 3223	Educational Psychology	3
ED 3273	Methods in Secondary Science	3
PHYS 1114	General Physics I	4
PHYS 1214	General Physics II	4
CHEM 3024	Analytical Chemistry	4
CHEM XXX3	Chem/Physics Elective	3
NS 3121	Lab Safety & Animal Welfare	1
NS 1143	Earth & Sky	3
CHEM XXX4	Chemistry Elective	4
CHEM 4181	Research in Chemistry	1
ED 4141	Survey of Exceptional Child	1
ED 4273	Professional Decision Making	3
ED 4522	Characteristics in Early Adolescent	2
ED 4533	M.S. Curriculum & Design	3
ED 4700	Student Teaching Seminar	0
ED 4710	Seminar: Diversity in Education	0
ED 4720	Seminar: ELL Strategies	0
ED 4005	Student Teaching I	5
ED 4105	Student Teaching II	5
Science Ed – Chemistry Emphasis Credit Hours		**79**

Departmental Minor

Chemistry Minor

The following courses are required to complete a minor in chemistry.

Course Number	Course Title	Credit Hours
CHEM 1124	General Chemistry I	4
CHEM 1224	General Chemistry II	4
CHEM 3114	Organic Chemistry I	4
Choose two of the following		
CHEM 3024	Analytical Chemistry	4
CHEM 3253	Instrumental Analysis	3
CHEM 4114	Physical Chemistry	4
CHEM 4133	Advanced Inorganic Chemistry	3
Chemistry Minor Credit Hours		**18-20**

Department of Computing, Mathematics, and Physics

Departmental Full-Time Faculty

Rob Gering, M.S., Assistant Professor (2023)
B.A., Southern Nazarene University
M.S., University of Oklahoma

Rusiri Rathnasekara, Ph.D., Assistant Professor (2023)
B.S., University of Sri Jayewardenepura
Ph.D., University of Tulsa

Nicholas Zoller, Ph.D., Professor/Chair (2009)
B.A., Messiah College
M.S., Lehigh University
Ph.D., Lehigh University

Departmental Mission

We prepare students for success in their future careers through their studies in computer science, mathematics, and physics.

Departmental Programs

The Department of Computing, Mathematics, and Physics offers five degree program options described in the sections below:

- Computer science (BS)
- Software development (BS)
- Mathematics (BS/BA)
- Multidisciplinary studies degree in physics and other areas (BS)
- Multidisciplinary studies degree in engineering science (BS)

Computing Degree Programs:

As computer-related careers remain in demand, the Department strives to remain current with the latest equipment and programs. The Department currently offers two traditional degree programs.

Computer Science (BS)

Learning Outcomes

The graduate will:

- Advance in graduate studies or be successful practitioners in applied or theoretical computing-related fields
- Demonstrate knowledge of and be able to apply important data structures and algorithms at a high level
- Demonstrate knowledge and skills necessary to design and implement complex functionality for a software application developed in a major programming language
- Demonstrate knowledge and skills necessary to design and implement a medium to large-scale software development project

This major is heavily oriented toward scientific programming and research in computers. The student should have a strong background in mathematics and science to enter this program. The major consists of the required courses listed in this section. Note that the CSNE prefix is associated with Computer Science and Network Engineering. The prefix of CSSE will be updated in a future Catalog edition.

Course Number	Course Title	Credit Hours
Computer Science Courses		
CSNE 2444	Introduction to Computer Science I	4
CSNE 2543	Introduction to Computer Science II	3
CSNE 2913	Computer Hardware and Networking	3
CSNE 2923	Data Structures	3
CSNE 3213	Computer Architecture	3
CSNE 3953	Object-Oriented Analysis & Design	3
CSNE 4223	Operating Systems	3
CSNE 4243	Database Systems	3
CSNE 4323	Software Engineering	3
CSNE 4443	Computer Science Practicum	3
MATH 3013	Discrete Math	3
MATH 3143	Probability & Statistics I	3
Electives (choose from the list of elective courses below for a total of 13 credit hours)		13
Computer Science Major Credit Hours		**50**

All prerequisite course grades must be "C" or higher. A "C minus" is below the minimum grade requirement.

Software Development (BS)

Learning Outcomes

Graduate will:

- Advance in graduate studies or be successful practitioners in applied or theoretical fields computing - related fields
- Demonstrate knowledge of and be able to apply important data structures and algorithms
- Demonstrate knowledge and skills necessary to design and implement complex functionality for a software application developed in a major programming language
- Demonstrate knowledge and skills necessary to design and implement a medium to large-scale software development project
- Develop a strong background in an area of emphasis outside the field of computer science to which software development can be applied

This major includes an overview of computer science, software engineering, data structures, and several programming languages. After completing the program students should be able to:

- develop a breadth of knowledge in various areas of software development including databases, object-oriented programming, and Web development
- develop a strong background in an area of emphasis outside the field of computer science to which software development can be applied
- effectively apply software development best practices and tools
- anticipate areas of change in needed software and design appropriately
- complete a challenging software development project or industry internship
- collaborate effectively in small software development teams

Course Number	Course Title	Credit Hours
CSNE 2444	Introduction to Computer Science I	4
CSNE 2543	Introduction to Computer Science II	3

CSNE 2923	Data Structures	3
CSNE 3XXX	CSNE 3000-level programming electives (2 semesters)	6
CSNE 3953	Object-oriented Analysis & Design	3
CSNE 4243	Database Systems	3
CSNE 4323	Software Engineering	3
CSNE 4363	Web Application Development	3
CSNE 4373	Mobile Application Development	3
CSNE 4443	Computer Science Practicum	3
STAT 3143	Statistical Methods	3
CSNE Electives	(7 hours chosen from CS elective list below)	7
BADM Electives	Two BADM 3000-4000 level courses	6
Software Development Major Credit Hours		**54+**

All prerequisite course grades must be "C" or higher. A "C minus" is below the minimum grade requirement.

CSNE Electives

CHEM 1124	General Chemistry I	4
PHYS 2114	General Physics I for Scientists and Engineers	4
MATH 3113	Differential Equations	3
MATH 3133	Linear Algebra	3
ENGL 3143	Technical Communications	3
MATH 3153	Probability and Statistics II	4
CSNE 3173	Intermediate Object-Oriented Programming	3
CSNE 3183	Procedural Programming	3
CSNE 3193	Seminar: Program Languages	3
CSNE 3263	AI: Applications, Ethics, and Society	3
CSNE 3523	Sustainability and Computing (QERC)	3
MGT 3213	Project Management	3
SNM 3673	Network Administration I	3
CSF 4113	Computer and Network Forensics	3
MGT 4113	Management Information Systems	3
CSF 4123	Penetration Testing	3
CSNE 4181-3	Computer Science Seminar	1-3
MATH 4183	Introduction to Cryptology	3
BADM 4223	Business Analytics	3
SNM 4233	Network Security I	3
CSNE 4313	Algorithm Analysis	3
CSNE 4441-3	Computer Science Practicum (In addition to required)	1-3
CSNE 4513	Machine Learning	3
CSNE 4533	Artificial Intelligence	3
CSNE 4373	Mobile Application Development	3
CSNE 4253	Distributed Systems	3

Mathematics Degree Programs:

Learning Outcomes

The graduate in Mathematics will be able to:

- Demonstrate knowledge of mathematics at a level that will provide a context for their choice of career and/or graduate study

- Apply a variety of appropriate problem-solving strategies individually and as part of a group
- Make mathematical conjectures and develop arguments using various types of reasoning
- Communicate their mathematical thinking clearly to others in both oral and written forms
- Demonstrate understanding of how mathematical concepts interconnect and the connections between mathematics and other disciplines

Learning Objectives

- To help the student to develop an understanding of the nature and spirit of mathematics: its cultural aspects, its relation to the sciences, philosophy, and other liberal arts
- To help the prospective mathematician to secure adequate foundation for later work in teaching, applied mathematics, research, or in further study on the graduate level

To help prospective instructors of mathematics bridge whatever gap may exist between the content and spirit of their mathematical backgrounds and that of the courses they may teach

Mathematics (BS/BA)

Students majoring in mathematics can earn a Bachelor of Science or Bachelor of Arts** degree. Both degree programs include the following required courses.

Course Number	Course Title	Credit Hours
Calculus Courses *		
MATH 2324	Calculus I	4
MATH 2424	Calculus II	4
MATH 2524	Calculus III	4
Electives		
MATH 3XX3	Choose eight MATH courses numbered above 3000	24
Capstone Courses		
MATH 3191	Junior Colloquium in Mathematics	1
MATH 4171	Mathematics Seminar	1
MATH 4191	Senior Research in Mathematics	1
Mathematics Major Credit Hours for B.S. Degree		**39**

* The entry point to the calculus sequence will depend upon the previous preparation.

** The **Bachelor of Arts** degree is also obtainable with additional degree requirements indicated for all Bachelor of Arts degree programs. Additional language requirement (6 hrs).

Degree Program Emphases

Mathematics majors may also choose various emphases. The following are suggested courses for each.

Graduate School - Math or Cognate Area Emphasis

Course	Number Course Title	Credit Hours
MATH 2324	Calculus I	4
MATH 2424	Calculus II	4
MATH 2524	Calculus III	4
MATH 3113	Differential Equations	3
MATH 3133	Linear Algebra	3
MATH 3143	Probability and Statistics I	3
MATH 3191	Junior Colloquium in Mathematics	1
MATH 3213	Introduction of Analysis	3

MATH 4103	Introduction to Modern Algebra	3
MATH 4153	Complex Variables	3
MATH 4171	Mathematics Seminar	1
MATH 4191	Senior Research in Mathematics	1
MATH 3XXX	3000-level MATH electives totaling six credit hours	6
Graduate School - Math or Cognate Area Emphasis Credit Hours		**39**

Mathematics Education Emphasis

Learning Outcomes

- Demonstrate knowledge of mathematics at a level that will provide a context for their choice of career and/or graduate study
- Apply a variety of appropriate problem-solving strategies individually and as part of a group
- Make mathematical conjectures and develop arguments using various types of reasoning
- Communicate their mathematical thinking clearly to others in both oral and written forms
- Demonstrate understanding of how mathematical concepts interconnect and the connections between mathematics and other disciplines

Course Number	Course Title	Credit Hours
CSNE 2444	Intro to Computer Science I	4
MATH 2324	Calculus I	4
MATH 2424	Calculus II	4
MATH 2524	Calculus III	4
MATH 3013	Discrete Mathematical Structures	3
MATH 3103	Number Theory	3
MATH 3133	Linear Algebra	3
MATH 3143	Probability and Statistics I	3
MATH 3191	Junior Colloquium in Mathematics	1
MATH 3223	History of Mathematics	3
MATH 4013	Introduction to Modern Algebra	3
MATH 4123	College Geometry I	3
MATH 4133	College Geometry II	3
MATH 4171	Mathematics Seminar	1
MATH 4191	Senior Research in Mathematics	1
Mathematics Teacher Education Emphasis Credit Hours		**43^**

^ See also Teacher Education for certification requirements.

Physics Degree Programs:

Learning Outcomes

Students will be able to demonstrate their understanding of the foundations of physics (classical mechanics, optics, electricity and magnetism, atomic and nuclear physics, thermodynamics and statistical mechanics, and quantum mechanics) by demonstrating competence in problem solving, mathematical modeling, and comparing model to data, through appropriate homework assignments, examinations, laboratory experiences, and directed research.

Students will be able to demonstrate competent participation in the wider physics community, including but not limited to:

- Presenting and defending research projects at professional society meeting and/or colloquia and field trips to significant physics sites
- Participation in professional society life, e.g. through the Society of Physics Students
- Participation in undergraduate research projects and/or internships

Upon taking the foundational courses in physics along with computer science and advanced undergraduate mathematics, students will be able to integrate knowledge and skills acquired in the major to succeed in graduate studies and a professional career.

Learning Objectives

- To equip the physics major for graduate school and a career in physics, and the many other professions to which the skills, knowledge, and insights of the physicist are transferable
- To supplement the physics curriculum with extracurricular professional development experiences, including undergraduate research, participation in regional and national meetings, field trips, and engagements with the physics community
- To acquaint the student with the multiple career options that are available with the bachelor's degree in physics
- To meet the needs of students in other majors who require some physics background

To encourage the study of physics as a liberal art, showing its aesthetic and philosophical qualities, its values and limitations, and its influence in the world of ideas

Physics (BS) – In Hiatus

(Temporarily, no new students are presently being accepted into the major, effective Fall 2018)

The physics bachelor's degree requires a minimum of 32 hours, not including various mathematics prerequisites (at least three semesters of Calculus, 12 hours). Of the 32 hours, 26 form a required core. The remaining 6 (or more) hours are selected from various electives. The 26-hour core consists of:

Course Number	Course Title	Credit Hours
Physics Core Courses		
PHYS 2114	General Physics for Scientists and Engineers I	4
PHYS 2214	General Physics for Scientists and Engineers II	4
PHYS 3173	Waves and Optics	3
PHYS 3191	Selected Topics in Physics^*	1
PHYS 3213	Quantum Mechanics I	3
PHYS 4123	Electricity and Magnetism I	3
PHYS 4133	Classical Mechanics I	3
PHYS 4151	Advanced Physics Laboratory^	1
PHYS 4181	Directed Research^	1
PHYS 4213	Statistical Mechanics	3
The remaining 6 or more hours may be selected from physics electives above PHYS 2214:		
PHYS 2313	Introduction to Atomic & Nuclear Physics	3
PHYS 3113	Astronomical Basis of Life on Earth	3
PHYS 3191-3	Selected Topics in Physics^*	1-3
PHYS 3123	Physics of Music	3
PHYS 3223	Quantum Mechanics II	3

PHYS 4114	Physical Chemistry‡	4
PHYS 4143	Classical Mechanics II	3
PHYS 4223	Electricity & Magnetism II	3
PHYS 4311-2	General Relativity +	1-2

^ May be repeated for additional credit.
* At least one hour of Selected Topics courses (PHYS 3191) is required. PHYS 3191 topics have included Physics of Music, Medical Physics, Nuclear Physics, and Cosmology. PHYS 3193 (3 hour) topics have included Philosophy of Science, Einstein's Science and Ethics, and Physics of Music.
‡ Cross-listed with CHEM 4114. Physics Major Credit Hours 32

Multidisciplinary Degree Programs:

Multidisciplinary Studies Degree in Physics and Other Area(s) (BS)

In addition to the 32-credit physics major course of study, physics majors typically earn a minor or second major in another field such as mathematics, computer science, chemistry, biology, environmental science, or business. Such choices arise for diverse reasons, including graduate study in physics, graduate study in other fields that use physics (such as physical chemistry, biological physics, medical physics, radiology, meteorology, geophysics, astrophysics, etc.) or other professions that rely heavily on mathematical modeling (e.g. actuarial science). Note that the Multidisciplinary Studies Degree in Physics is a subordinate of the Multidisciplinary Studies Degree description found on pg. 64.

Multidisciplinary Studies Degree in Engineering Science (BS)

Through SNU's multidisciplinary studies degree option and a partnership with Oklahoma Christian University (OC), students may complete a program of study and earn a Multidisciplinary Studies Degree (BS). This coursework will also prepare students to then transfer SNU course credit to OC to earn, with additional coursework, a BS in Mechanical Engineering (BSME), should they choose. This dual degree transfer agreement allows SNU students to earn a degree in engineering science and seamlessly transfer to OC to complete their bachelor's degree in mechanical engineering. Note that the Multidisciplinary Studies Degree in Engineering Science (BS) is a subordinate of the Multidisciplinary Studies Degree description found on pg. 64.

Learning Outcomes

The student will:

- Demonstrate knowledge of mathematics, physics, and engineering at a level that will provide a context for their career choice and/or graduate study.
- Demonstrate an understanding of how mathematical, physics, and engineering concepts interconnect.
- Apply appropriate problem-solving strategies individually and as part of a group.
- Demonstrate ability to engage with others in a professional, culturally responsive manner in one-on-one interpersonal and team settings.

Course Number	Course Title	Credit Hours
Math and Science Courses:		
CHEM 1124	General Chemistry I	4
CSNE 2444	Introduction to Computer Science I	4
MATH 2324	Calculus I	4
MATH 2424	Calculus II	4
MATH 2524	Calculus III	4

MATH 3113	Differential Equations	3
MATH 3143	Probability and Statistics I	3
PHYS 2114	General Physics for Scientists and Engineers I	4
PHYS 2214	General Physics for Scientists and Engineers II	4
PHYS 3213	Quantum Physics I	3
PHYS 3993	Fluid Mechanics	3
One of the following:		
PHYS 4133	Classical Mechanics I	3
ENGR 2313	Statics (OC)	
One of the following:		
PHYS 4143	Classical Mechanics II	3
ENGR 2523	Dynamics (OC)	
One of the following:		
PHYS 4213	Statistical Mechanics	3
ENGR 2433	Thermodynamics I (OC)	
Engineering Courses:		
MECH 1001	Mechanical Engineering Experience 1 (OC)	1
MECH 1011	Mechanical Engineering Experience 2 (OC)	1
MECH 2001	Mechanical Engineering Experience 3 (OC)	1
MECH 2011	Mechanical Engineering Experience 4 (OC)	1
MECH 3001	Mechanical Engineering Experience 5 (OC)	1
MECH 3011	Mechanical Engineering Experience 6 (OC)	1
ENGR 1251	Introduction to Solid Modeling (OC)	1
ENGR 2533	Strength of Materials (OC)	3
MECH 2623	Mechanical Engineering Circuits (OC)	3
MECH 3403	Engineering Materials (OC)	3
MECH XXX1	Manufacturing Lab (OC)	1
MECH 4213	Machine Design (OC)	3
MECH 4732	System Design (OC)	2
Multidisciplinary Studies Degree in Engineering Science Credit Hours		**71**

Departmental Minors

Computer Science Minor

Students desiring a minor in Computer Science will complete Introduction to Computer Science I and II (CSNE 2443 and 2543), Data Structures (CSNE 2923), and at least 9 additional credit hours in upper division courses (3000-4000). All courses must be completed with a grade of "C" or better. Courses must be selected in consultation with the Computer Science chair.

Mathematics Minor

A minor in mathematics requires the completion of 17 credit hours numbered above MATH 2000 and must include Calculus III (MATH 2524).

Physics Minor

The physics minor consists of 11 credit hours of physics beyond General Physics I (PHYS 2214).

Division of Social and Behavioral Sciences

Department of History, Politics, and Law
Department of Psychology and Counseling

Social and Behavioral Science Divisional Major

Twenty-four credit hours of courses above the freshman level plus 15 credit hours from the Department of Psychology & Counseling, or the Department of History, Politics, and Law.

Department of History, Politics, and Law

Departmental Full-Time Faculty

Heather Clemmer, Ph.D., Professor/Chair & Director, Traditional General Education (2006)
B.S., Southern Nazarene University
B.A., Southern Nazarene University
M.A., University of Oklahoma
Ph.D., University of Oklahoma

Anthony Rodin, Ph.D., Associate Professor (2015)
B.A., Whitworth University
M.A., Purdue University
Ph.D., Purdue University

Departmental Objectives

The Department of History, Politics, and Law offers programs of study that provide students with a variety of courses and practical experiences that deepen and enhance their ability to:

- Collect and discern valid information and critically analyze their findings
- Effectively communicate in written and interpersonal situations
- Engage in research utilizing appropriate methodologies
- Be a competitive candidate in numerous fields of employment and/or pursue further learning in graduate or law school
- Within the framework of a Christian worldview, assess their role and responsibilities as a local, national, and global citizen

Learning Outcomes

History Program

Throughout their studies, successful students in history will be able to:

- Clearly evaluate the assumptions, presuppositions, and arguments embedded in secondary sources
- Interpret the meaning of peoples as expressed in their writings (primary documents) and to effectively explain the impact their ideas had on their culture
- Conduct sound historical research that includes identifying relevant information, evaluating authority, and retrieving, recording, and managing information for use in research
- Place events and their participants into historical and chronological context and to explain why actions that took place in the past are historically significant
- Develop awareness of where history took place by locating regions, countries, cities, and other geographic features on world maps

In the course of studying American, European, and World history, students in the history program practice thinking critically and communicating effectively by

- writing analytical and interpretative essays
- writing research reports
- making presentations and conversing effectively about important topics in the field

Students learn research skills by

- identifying information relevant to historical research projects
- evaluating information with regard to accuracy, authenticity, and authority
- retrieving, recording, and managing information for use in research and documentation

Social Studies Education Program

Students in the Social Studies Education Program are provided with opportunities to obtain the knowledge and skills to achieve state certification and to effectively teach social studies. Effective social studies teachers should provide developmentally appropriate experiences as they guide learners in the study of

- Culture and culture diversity
- Time, continuity, and change
- People, places, and environments
- Individual human development and identity
- Interactions among individuals, groups, and institutions
- Power, authority, and governance
- How people organize for the production, distribution, and consumption of goods and services
- Science and technology as they impact society
- Global connections and interdependence
- Civic ideals and practices

Politics and Law Program

Throughout their studies, students in politics and law will become increasingly better able to:

- Explain the main subfields of political science: international relations, American politics, comparative politics, and political philosophy
- Understand how the judicial process works at the community, state, and federal level and how it impacts their lives as citizens
- Analyze contemporary events within the frame of political science
- Articulate what it means to be a Christian in a political world at the national and global levels
- Synthesize and critique existing works and theories
- Identify, pursue, and effectively write up new areas of research within political science

Departmental Majors

Three majors are available through the Department of History, Politics, and Law. Completion of one of these degree programs enables students with good academic records to enter graduate study in history or cognate areas. In addition, the study of history provides students with scholarly abilities and habits, which are excellent preparation for such diverse careers as the military, church ministry, law, medicine, social service, business, civil service, politics, and secondary or college teaching.

History (BA)

Course Number	Course Title	Credit Hours
HP 1483	U.S. History I	3
HP 1493	U.S. History II	3
HP 1533	The Modern World, 1500-present**	3
HP 2013	World Civilizations I	3
HP 2113	Historical Methods	3
HP 4193	Internship	3
HP 4912	Senior Project (repeated for four credit hours total)	4
Electives (as specified by the department)		24
History Major Credit Hours		**46**
Additional Language Requirement		6

• As part of their elective credit hours, qualified students may elect to take advantage of one of the opportunities afforded by SNU's participation in CCCU study abroad programs through which students may earn up to 16 credit hours for a semester study abroad experience.

Politics and Law (BA)

Core		
Course Number	**Course Title**	**Credit Hours**
HP 1113	American Federal Government	3
HP 1483	U.S. History I	3
HP 1493	U.S. History II	3
HP 2123	Introduction to Political Studies	3
HP 2143	Introduction to Law	3
HP 4882	Senior Seminar	2
Political Science Specialization:		
HP 2333	Introduction to International Relations	3
HP 4133	Comparative Politics	3
27 hours of electives		27
Criminal Justice Specialization:		
CJ 3003	Philosophies and Foundations of Law Enforcement	3
CJ 3113	Mental Health and Societal Implications for Law Enforcement	3
CJ 3123	Diversity, Equity, Inclusion and Justice	3
MCOM 3143	Technical Communications	3
CJ 4113	Investigations, Interrogations, and Interviews	3
CJ 4123	Forensic Evidence and Crime Scene Investigations	3
CJ 4223	Criminal Law and the United States Court System	3
12 hours of electives		12

Pre-Law Introductory Specialization:		
PHIL 3123	Logic	3
PHIL 3223	Ethics	3
HP 4193	Internship	3
24 hours of electives		24
Politics and Law Major Credit Hours		**50**
Additional Language Requirement		6

Social Studies Education (BS)

Students seeking professional certification in social studies education should consult the most recent copy of the Teacher Education Handbook for a complete discussion of certification requirements and their overall program of study. The following social studies courses are required for completion of the social studies education major:

Course Number	Course Title	Credit Hours
HP 1113	American Federal Government	3
HP 1483 and 1493	U.S. History I and U.S. History II	3/3
HP 2013	World Civilizations I	3
HP 1533	The Modern World, 1500-present **	3
HP 2113	Historical Methods	3
HP 2503	World Regional Geography	3
HP 2123	Introduction to Political Science	3
HP 4363	Oklahoma History	3
SOC 1113	Introduction to Sociology	3
ECO 2223	Economics	3
Non-HP Elective		3
HP Electives		9
Social Studies Education Major Credit Hours		**45**

** Modern World (HP1533) is a required General Education Foundations course.

Departmental Minors

History Minor

Eighteen credit hours above the freshman level must be chosen in consultation with the department.

Politics and Law Minor

Students desiring a minor in politics and law will complete American Federal Government (HP 1113) and introduction to Politics (HP 2123). They will then need 12 additional credits, with at least 9 coming from upper division courses (3000-4000 level). Courses must be chosen in consultation with the program chair.

Department of Psychology

Departmental Full-Time Faculty

Scott Drabenstot, Ph.D., Associate Professor/Chair (2013)
B.S., Southern Nazarene University
M.S., Southern Nazarene University
Ph.D., University of Oklahoma

Departmental Mission

The mission of the Southern Nazarene University Department of Psychology and Counseling is to partner with the university and students for the sake of developing persons who embody compassion, patience, presence, curiosity, thoughtfulness, and imagination. As a university rooted in the Wesleyan theological tradition, we invite our students to live relationally, to embody service and social justice, to use empirically sound methods, and to reflect thoughtfully about self, others, and creation.

Learning Outcomes

Goal #1—Knowledge Base in Psychology

- 1.1 Describe key concepts, principles, and theories in psychological science
- 1.2 Develop a working knowledge of psychology's major subfields
- 1.3 Portray significant aspects of the history of psychological science
- 1.4 Apply psychological content to solve practical problems
- 1.5 Provide examples of psychology's integrative themes*

Goal #2—Scientific Inquiry and Critical Thinking

- 2.1 Exercise scientific reasoning to investigate psychological phenomena
- 2.2 Interpret, design, and evaluate psychological research
- 2.3 Incorporate sociocultural factors in scientific research practices
- 2.4 Use statistics to evaluate quantitative research findings

Goal #3—Ethical and Social Responsibility in a Diverse World

- 3.1 Employ ethical standards in research, practice, and academic contexts
- 3.2 Develop and practice interpersonal and intercultural responsiveness
- 3.3 Apply psychological principles to strengthen community and improve quality of life
- 3.4 Develop an understanding of how the Christian faith might dialogue with psychological science

Goal #4—Communication

- 4.1 Interact effectively with others
- 4.2 Write and present effectively for different purposes
- 4.3 Provide evidence of psychological literacy
- 4.4 Exhibit appropriate technological skills to improve communication

Goal #5—Professional Development

5.1 Exhibit effective self-regulation
5.2 Refine project management skills
5.3 Display effective judgment in professional interactions
5.4 Cultivate workforce collaboration skills
5.5 Demonstrate appropriate workforce technological skills
5.6 Develop direction for life after graduation

Departmental Majors

Psychology (BS)

The B.S. degree in psychology is designed to prepare students entering career fields that require psychological understanding, as well as students who plan to attend graduate school in psychology and allied fields. Therefore, the core courses (40 hours) and at least one practicum (1+ hours) are required of all students, while the elective courses (at least 9 hours) may be selected in accordance with a student's future academic and career goals. Students planning to apply to graduate school should work closely with a faculty advisor while planning elective courses and while making preparations for graduate programs. Students preparing for graduate school will be advised to take PSY 3163 Senior Thesis and STAT 3243 Computer-Packaged Statistics during the spring of their junior year. Most graduate school materials need to be sent to selected programs during the fall semester of the year before the student plans to enter a graduate program.

Course Number	Course Title	Credit Hours
Core: At least 40 hours		
PSY 1113	General Psychology	3
PSY 1123	Careers in Psychology	3
PSY 2173	Developmental Psychology Across the Lifespan	3
PSY 3113	Social Psychology	3
STAT 3143	Statistical Methods	3
PSY 3153	Research Design (Prerequisite: STAT 3143)	3
PSY 3173	Physiological Psychology	3
PSY 3193	Learning and Cognition	3
PSY 3333	Multicultural Psychology	3
PSY 4103	Abnormal Psychology	3
PSY 4153	Psychology of Personality	3
PSY 4273	History and Systems of Psychology	3
PSY 4493	Senior Colloquium in Psychology	3
Practicum: At least 2 hours		
PSY 4391-3	Research Practicum in Psychology	1-3
PSY 4391-3	Applied Practicum in Psychology	1-3
Electives: At least 9 hours		
PSY 3013	Psychology of Human Flourishing	3
PSY 3163	Senior Thesis	3
PSY 3183	Psychological Testing	3
PSY 3203	Industrial/Organizational Psychology	3
STAT 3243	Computer-Packaged Stats	3
PSY 4113	Psychology of Religion	3
PSY 4213	Principles of Counseling	3
PSY 4263	Techniques of Counseling	3

PSY 4371-4	Special Studies in Psychology	1-4
PSY 4381-3	Directed Study in Psychology	1-3
PSY 4391-3	Research Practicum in Psychology or Applied Practicum in Psychology	1-2
Psychology Major for B.S. Degree Credit Hours		**50**

Multidisciplinary Studies Degree in Psychology and Other Area(s) (BS)

A Bachelor of Science degree may also be obtained by following the multidisciplinary concentration with 60 credit hours in psychology and related courses. General Psychology (PSY 1113), Senior Colloquium (PSY 4493), and 12 additional upper division credit hours are required as part of the 60 credit hours in a multidisciplinary concentration. Note that the Multidisciplinary Studies Degree in Psychology and another area is a subordinate of the Multidisciplinary Studies Degree description found on pg. 62.

Departmental Minor

Psychology Minor

The Psychology minor requires 18 credit hours in psychology, including PSY 1113 General Psychology, and at least nine credit hours of upper-division courses in psychology. These courses should be chosen in consultation with a faculty advisor in the Department of Psychology & Counseling.

Quantitative Research Minor

A minimum of 18 credit hours is required to complete a minor in quantitative research, and must include the following courses:

Course Number	Course Title	Credit Hours
STAT 3143	Statistical Methods	3
PSY 3153	Research Design	3
STAT 3243	Computer-Packaged Statistics	3
Choose nine hours of the following:		
PSY 3183	Psychological Testing	3
ENGL 3113	Grant Writing for Non-Profits	3
MATH 3143	Probability and Statistics I	3
PSY 3161	Senior Thesis	1
PSY 4391-3	Research Practicum in Psychology*	1-3
PSY 4391-3	Internal Practicum in Psychology*	1-3
PSY 4391-3	External Practicum in Psychology*	1-3
PSY 4371-4	Special Studies in Psychology *	1-4
PSY 4381-3	Directed Study in Psychology *	1-3

*With approval of a psychology faculty member

School of Theology and Ministry

School Full-Time Faculty

James Fitzgerald, Ph.D., Associate Professor/Chair (Fall 2017)
B.A., Olivet Nazarene University
M. Div., Nazarene Theological Seminary
Ph.D., Vanderbilt University

Alison Hawanchak, Ph.D., Assistant Professor (Fall 2022)
B.S., University of New England
M.Div., Asbury Theological Seminary
Ph.D., Asbury Theological Seminary

Steve Johnson, Ph.D., Associate Professor (Fall 2022)
B.S., Southern Nazarene University
M.Div., Nazarene Theological Seminary
Ph.D., Nazarene Theological College

Courtney Turner, M.Div., Assistant Professor (Spring 2021)
B.A., Point Loma Nazarene University
M.Div., Nazarene Theological Seminary
Ph.D. (in progress), Fuller Theological Seminary

School Mission

The mission of the School of Theology and Ministry, in obedience to the Great Commission, is to inspire and equip people for responsible Christian leadership in the Wesleyan holiness tradition.

Learning Outcomes

The School of Theology and Ministry Overall Division Outcomes are as follows:

- Demonstrate an integrated knowledge of biblical studies, theology, philosophy, and church history within the Wesleyan-Holiness tradition (Theological Coherence)
- Develop practical skills for Christian leadership and discipleship (Ministry Skills)
- Demonstrate a commitment to Christian faith, life, and ethics in both their personal and communal dimensions (Christian Formation)
- Demonstrate the ability to engage in intercultural relationships and contexts responsibly (Intercultural Responsiveness)

School Majors for B.A. Degrees

A B.A. degree program is the normal pattern of ministry preparation for students intending to serve as pastors, evangelists, missionaries, and theological educators. Pre-seminary students are strongly urged to follow one of the B.A. degree patterns.

All B.A. degree programs in the School of Theology and Ministry (except Multi-disciplinary Majors) require 9 credit hours of Biblical Languages (Introduction to Biblical Languages, plus 6 additional hours in Greek and/or Hebrew).

Pastoral Ministry (BA)

The Pastoral Ministry major for the B.A. degree is certified by the Church of the Nazarene as meeting all requirements of the Ministerial Course of Study for the Elder Track.

Learning Outcomes

Pastoral Ministry majors will:

1. Demonstrate an integrated knowledge of biblical studies, theology, philosophy, and church history within the Wesleyan-Holiness tradition (Theological Coherence)
2. Develop practical skills for Christian leadership and discipleship (Ministry Skills)
3. Demonstrate a commitment to Christian faith, life, and ethics in both their personal and communal dimensions (Christian Formation)
4. Demonstrate the ability to engage in intercultural relationships and contexts responsibly (Intercultural Responsiveness)

Course Number	Course Title	Credit Hours
Biblical Languages		
B LT 1223	Introduction to Biblical Languages	3
Six credits from the following:		6
GK 1113	Beginning Greek I	
GK 1213	Beginning Greek II	
HB 4313	Introduction to Biblical Hebrew I	
HB 4323	Introduction to Biblical Hebrew II	
Biblical Literature Core Courses		
Second Gen Ed Course (B LT 2013 or B LT 2023)		3
B LT 2163	Methods in Biblical Study	3
Choose one Old Testament exegesis elective course from the following:		3
BLT 3113	Pentateuchal Narrative	
BLT 3123	Historical Books: The Former Prophets	
BLT 4123	Eighth and Seventh Century Prophets	
BLT 4213	Poetic and Wisdom Literature	
Choose on New Testament exegesis elective course from the following:		3
BLT 3243	Matthew and Mark	
BLT 3253	Pauline Epistles	
BLT 4173	Johannine Literature	
BLT 4193	General Epistles and Revelation	
BLT 4273	Luke-Acts	
Church History Core Courses		
C HS 3113	Introduction to Church History	3
C HS 4303	Special Topics in Church History	3
*C HS 2113	History & Polity of Nazarene Church	3
Mission Core Course		
MISS 2113	Introduction to Christian Missions	3
Philosophy Core Course		
PHIL 2113	Philosophy for Theological Studies	3
Practical Theology Core Courses		
PRTH 1113	Introduction to Ministry	3
PRTH 3113	Fundamentals of Preaching	3

PRTH 3222	Survey of Worship	2
PRTH 3323	Evangelism and Discipleship	3
PRTH 4163	Pastoral Leadership and Team Building	3
PRTH 1381/2381/ 3381/4381	Ministry Experience or Ministry Intensive	4
PRTH 4143	Pastoral Care and Counseling	3
PRTH 4122	Church Administration	2
Theology Core Courses		
THEO 3003	Biblical Theology	3
THEO 3133	Doctrine of Holiness	3
THEO 4111	Senior Colloquium	1
THEO 4133	Systematic Theology I	3
THEO 4143	Systematic Theology II	3
Pastoral Ministry Major for B.A. Degree Credit Hours		**72**

* Students not considering ministry in the Church of the Nazarene can take an alternative elective.

Note: a student also has the option to pursue studies in Pastoral Ministry as a Multidisciplinary Degree (see the Multidisciplinary Studies Degree description found on pg. 62) in consultation with appropriate department chairs and the VPAA for Undergraduate Studies.

Missions (BA)

Learning Outcomes

Missions major outcomes are as follows:

- Mobilizing-Graduates will demonstrate skills in mobilizing or managing believers for the task of fulfilling the Great Commission
- Cross-Cultural Skills-Graduates will demonstrate skills for working and communicating in another culture or in a multi-cultural context
- Problem Solving-Graduates will demonstrate skills in devising solutions for the problems facing the contemporary global mission enterprise

Course Number	**Course Title**	**Credit Hours**
Biblical Languages		
B LT 1223	Introduction to Biblical Languages	3
Six credits from the following:		6
GK 1113	Beginning Greek I	
GK 1213	Beginning Greek II	
HB 4313	Introduction to Biblical Hebrew I	
HB 4323	Introduction to Biblical Hebrew II	
Biblical Literature Core Courses		
Second Gen Ed Course (B LT 2013 or B LT 2023)		3
B LT 2163	Methods in Biblical Study	3
Choose one Old Testament exegesis elective course from the following:		3
B LT 3113	Pentateuchal Narratives	
B LT 3123	Historical Books: The Former Prophets	
B LT 4123	Eighth and Seventh Century Prophets	
B LT 4213	Poetic and Wisdom Literature	

Choose New Testament exegesis elective course from the following:		3
B LT 3243	Matthew and Mark	
B LT 3253	Pauline Epistles	
B LT 4173	Johannine Literature	
B LT 4193	General Epistles and Revelation	
B LT 4273	Luke-Acts	
Church History Core Courses		
C HS 3113	Introduction to Church History	3
C HS 4303	Special Topics in Church History	3
Missions Core Courses		
MISS 2113	Introduction to Christian Missions	3
MISS 2133	Nazarene Missions	3
MISS 2183	Introduction to Cultural Anthropology	3
MISS 4163	Theology of Christian Missions	3
MISS XXX3	Missions elective	3
MISS XXX3	Missions elective	3
MISS XXX3	Missions elective	3
Philosophy Core Course		
PHIL 2113	Philosophy for Theological Studies	3
Practical Theology Core Courses		
PRTH 1113	Introduction to Ministry	3
Theology Core Courses		
THEO 3003	Biblical Theology	3
THEO 3133	Doctrine of Holiness	3
THEO 4111	Senior Colloquium	1
THEO 4133	Systematic Theology I	3
THEO 4143	Systematic Theology II	3
Missions Major Credit Hours		**67**

Theology (BA/BS)

Learning Outcomes

Theology major outcomes are as follows:

- Graduate School Preparation-Graduates will be educationally prepared for standard prerequisites of theological and/or professional graduate programs
- Writing Skills-Graduates can show abilities to manage and write graduate level research papers
- Critical Thinking-Graduates will demonstrate critical thinking skills for issues relevant to theological education
- Method and Subject-Graduates will understand the method and subject matter of Theology

Course Number	Course Title	Credit Hours
Biblical Languages		
B LT 1223	Introduction to Biblical Languages	3
Six credits from the following:		6
GK 1113	Beginning Greek I	
GK 1213	Beginning Greek II	
HB 4313	Introduction to Biblical Hebrew I	
HB 4323	Introduction to Biblical Hebrew II	

Biblical Literature Core Courses		
Second Gen Ed Course (B LT 2013 or B LT 2023)		3
B LT 2163	Methods in Biblical Study	3
Choose one Old Testament exegesis elective course from the following:		3
B LT 3113	Pentateuchal Narratives	
B LT 3123	Historical Books: The Former Prophets	
B LT 4123	Eighth and Seventh Century Prophets	
B LT 4213	Poetic and Wisdom Literature	
Choose one New Testament exegesis elective course from the following:		3
B LT 3243	Matthew and Mark	
B LT 3253	Pauline Epistles	
B LT 4173	Johannine Literature	
B LT 4193	General Epistles and Revelation	
B LT 4273	Luke-Acts	
Church History Core Courses		
C HS 3113	Introduction to Church History	3
C HS 4303	Special Topic in Church History	3
Philosophy Core Course		
PHIL 2113	Philosophy for Theological Studies	3
Practical Theology Core Courses		
PRTH 1113	Introduction to Ministry	3
Theology Core Courses		
THEO 3003	Biblical Theology	3
THEO 3133	Doctrine of Holiness	3
THEO 4111	Senior Colloquium	1
THEO 4133	Systematic Theology I	3
THEO 4143	Systematic Theology II	3
Theology Major Credit Hours		**46**

School Majors for B.S. Degrees

The B.S. in Theology is designed for students who choose this option over the B.A. in Theology concentration. For the B.S. degree, only 3 hours of languages are required – BLT 1223 Introduction to Biblical Languages.

Pastoral Ministry (BA/BS)

See the course requirements listed under the School Majors for B.A. Degree. For the B.S. degree, only 3 hours of language credit hours are required – B LT 1223 Introduction to Biblical Languages. The Pastoral Ministry major for the B.S. degree is certified by the Church of the Nazarene as meeting all requirements of the Ministerial Course of Study for the Elder Track.

Youth Ministry (BS)

Learning Outcomes

Youth Ministry major outcomes are as follows:

- Understanding and Leadership-Graduates will demonstrate an understanding of contemporary youth culture, as well as the skills necessary to lead youth groups
- Passion for Preparation-Graduates will cultivate a love and passion for motivating youth toward Christlike lives, with the intent of preparing youth for present and future leadership roles in the church

- Group Formation and Identity-Graduates will possess the communication and leadership skills necessary for developing viable youth outreach and discipleship ministries within a congregational setting, in harmony with the overall vision of the church

Course Number	Course Title	Credit Hours
Biblical Languages		
B LT 1223	Introduction to Biblical Languages	3
Biblical Literature Core Courses		
Second Gen Ed Course (B LT 2013 or B LT 2023)		3
B LT 2163	Methods in Biblical Study	3
Choose one Old Testament exegesis elective course from the following:		3
B LT 3113	Pentateuchal Narratives	
B LT 3123	Historical Books: The Former Prophets	
B LT 4123	Eighth and Seventh Century Prophets	
B LT 4213	Poetic and Wisdom Literature	
Choose one New Testament exegesis elective course from the following:		3
B LT 3243	Matthew and Mark	
B LT 3253	Pauline Epistles	
B LT 4173	Johannine Literature	
B LT 4193	General Epistles and Revelation	
B LT 4273	Luke-Acts	
Church History Core Courses		
C HS 3113	Introduction to Church History	3
C HS 4303	Special Topics in Church History	3
Philosophy Core Course		
PHIL 2113	Philosophy for Theological Studies	3
Practical Theology Core Courses		
PRTH 1113	Introduction to Ministry	3
PRTH 3323	Evangelism and Discipleship	3
PRTH 1381/2381/ 3381/4381	Ministry Experience or Ministry Intensive	4
Theology Core Courses		
THEO 3003	Biblical Theology	3
THEO 3133	Doctrine of Holiness	3
THEO 4111	Senior Colloquium	1
THEO 4133	Systematic Theology I	3
THEO 4143	Systematic Theology II	3
Youth Ministry Core Courses		
C ED 2173	Developmental Psychology Across the Lifespan	3
C ED 3193	Family Ministry in the Local Church	3
C ED 4123	Lifespan Ministries	3
C ED 4133	Survey of Youth Ministry	3
Electives		
Choose 9 credits from the following courses:		9
C ED 4153	Multiple Staff Ministry	
C ED 4173	Crisis Ministry: Advocacy and Intervention	
PRTH 3153	Ministry in a Multi-Cultural Context	

PRTH 4163	Pastoral Leadership and Team Building	
Youth Ministry Major Credit Hours		**68**

School Multidisciplinary Majors

Multidisciplinary Studies Degree in Theology and Other Area(s) (BA/BS)

To pursue this option, a student develops a program of at least 60 credit hours in courses related to a declared life objective and selected from more than one specified discipline. Note that the Multidisciplinary Studies Degree in Theology and another area is a subordinate of the Multidisciplinary Studies Degree description found on pg. 64.

A multidisciplinary major with Theology as the chief component requires the following courses:

Course Number	Course Title	Credit Hours
PRTH 1113	Introduction to Ministry	3
B LT 3XXX/4XXX	Upper division Old Testament exegesis course	3
B LT 3XXX/4XXX	Upper division New Testament exegesis course	3
THEO 3003	Biblical Theology	3
THEO 3133	Doctrine of Holiness	3
PHIL 3XXX/4XXX	Upper division philosophy	3
PHIL 2113	Philosophy for Theological Studies	3
THEO 4111	Senior Colloquium	1
Foreign or ancient language		6
Choose two of the following		
C HS 3113	Introduction to Church History	3
C HS 4303	Special Topics in Church History	3
THEO 3003	Biblical Theology	3

In addition to the above specified courses, the student must complete a minimum of 20 credit hours in a second designated academic area at SNU and have a total program concentration of no less than 60 credit hours.

School Minors

Seven options are available to students wishing to pursue a minor in one of the Theology and Ministry areas. Each option requires completion of a minimum of 18-21 credit hours.

Biblical Languages Minor

Eighteen credit hours in either Greek (GK) or Hebrew (HB) or a combination of both languages.

Children's Ministry Minor

Course Number	Course Title	Credit Hours
C ED 2173	Developmental Psychology Across the Lifespan	3
C ED 3173	Survey of Children's Ministry	3
C ED 4123	Lifespan Ministries	3
C ED 4153	Multiple Staff Ministry	3
B LT 2013 or BLT 2023	Second General Education (either OTL&L or NTL&L)	3
Choose two of the following recommended options		
C ED 3193	Family Ministry in the Local Church	3
PRTH 1113	Introduction to Ministry	3

PRTH 3163	Formation Ministries in the Local Church	3
Children's Ministry Minor Credit Hours		**21**

Cross-Cultural Ministry Minor

Eighteen credit hours in Missions (MISS) or missions-related courses. Nine credit hours must be upper division courses which may be taken in the School of Theology and Ministry or in an approved cross cultural, study-abroad program.

Philosophy Minor

A philosophy minor requires 15 credit hours of philosophy (PHIL) courses selected in consultation with the professor of philosophy and/or the chair of the School of Theology and Ministry.

Theology Minor

Course Number	Course Title	Credit Hours
THEO 3113	Old Testament Theology	3
THEO 3123	New Testament Theology	3
THEO 3133	Doctrine of Holiness	3
PRTH 1113	Introduction to Ministry	3
Six credit hours of upper-division School of Theology and Ministry electives		6
Theology Minor Credit Hours		**18**

Urban Ministry Minor

Course Number	Course Title	Credit Hours
C ED 3153	Christian Education in a Multi-Cultural Context	3
PRTH 3163	Formation Ministries in the Local Church	3
C ED 4173	Crisis Ministry: Advocacy & Intervention	3
Choose four of the following recommended options		
SOC 4383	Social Stratification	3
PSY 4103	Abnormal Psychology	3
PSY 4213	Principles of Counseling	3
PRTH 1113	Introduction to Ministry	3
MISS 4213	Communication in Conflict Management	3
Urban Ministry Minor Credit Hours		**21**

* These elective credit hours may be taken in the School of Theology and Ministry or in an approved study-abroad, urban studies program.

Youth Ministry Minor

Course Number	Course Title	Credit Hours
C ED 2173	Developmental Psychology Across the Lifespan	3
C ED 4133	Survey of Youth Ministry	3
C ED 4153	Multiple Staff Ministry	3
B LT 2013 or BLT 2023	Second General Education (either OTL&L or NTL&L)	3
Choose three of the following recommended options		9
PRTH 3163	Formation Ministries in the Local Church	
C ED 3193	Family Ministry in the Local Church	
C ED 4123	Life Span Ministries	

C ED 3153	Christian Education in a Multi-Cultural Context	
PRTH 4163	Pastoral Leadership and Team Building	
C ED 4173	Crisis Ministry: Advocacy & Intervention	
Youth Ministry Minor Credit Hours		**21**

Other Minors and Programs

Pre-Professional Programs

SNU offers the basic science, social science, English, and mathematics coursework to assist the student with entry into professional schools of engineering, medicine, pharmacy, and other professions requiring these skills. The following programs are intended as a guide for selecting pre-professional courses. The courses suggested in these curricula can usually be completed in two to three years, but it may be advisable for students to complete a full four-year degree program in the liberal arts before entering a professional school. It is essential that the student identify the particular professional school of interest as early as possible so that appropriate and required electives be selected for entrance to that institution. The student's advisor will assist in planning the course of study to this end.

Allied Health

Allied health fields include cytotechnology, nutritional sciences, dental hygiene, medical technology, nuclear medicine, occupational therapy, physical therapy, physicians associate, radiation therapy, radiography, sonography, etc. Preparation for most of the baccalaureate degrees in the allied health professions are organized as 2 + 2 programs: the sciences and general education courses are available at any college or university. The final two years consist of clinical/professional courses available only at a few professional schools. Admission to the professional program is often highly selective. The student should work closely with a science advisor in planning an academic program.

A planning chart describing the arts and sciences courses students would take at SNU to meet admission requirements for the Oklahoma University Health Sciences Center (OUHSC) programs in Oklahoma City is available either in the Department of Biology or the School of Kinesiology. Requirements at other universities may differ somewhat and students are advised to obtain current bulletins for the programs to which they might wish to transfer.

Another option for students with an allied health interest is to graduate from SNU before gaining admission to a professional program. A major in pre-athletic training or exercise science from the SNU School of Kinesiology or from the SNU Department of Biology could be a positive factor in gaining admission to nutritional sciences, physical therapy, or occupational therapy. There is a trend for physical therapy programs to require B.S. degrees for admission.

Pre-Law (See Departments of History, Politics, and Law or English for detailed information)

Pre-Health

The Pre-Health program prepares students to pursue professional degrees in Medicine (M.D.), Osteopathy (D.O.), Physician Assistant (P.A.), Dentistry (D.D.S.), Podiatry (D.P.M.), Optometry (O.D.), or Veterinary Medicine (D.V.M.)

Due to a strong tradition of rigorous preparation spanning several decades, students from SNU have repeatedly gained admission to the following medical schools among many others: University of Oklahoma (OKC and Tulsa M.D.), Oklahoma State University (Tulsa-D.O.), University of Kansas, University of Missouri-Kansas City, University of Texas, Baylor, and the University of Arkansas. Medical school admission is competitive and effective preparation is necessary to obtain admission. In order of importance for admission are: 1) Medical College Admission Test (MCAT) scores; 2) Grades; and 3) Extracurricular achievements which contribute to gaining and succeeding in a medical school admissions interview.

At SNU, the biology-chemistry major is the recommended program of study for those interested in pursuing medical school. The biology-chemistry major is specifically designed to include the content areas most needed to effectively prepare for the MCAT and subsequent medical school study. In addition to mastery of content in the biology-chemistry program content areas, knowledge of psychology and sociology, along with excellent reading and writing skills are necessary. Similar to in-person Mini—Pre-Professional Medical Interviews (MMIs), the CASPer is a written situational judgment exam required for admission to various medical career programs (M.D., D.O., P.A., D.V.M.) and learning content in composition, psychology, sociology, and ethics courses helps to develop the skills needed for self-reflective and socially responsible, clearly communicated answers. In the spring semester of their junior year, students should take the MCAT with at least one semester of intensive review prior to taking the exam and practice interviewing with the Pre-Health Committee as preparation for medical school interviews. Working closely with SNU science faculty advisors and SNU pre-health Committee is imperative to quality medical school preparation.

Courses required in the biology-chemistry major are also good preparation for similar admissions exams, such as the D.A.T. for dentistry, the P.C.A.T. for Pharmacy, and the O.A.T. for Optometry. Strong development of vocabulary and reading skill through General Education coursework and a good foundation in introductory calculus, algebra, trigonometry, and statistics helps in preparing for the G.R.E., which is required for admission to P.A. and D.V.M. programs.

Pre-Pharmacy

Most SNU pre-pharmacy students seek a full bachelor's degree in chemistry of biology-chemistry before pursuing a Pharm.D. degree at another university. SNU graduates have obtained admission into PharmD. Programs at the University of Oklahoma Health Sciences Center, University of Washington, University of Texas at Tyler, and Southwestern Oklahoma State University, among others. Alternatively, the prerequisite courses for the three-year Pharm. D. degree programs may be taken at SNU in two years as part of a 2 + 3 year plan, including prerequisites needed to prepare for the Pharmacy College Admissions Test (PCAT).

Below is a typical course sequence for pre-pharmacy students for the first two years.

Course Number	Course Title	Credit Hours
Freshman First Semester		
CHEM 1124	General Chemistry I	4
BIO 1324	Cells & Systems	4
ENGL 1113	Composition I	3
MATH 2324	Calculus I	4
HP 1533	The Modern World, 1500-present	3
Total Semester Credit Hours		*18*
Freshman Second Semester		
CHEM 1224	General Chemistry II	4
BIOL 2124	Microbiology	4
ENGL 1213	Composition II	3
SP C 1133	Intro to Speech Communication	3
STAT 3134	Statistical Methods	3
Total Semester Credit Hours		*17*
Sophomore First Semester		

CHEM 3114	Organic Chemistry I	5
PHYS 1114	General Physics I	4
BIOL 2224	Human Anatomy	4
Choose one of the following		
PSY 1114	General Psychology	3
SOC 1113	Introduction to Sociology	3
Total Semester Credit Hours		
		16

Sophomore Second Semester

CHEM 3125	Organic Chemistry II	5
PHYS 1214	General Physics II	4
BIOL 2234	Human Physiology	4
FA 2123	Introductions to Fine Arts	3
Total Semester Credit Hours		*16*

Equine Studies Minor

Students completing 18 credit hours of the following courses can earn a minor in Equine Studies. This minor can be combined with any major offered at SNU.

Course Number	Course Title	Credit Hours
PEG 1301 or 1311	Elementary Horsemanship I or II	1
EQST 2112	Advanced Horsemanship II	2
EQST 2123	Introduction to Equine Studies	3
EQST 3112	Equine Anatomy	2
EQST 3212	Equine Physiology	2
EQST 3133	Introduction to Equine Reproduction	3
EQST 3312	Equine Nutrition	3
EQST 3313	Equine Facilities Management	3

Chapter 9 – Professional Studies

Professional Studies programs reside within the College of Professional and Graduate Studies (PGS) and are under the supervision of the PGS Vice President of Academic Affairs. Implementation is the responsibility of the Professional Studies faculty and supporting programs. All policies and curricula are monitored and approved by the SNU Professional Studies Council and SNU faculty.

About Professional Studies

Mission and History

The mission of Professional Studies (PS) is to provide professionals access to higher educational opportunities in order that they may be empowered to develop intellectually, emotionally, and spiritually. Organized in 1985, Professional Studies administers these academic programs:

- Business Administration (BS)
- Cybersecurity (BS)
- Criminal Justice (BS)
- Education (BA)
- Family Studies and Gerontology (BS)
- General Studies (AA and BS)
- Healthcare Administration (BS)
- Organizational Leadership (BS)
- Physical Therapist Assistant (AS)

Professional Studies administers Prior Learning Assessment in the context of Professional and Technical Training and Prior Learning Experience. Additionally, General Education classes are offered as part of the PS undergraduate degree completion plans and initial credit in preparation to enter degree completion programs. Professional Studies provides professional advisors to support all PS students. While many PS programs are offered online, campus programs are also available on the SNU-Bethany home campus.

Professional Studies Learning Outcomes

- Demonstrate an ability to apply discipline specific knowledge to solve complex problems,
- Demonstrate effective communication by articulating theory and concepts to address professional issues,
- Demonstrate an ability to analyze concepts in global and culturally relevant contexts, and
- Demonstrate the ability to integrate faith and ethics in a professional setting.

Professional Studies Full-time Faculty

Anne Ghost Bear, Ed.D., Professor/Site Director, SNU-Tulsa/Director BAE and CJ Programs (2002)
B.S., East Central University
M.S., Oklahoma State University
Ed.D., Oklahoma State University

Catherine Hutchings-Wedel, Ed.D., Professor/Director, OL and BSBA Programs (1988)
B.A., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Oklahoma State University

Delilah Joiner-Martin, Ed.D., Professor/Director, FSG Program (1981)
B.A., Bethany Nazarene College
M.Ed., Central State University
Ed.D., Oklahoma State University

Loren Martin, D.P.T., Ed.D., Professor/Director, PTA Program (2016)
B.S., Southern Nazarene University
D.P.T., Northwestern University
Ed.D., Southern Nazarene University

Felecia Moriels, M.B.A., Assistant Professor/Director, Professional Studies General Education (2022)
B.A., University of Oklahoma
M.B.A., University of Phoenix
Graduate Study, Walden University
Ed.D. (in progress), Southern Nazarene University

Jeff Slattery, D.B.A., Associate Professor/Director, Cybersecurity (2020)
B.A., Johnson University
M.A. Gordon-Conwell Theological Seminary
M.B.A., Wilmington University
D.B.A., Argosy University

Leah Wooten, D.P.T., Assistant Professor/PTA Clinical Education Director (2023)
B.S., Southwestern Oklahoma State University
D.P.T, The University of Oklahoma Health Sciences Center
Ed.D. (in progress), Southern Nazarene University

Professional and Graduate Studies Administration

Melissa Lewis, D.M.A., Ed.D, Professor, VPAA for Professional and Graduate Studies
B.S., Southern Nazarene University
M.M., University of Cincinnati College-Conservatory of Music
D.M.A., University of Cincinnati College-Conservatory of Music
Ed.D., Southern Nazarene University

Emir Ruiz Esparza, Ed.D, Assistant Professor, Associate VPAA for Professional and Graduate Studies
A.A., Psychology, Central Christian College
B.A., Psychology, Tabor College
M.S., Organizational Leadership, Cairn University
M.Ed., Educational Administration, Columbia International University
Ed.D., Organizational Leadership: Organizational Development, Grand Canyon University

Focus on Christian Community

Our educational mission is fulfilled within Christ-centered community. That community comes from the common pursuit of scholarship. However, our fundamental community arises and exists through our shared commitment to the person and work of Christ. We confess that God has made known through Christ the most significant truth that can be known by humankind—God's nature and purpose. Thus, we are most truly a community when we are

focused upon God's call to live and work in ways that express the life and likeness of Christ. We belong together as learners and teachers because we all first of all belong to Christ.

Community Life Expectations

We value the worth and dignity of all people. SNU strives to be a culturally responsive community where all members of the community are respected, valued, and appreciated. We believe all people are made in the image of God and a diverse community valuing the contributions of every person is essential to SNU and the Kingdom of God. Therefore, abstaining from racism of any kind, discrimination, hate speech, bullying of any kind, or a public disregard for any individual or group is expected. Loving others as ourselves is our goal, so treating all others with value, respect, compassion, cultural humility, and responsiveness is expected.

Diversity Statement

We value the worth and dignity of all people. SNU strives to be a culturally responsive community where all members of the community are respected, valued, and appreciated. We believe all people are made in the image of God and a diverse community valuing the contributions of every person is essential to SNU and the Kingdom of God (Gen 1:27, 9:6; James 3:9). Therefore, abstaining from racism of any kind, discrimination, hate speech, bullying of any kind, or a public disregard for any individual or group is expected. Loving others as ourselves is our goal, so treating all others with value, respect, compassion, cultural humility and responsiveness is expected.

For specific questions or if issues arise, please call 405-491-6600 or email mwinslow@snu.edu for assistance.

Intercultural Learning and Engagement (ILE)

Southern Nazarene University prioritizes an inclusive institutional culture which values diverse representation, equity and justice through social responsibility. This facilitates our collaborative strategic framework rooted in our mission to make Christlike disciples through higher education. The Intercultural Learning and Engagement (ILE) team fulfills the vision for this prioritization of SNU's institutional strategic plan.

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

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

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

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

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

The redesign of these areas to come together under Intercultural Learning and Engagement is a significant restructure, not only for individual care and support of CUGS and PGS students, but also for specific populations to thrive and flourish, and to maximize the effective ways we can serve and foster mutual care and belonging in the classroom and throughout the campus and across the SNU community. While Intercultural Learning and Engagement encompasses the entire campus, specific areas that pertain to ILE include the Center for Student Success, the Center for Global Engagement, the Department for Access and Opportunity Programs, the RENEW Counseling Center and collaboration with PGS for diversity and inclusive excellence for academic programs and student success.

For more information, please contact:

Chief Academic Officer
Southern Nazarene University
Bresee Administration Building, Suite 200
405-491-6600

Disability Services

Disability Services offers the following:

- Accommodations for students with documented disabilities
- Campus-wide education

SNU provides services for all students with disabilities as defined by the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 (ADA). A qualified person with a disability means: “an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and service, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity: (Public Law 101-336, Sec. 201). Students are required to self-identify and to provide documentation of their disability prior to the provision of services.

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

For more information, please contact:

Sylvia Lott
Accommodations Specialist
Southern Nazarene University
Library, Office 333
405-717-6272

RENEW Counseling Center

The RENEW Counseling Center provides help and hope and offers all individuals the opportunity to pursue wholeness, healing, support and growth. RENEW is a comprehensive counseling center open to all undergraduate students, PGS students, employees and the community. We are staffed by over 20 therapists (licensed, candidates, and graduate interns). Staff, prices and extensive hours of availability can be found at https://www.renewcounselingokc.com/ RENEW works with individuals, couples (dating, premarital, and married), families, children, and at times offers specialized groups. Psychological testing is also available, RENEW's staff is uniquely equipped to work with nearly every concern a client might have due to the specialized training of our licensed staff. RENEW is housed in the Imel B Building at 6710 NW 43rd on the north side of campus and has a parking lot and dedicated entrance on the West side of the building. Call (405) 717-6200 or fill out paperwork on the website to initiate an appointment.

For more information, please contact:

Holly Sapp, Executive Director
Renew Counseling Center
Southern Nazarene University
Imel B, 6710 NW 43rd, Bethany, OK 73008
405-717-6200; hsapp@snu.edu

Admissions

To effectively assist professional learners with admission to SNU and to the specialized programs, Professional Studies maintains admissions offices on campus and at SNU Tulsa. Professionals who are interested in one of the programs offered by Professional Studies need to apply using the forms and procedures of the Professional Studies Office of Admissions (www.snu.edu/apply).

Admission to the baccalaureate degree-completion programs at SNU is processed through the Professional Studies admissions office. Learners under the age of 18 will be given admissions consideration on a case-by-case basis by the appropriate Program Director and the VPAA for PGS.

To enter the upper division core of these programs, the applicant must have previously completed 48 transferable credit hours. Generally, applicants for all upper division cores of the programs have a minimum of two years of significant full-time work experience beyond high school.

Full Admission for Freshman

If the learner has no college experience, an official high school transcript is required. Full admission is granted once the official high school transcript is received.

Transfer Admission

Transfer Full Admission

Official Transcripts must be received from all regionally accredited schools before a learner can be fully admitted. The learner must have a GPA of 2.0 or above. For freshman, an official high school transcript has to be received before admission. If more than two years has passed since the learner's last collegiate-level academic work, enrollment in GS 1133 Skills and Success is required.

Transfer Conditional Admission:

Official transcripts must be received from all regionally accredited schools attended before the learner can be fully admitted. Learners with a GPA below 2.0 will be required to sign a form indicating understanding a 2.0 GPA is required for degree conferral. In addition, learners entering with less than a 2.0 GPA or those with two or more failed courses in their last academic semester are required to enroll in GS 1133 Skills and Success.

Transfer Provisional Admission:

Learners admitted with at least one unofficial transcript will be considered provisionally admitted. The learner has until the beginning of their second term to submit an official transcript or they will be withdrawn until the transcript is received.

Transfer Nondegree-Seeking Admission

The learner who plans to complete six or fewer credit hours at SNU may be admitted as a nondegree-seeking candidate. Credit hours earned as a nondegree candidate may not be used toward a degree at SNU until the learner has met all requirements for full admission.

Re-Entry Admission

Learners returning to SNU within one year of their last attendance work directly with their advisor to return. If return is outside the one-year time limit, the learner must reapply; no transcript resubmission is necessary. If return is outside of 7 years, all transcripts must be re-submitted. If the learner is returning after attending another university since attending SNU, that transcript is required for readmission.

A dismissed learner may apply for readmission after one year upon demonstrating an improvement in motivation or preparation for undergraduate work. A dismissed learner's application for readmission will be referred to the appropriate program director for review. If a learner leaves the institution for a term or more, the learner returns at the same standing. Learners who leave SNU will re-enter under the academic program / curriculum in effect at the time of re-entry.

International Student Admission

Southern Nazarene University is glad to welcome international learners on the Bethany home campus and Tulsa satellite campus for face-to-face programs. International learners need to pay careful attention to remain in compliance with all federal regulations. In all situations, international learners should work closely with SNU's Designated School Officer (DSO).

The I-20 is an essential pre-condition to apply for a student visa at a U.S. Embassy. As part of SNU's admissions process, an international learner must provide the following documents to the DSO in order for an I-20 to be processed:

- Application
- A color copy of the Passport

- Transcripts and evaluation (If transcripts are from a non-English speaking college or university, then a SPANTRAN or a WES evaluation will be required in addition to the official transcript)
- TOEFL/IELTS test scores
- A signed Statement of Understanding (provided by SNU)
- Certificate of Financial Resources (CFR, provided by SNU) and financial documents that show the amount that is due on the CFR.
- $200 international student processing fee
- All documentation must be submitted directly to international@snu.edu.

Minimum TOEFL/IELTS test scores are determined by individual programs. Please check with an enrollment counselor or program advisor for specific TOEFL/IELTS admissions criteria.

- International student actions or negligence can cancel or terminate an I-20. For the following list, "Cancelled" indicates no negative effect on student VISA; "Terminated" indicates a negative effect on student VISA. Please take careful note of the following:
- Students who have an I-20 and do not get VISA approved - **Cancelled**
- Students who have an I-20 and whose programs are cancelled before they arrive in the US – Cancelled (Note: These can be adjusted if enough time is given)
- Students who don't maintain full-time enrollment - **Terminated**
- Students who don't maintain a minimum of 2.0 GPA or "normal progression throughout program" - **Terminated**
- Students who cannot manage financially (living expenses and tuition) - **Terminated**
- Students who obtain employment off campus (students are only allowed on-campus employment and must work with the DSO regardless; whether they have a social security number or not) - **Terminated**
- Students who violate policies of the University - **Terminated**
- Students who pose a security threat on and off campus - **Terminated**
- Students who are absent from the US for a period of 5 months or greater - **Terminated**

While studying in the United States at SNU:

- Learners are required to attend face-to-face instructions at all times. The Zoom or online option is **only** available to students who may face temporarily illness or a short-term extenuating circumstance. In all cases, international learners should notify and provide an explanation to the DSO anytime they are absent from a face-to-face class.
- Learners must be verified at the beginning of each term based upon classroom recorded attendance.
- Any changes in a learner's address, attendance, enrollment, cohorts, and program of study (changing from MBA to MSM, etc.) must be reported to the DSO. These changes may require an update in the Student and Exchange Visitor Information System (SEVIS) interface that monitors the learner's VISA.
- Learners nearing the completion of their program and who have Lifelong Learning Papers (LLP in their Personal and Professional Development course – generally the second or third course in degree completion) not submitted or who may have to repeat a class need to be reported to the DSO. This may require updates on the SEVIS interface.
- Learners who struggle financially with living and tuition costs should notify the DSO.
- Learners who are eligible for CPT (Curricular Practical Training) are only learners whose program requires working internships, or practicums. A learner must contact the DSO for CPT.

After program completion:

- A learner nearing the completion of their program may apply for OPT (Optional Practical Training). This is an application for approval to work in the US upon completion of a program. A learner must contact the DSO for information regarding this program.

- A learner wanting to continue education (without OPT) and pursue a master's degree or a doctorate degree cannot begin the higher level of education without completing the lower level. There must be no overlap in educational programs.
- Learners wanting to continue with a higher level of education are required to contact the DSO within 60 days of the completion of their program or before their program ends. These changes require additional documents from a learner and must be reported in the SEVIS interface.
- Learners are required to leave the US within 60 days of completion of their educational program or their OPT; or be accepted to a higher level of education program. If this time passes without action of the learner, then the learner will be in violation of the VISA program and are subject to deportation.

More information is available for international learners at the Study in the States website:
https://studyinthestates.dhs.gov/

Additional information about SNU Admissions for international learners may also be found at:
http://snu.edu/international-admissions/

International learners contact:

Krista Cowan
Designated School Officer (DSO), Registrar's Office
Southern Nazarene University
6729 NW 39th Expressway
Bethany, OK 73008
Phone: 405-491-6386 / Email: international@snu.edu / Fax: 405-717-6270

Further inquiry can be made with Dr. Chuck Chitwood, University Registrar and Principal Designated School Official (PDSO), at cchitwoo@snu.edu, and/or Taryn McCann, DSO, at tmccann@snu.edu.

Veteran/Military Service Member Admission

Veterans and Military Service Members are required to meet the University's traditional or adult program admissions requirements. Copies of official United States military records detailing educational achievements during service must be evaluated using The Guide to the Evaluation of Educational Experience in the Armed Forces issued by the American Council on Education (ACE). The University will accept ACE recommended credits up to the number of Elective and/or General Education credit hours each Veteran needs to fulfill graduation requirements. Credit hours listed on regionally accredited official transcripts will be accepted pursuant to the University's transfer acceptance policies. Military training that is not recommended by ACE must be petitioned for potential credit through the Professional Studies Prior Learning Assessment program during the Veterans'/ Military Service Members' SNU tenure.

SNU is compliant with PL 115-407 The Veterans Benefits and Transition Act of 2018 Section 103 and does not penalize the VA beneficiary for delayed payment by the VA. This includes policies that prevent enrolling, assess a late penalty fee, require securing alternative or additional funding, deny access to any school resources, classes, libraries, or other institutional facilities that are available to other learners that have paid.

Any veteran-military affiliated student interested in participating in a SNU sponsored study abroad program, should visit with the VETS Center's School Certifying Officials first prior to participating in a study abroad program. VA education benefits may be impacted by an eligible benefit user participating in an optional study abroad program.

Any veteran-military affiliated student interested in participating in a SNU sponsored study abroad program, should visit with the VETS Center's School Certifying Officials first prior to participating in a study abroad program. VA education benefits may be impacted by an eligible benefit user participating in an optional study abroad program.

Veterans and/or children of Veterans should contact the VETS Center on campus for assistance at 405-491-8295 or 405-717-6299.

Academic Advising

Academic advisors and faculty provide the following services to learners in Professional Studies:

- initial assessment and evaluation
- academic advising
- prior learning assessment
- portfolio development
- academic support

Registration Policies

- Transcripts are evaluated and each learner is assigned to an advisor to assist in the academic program planning
- Financial Arrangements are made through Financial Aid and Business and Finance
- Learner agrees to the terms of enrollment, policies, and financial agreements by signing and submitting the Registration Checklist.

Prior Learning Assessment

SNU offers professional learners the opportunity to petition for college credit hours through prior learning assessment (PLA). The assessment of learning follows guidelines provided by the Council for Adult and Experiential Learning (CAEL).

Forms of Credit Recognized

SNU will award credit based on the following measures of noncollegiate learning:

- proficiency exams (CLEP, DANTES and departmental challenge exams)
- formal noncollegiate coursework for which credit recommendations have been established by New York Regents National PONSI and ACE/PONSI
- military educational experiences recommended for credit by ACE
- and individualized assessment of prior learning.

The number of credit hours earned through these methods is limited depending on the degree choice.

Methods of Individualized Assessment of Prior Learning

Individualized assessment requires the development of a portfolio of learning experiences (collegiate and noncollegiate). All learners who wish to petition for credit are required to work with a Professional Studies academic advisor to receive instruction and advice on how to develop a portfolio.

Credit may be awarded through the following:

Professional/Technical Training - Learners supply documentation of training and articulate the learning. This documentation and articulation are reviewed and evaluated by SNU faculty for the possible awarding of college credit.

Prior Learning Experiences - Learners write reports in a prescribed format detailing the learning acquired through various noncollegiate learning experiences. These reports, which must include documentation, are reviewed and evaluated by SNU faculty for the possible awarding of college credit.

Educational Development in Arts and Sciences, and Technology - Prior learning assessment in Professional Studies includes the evaluation of regionally accredited, two-year college coursework that exceeds SNU's limitation of 62 credit hours. A learner may petition for these additional credit hours and learning to be evaluated through the portfolio process. All evaluation will follow SNU's prescribed format and procedures for prior learning evaluation. Credit hours accepted through educational development will be for electives only.

Note: Submission of prior learning for evaluation is not a guarantee of credit. If credit hours are not awarded through the prior learning process, learners must fulfill academic requirements and needs through other means such as classes and CLEPs.

Limitations on Credit Awarded for an Associate's Degree

All Associate's learners can earn up to fifteen (15) credit hours earned through individualized prior learning assessment. A maximum total of twenty-four (24) credit hours can be earned through a combination of Professional/Technical Training, CLEP, and advanced standing. Prior learning assessment credit is limited to college learning that applies to General Education and elective courses at the undergraduate level.

For the Associate's degree-seeking learner, Professional/Technical Training can be petitioned for credit after earning at least thirty (30) credit hours of standard transcripted coursework, of which at least six (6) credit hours have been completed at Southern Nazarene University in fulfillment of an Associate's degree. All materials for prior learning assessment must be submitted to the appropriate advisor no later than forty-eight (48) credit hours into the Associate's degree program.

Limitations on Credit Awarded for a Bachelor's Degree

All Bachelor's learners can earn up to thirty (30) credit hours earned through individualized prior learning assessment. A maximum total of forty-five (45) credit hours can be earned through a combination of prior learning assessment, CLEP, and advanced standing. Prior learning assessment credit is limited to college learning that applies to General Education and elective courses at the undergraduate level.

For the Bachelor's degree-seeking learner, Professional/Technical Training, Prior Learning Experience, and Educational Development can be petitioned for credit after six (6) credit hours have been completed at Southern Nazarene University and as required by the Bachelor's degree completion program sequence. Petitions must be submitted to the appropriate advisor no later than twenty-four (24) credit hours into the Bachelor's degree completion program, which is generally 36 – 39 credit hours in length. After this point, other options for earning credit hours, such as classes, CLEPs, etc., must be used.

Academic Policies

Attendance and Makeup Work

Each accelerated course is designed to maximize the learning experience and meet learning outcomes. Thus, the following policies will apply.

Federal attendance guidelines [34 C.F.R. & 668.22(I)(7).10 Effective July 1, 2011] describe a nonexclusive list of activities that may be considered academic attendance:

- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Participating in a study group, group project, or an online discussion about academic matters
- Interacting with an instructor about academic matters

For **asynchronous online** courses - presence, punctuality, and participation are extremely important to the learning environment. These are accomplished through prompt completion and submission of assignments. Missing stated or negotiated deadlines or nonparticipation is treated as an absence from the course. Much of the course content is interactive; thus, timely response is paramount to success. Unless otherwise specified, weekly assignments are to be submitted by midnight on Tuesday of each week.

For **synchronous face-to-face** courses - thoughts, ideas, and contributions of adult learners are crucial to the academic setting and to meaningful learning. Missing more than 15 minutes of any session greatly affects the classroom community and learning environment. At the instructor's discretion, during-class tardiness or departures may result in a potential absence for the entire module. Attendance and participation is necessary and required for all modules of the course. Learners must not assume video conferencing will be available.
In the event of unavoidable circumstances leading to an absence, the following procedures apply:

- The learner contacts the instructor prior to the absence;
- The learner will work directly with the instructor to make arrangements regarding the absence and to confirm that module's makeup assignment;
- The instructor will assign required makeup assignment(s) for the missed class session. Refer to the Late Work Policy on pg. 1942 if applicable;
- At the instructor's discretion, participation and other in-class activity points may be forfeited, however other graded assignments during the missed module may earn points;
- The course grade will be lowered one (1) full letter grade by the instructor unless a makeup assignment is completed;
- Completion of makeup assignment(s) does not remove the recorded absence.

Missing the first two modules of any course results in an administrative drop. If a learner is absent for 25% or more of any course, the learner could be required to repeat the entire course and be charged at the current rate of tuition. The current Withdrawal Policy on pg. 193 should be consulted for additional information.

International Learners

International learners are required to attend face-to-face classroom instruction at all times. Due to Federal regulations, virtual attendance (e.g. through Zoom) is not an approved form of attendance except in rare extenuating circumstances (e.g. sickness). In these events, the international learner should notify the course instructor and the SNU Designated School Officer (international@snu.edu), to clearly explain the extenuating circumstance.

Hospitality for Religious Observance

Southern Nazarene University seeks to be hospitable of religious observance among the learners and learners of our diverse campus community and to be as accommodating as possible. Learners should discuss with their instructor at the beginning of the course forms of religious observance (dress, fasting, specific prayer times) that may affect their full participation in the course.

Learners should also compare the course schedule to their own religious calendar to determine if there will be any in-class days or online weeks in which the learner expects to be absent due to the observance of a religious holiday. Learners must notify the instructor, in writing, of the expected absence no later than within 24 hours after the first scheduled in-class date; or by the end of the first week of an online course.

The instructor will then work with the learner to develop a plan to reschedule any assessments, assignments, or course activities for the planned absence(s). The instructor, at his/her own discretion, will make reasonable accommodations wherever possible, but the learner is expected to make up all work according to an instructor-emailed timetable and plan. Learners should recognize, however, that there may be some course aspects that cannot be rescheduled or accommodated, and it will therefore rest upon the learner to determine whether they wish to remain enrolled in the course or have their grade potentially affected. For example, a group presentation may not be able to be adjusted to another date, especially if it is scheduled for the final course session.

Southern Nazarene University strives to be a place where each learner experiences a sense of belonging and is accommodated, when possible, for religious observances in a collaborative way.

Military Service Members/Veterans

Should a military service member be called to active duty or other military service during a course, the member will be withdrawn effective the last date of attendance. The withdrawal will also be annotated in the VA ONCE system by the University's School Certifying Official, in which the military service member may have to provide proof of deployment to the Department of Veterans Affairs Office to avoid unnecessary charges/debt. The instructor of that course, working with the Program Director, will have the choice of issuing an "Incomplete" grade or the current grade earned in the course.

Any payments from The Department of Veterans Affairs Office received by the University will be processed in the following manner: A determination will be established from the Program Director and approved by the Department Chair if the learner will retain the current grade or if a grade of Incomplete will be given. This determination will be in accordance with the current withdrawal policy and with the best interest of the learner/service member considered. A learner that has been withdrawn due to a military deployment will have the option to retake the course at a later date, and a tuition waiver or grade change will be issued. The tuition waiver allows the learner to retake the course at no-charge. If the learner does not return to retake the course, the current withdrawal policy stands. Upon re-entry to coursework, the military service member should contact his/her advisor, financial aid counselor, and the School Certifying Official if Veterans Education Benefits are being used. The advisor will create a new plan of study and the military service member will be re-admitted to an appropriate course. The financial aid counselor will work with the military service member to advise them of any funding that needed to be returned due to deployment and on future financial aid options available to them upon re-admittance.

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

Grades and Grading Policies

Letter grades are assigned to reflect the quality of work achieved during the semester in which a course was completed. Each letter grade also carries a numerical weight that is used to calculate a grade point average (GPA). A GPA is the quotient obtained by dividing the number of grade points earned by the number of credit hours attempted. The following grades and their associated numerical weights are used to denote the quality of work done in a course:

Grade	Grade points per credit hour
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
P	Pass
W	Withdrawal
I	Incomplete

Drops and Withdrawals Policy

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

***** For a first course in undergraduate degree completion programs and graduate programs that are extended one week to include orientation and course introduction, the timeframes given here are extended one week beyond what is listed in the table.

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

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

Books/Fees: Learners are responsible for book charges if books are not returned in accordance with Tree of Life's book cancellation and return policy. To drop for full refund of fees, the learner must email the advisor, program coordinator, or program director with stated intent to drop prior to the start of Week 1.
An **incomplete grade ("I")** is given when a learner lacks some essential requirements of the course and is only allowed in special cases where learners come to the end of the course and experience illness or an unavoidable

crisis. A grade of "I" must be requested by the learner to the program director in cooperation with the course instructor and must have the approval of the VPAA of PGS. The incomplete form, signed by the learner or verified by email, must be submitted to the Registrar's Office within two weeks of the close of the course. An "I" is not to be given to allow extra time to complete coursework that should have been completed during the length of the course. Incomplete work must be submitted according to the schedule determined by the course instructor and within six months from the last date of the course. Extension of the completion period requires approval by the VPAA of PGS.

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

Late Work Policy

As Professional Studies embraces a posture of professionalism, it is recognized that submitting late work can be counterproductive both in the workplace and in the classroom, especially in accelerated programs. All assignment deadlines conform to Central Standard or Daylight-Saving Time.

Learners are expected to communicate with their instructor(s) about any extenuating circumstances and the potential impact upon assignment submission and/or class attendance. Notification does not automatically result in a waiver of a late penalty.

Late work will incur the following deductions in relation to an assignment's full point value:

- 10% deduction per day for the first four (4) days;
- 50% deduction for day five (5) through seven (7);
- No credit will be awarded after day seven (7), but learners may receive feedback at the instructor's discretion.

Please note: late assignments will not be accepted after the final session of a face-to-face course or the final night of the last online week for an online course unless accommodations have been approved through Disability Services.

Learners with accommodations through Disability Services can be best served by submitting a disability-approved accommodation plan to the instructor(s). Short- and long-term disabilities can impact learning at any time and SNU is committed to providing reasonable accommodations to qualified individuals with disabilities to enable learners to complete learning outcomes equitably with their peers in meeting academic standards and requirements.

Military learners must contact instructors as soon as possible whenever military duties interfere with timely assignment submission. Official military orders or a signed memorandum from the service member's unit commander is required before late work deductions are omitted.

Academic Warning and Suspension

Grade Point Average Requirement

Each learner must meet a cumulative grade point average standard to remain in good academic standing. The grades of F, AW, W, I, or Audit do not count as the successful completion of a course.

Students who fall within the following parameters would be on Academic Notice:

- 0-24 hours 1.75-2.0 Cumulative GPA
- 25-56 hours 1.90-2.15 Cumulative GPA
- 57+ hours 2.00-2.25 Cumulative GPA

A learner on Academic Notice will still be considered in Good Standing with the university.

Academic Warning: Learners will be placed on academic warning if they fail to meet the following cumulative GPA requirements after two consecutive semesters at SNU.

- 0-24 hours with less than 1.75 GPA
- 25-56 hours with less than 1.90 GPA
- 57+ hours with less than 2.00 GPA

Learners not meeting the cumulative GPA requirements (0-56 hours above) for the first time, will be placed on Academic Warning. Learners placed on academic warning will be required to meet with an academic advisor prior to the start of the term to create a plan for support and accountability. Learners will create a plan with the designated staff member and will be required to sign an Academic Engagement Contract to be followed throughout the term. Failure to complete the requirements of the Academic Engagement Contract could result in being placed on Academic Suspension.

Academic Suspension: Any learner who is on a warning status for the term and does not meet the requirements of the Academic Engagement Contract will be reviewed by the Academic Standing Committee and may be placed on Academic Suspension. The learner will be notified of standing, provided expectations for improvement, and given information regarding appealing his/her standing. The learner will become eligible for reinstatement after one full academic term has passed.

Appealing Academic Suspension: A learner who has mitigating circumstances (such as, but not limited to, death of an immediate family member, serious injury or illness of learner or immediate family member may complete the Academic Suspension Appeal form. The appeal must include 1) why the learner failed to meet the requirements of the Academic Engagement Contract and 2) what the learner plans to do differently to improve their academic standing. The appeal and supporting documentation should be received within 10 days of the date of the Academic Suspension notification letter.

An appeal will be reviewed by the appropriate Program Director and the Executive Director of Learner Experience in consultation with the Vice President of Academic Affairs (VPAA) for Professional and Graduate Studies (PGS) and the learner will be notified of the decision.

Reinstatement: Reinstatement after Academic Suspension requires readmission through the VPAA for PGS and completion of an academic recovery plan with a staff member in the Office of Learner Experience. A reinstated learner will be on Academic Warning.

Veterans/Military Service Members: Veterans and military service members, in addition to meeting SNU cumulative GPA standards, must also maintain the minimum standards as outlined by their respective VA/DOD education benefits (i.e., class grade, attendance, and/or cumulative grade point average) to remain eligible for receiving their education benefit funds. Veterans and military service members should address any questions on their VA/DOD education benefits with SNU's school certifying officers at the SNU VETS Center.

Grade Appeal Provision

The assignment of grades is the responsibility of the course instructor. Final course grades are to reflect the work completed during the semester the learner was enrolled in the course. Routine grade changes, therefore, should only arise when a clerical error or miscalculation has occurred. Grade changes are not allowed for work submitted after a semester is complete or for the purpose of raising a grade unless the learner has an approved incomplete grade request on file for the course. Should a clerical error or miscalculation have occurred, the instructor can submit a change of grade form to the Office of the Registrar.

If the learner believes the grade reported by the instructor is unfair or if there is a dispute between learner and instructor over the assessment of work completed in a course, the learner has the right to appeal the grade. The first step in attempting to resolve such a grade disagreement is for the learner to meet directly with the instructor to review the learner's performance in the course. In that setting, the learner and instructor should make sure that the grade record accurately reflects work submitted, grades received for that work, accurate recording of the learner's attendance, and any other clerical elements that comprise the final course grade.

Although a learner may request that the instructor reconsider a grade for a particular assignment, such reconsideration is at the instructor's discretion and only if there is compelling reason to believe the original grade was a seriously inaccurate assessment of the level of performance on that assignment. If the instructor agrees to reconsider previously submitted work and the re-evaluation would result in a change of grade, the instructor may submit a change of grade form at that time. As noted, however, additional work is not to be considered after the semester is complete or for purposes of raising a grade unless the learner has received approval for an incomplete to be recorded for the course. If the dispute remains unresolved after consultation with the course instructor, the learner may appeal to the appropriate Program Director.

If no grade change is deemed appropriate after initial review with the course instructor and/or Program Director, the learner may submit a formal grade appeal. This level of appeal is initiated with the respective group's Program Director. The Program Director notifies the VPAA for Professional and Graduate Studies, who convenes the appeals committee.

The appeals committee is comprised of the VPAA for Professional and Graduate Studies, the Program Director of the program in question, one impartial Program Director, one impartial faculty member and a learner representative.

If the appeal is based on a decision made by a member of the committee, an appropriate substitute is appointed by the VPAA for Professional and Graduate Studies.

The learner must submit their appeal in writing to their program director within 30 days of the final grade posting online and include sufficient documentation. The person responsible for the decision submits written documentation and rationale for the decision being appealed. The appeals committee is instructed to act only on the basis of the written materials submitted.

The appeals committee will record the nature of the appeal, action taken, and rationale. The Program Director will give copies of the appeal record to the learner, the Professional Studies person responsible for the decision, and the VPAA for Professional and Graduate Studies. This appeals committee is considered the highest formal level of appeal. The decision of the appeals committee is final.

Academic Reprieve

Learners who can demonstrate extraordinary circumstances contributing to poor academic performance in a previous semester may submit a written request for academic reprieve to the VPAA for Professional and Graduate Studies. Requests are governed by the following guidelines:

1. At least four years must have elapsed between the time of the request and the semester being requested for reprieve.
2. During the semester requested for reprieve, the learner must have had a semester grade point average (GPA) of less than 2.00.
3. Prior to requesting the reprieve, the learner must have earned at least 12 credit hours, nine of which must be in content-based courses (i.e., excluding activity or performance courses) with a GPA of at least 2.00 and have earned no grade lower than a "C" in any course.
4. The learner may request reprieve for up to two consecutive semesters or terms of enrollment. Full consideration will be given to both one-semester and two-semester requests, but there is no obligation to reprieve either or both semesters.
5. If the request is granted, it will include grades earned and all credit hours attempted within the reprieved semester. If a learner has proven proficiency in a particular course (as demonstrated by a grade of "C" or above) during the reprieved semester, that learner may be waived from repeating the course, although an additional course must be used to replace the credit hours.
6. A learner can have only one academic reprieve during the undergraduate academic career.

Reprieved semesters will continue to appear on the official transcript, with the notation “Academic Reprieve Granted.” The transcript will also include notation indicating that reprieved coursework is not used in the calculation of GPAs. For more information, contact the Office of the Registrar or the VPAA for Professional and Graduate Studies. Note: reprieved grades might not be recognized as reprieved by other institutions.

Computer Use and Ethics

This Computer Use and Ethics policy relates to use of all computers, computer systems, and networks operated through SNU by learners, employees, or guests for any purpose.

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 ensure 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.

Learners 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 work 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

Learners, 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

Owner 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 Learner Life, 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 learners 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 uses 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 Learner Judicial Council (learner 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

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

1. Submitting another's work as one's own work or allowing another to submit one's work as though it were his or hers.
2. Self-plagiarism, that is submitting one's own previous work in part or in whole from another course, is not allowed unless expressly permitted in the communicated assignment instructions.
3. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).
4. The use of a textbook, notes, information on the internet, etc. during an examination without permission of the instructor.
5. The receiving or giving of unauthorized help on assignments.
6. Tampering with experimental data to obtain a "desired" result or cheating results for experiments not done (dry labbing).
7. Tampering with or destroying the work of others.
8. Lying about these or other academic matters.
9. Falsifying college records, forms, or other documents.
10. Unauthorized access of computer systems or files.

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

Professional Studies Plagiarism Policy

The American Psychological Association defines plagiarism as "the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due" American Psychological

Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Originality, proper recognition of sources, and honest consideration of others are essential to collaborative adult learning and to one's own personal integrity and scholarship. Individual work and respect for the work and personal expressions of others is especially crucial.

Learners are expected to hold themselves to high standards of academic integrity. They should practice awareness and application of all forms of academic honesty including: submitting only original work, giving appropriate recognition to others' ideas or words, and familiarity with the definition of plagiarism.

In order to avoid plagiarism, learners should:

1. Pledge to submit only their original work and avoid all forms of plagiarism.
2. Provide clear and distinct credit when quoting or paraphrasing another's thoughts, ideas, words, illustrations, or other work products. (See also APA Checklist)
3. Always appropriately cite thoughts, ideas, words, illustrations, and other work products from websites or other electronic resources.
4. Only submit their own work for the intended assignment; never submit the same work product two or more times.
5. Be familiar with the current APA edition and resources provided through the university or other current APA electronic resources.

Reporting Plagiarism Academic Integrity Violations:

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

Faculty members must converse face-to-face with each learner involved in an academic integrity violation. This may be conducted for online learners using a conferencing platform such as Zoom or Google Meet. This conversation should include a discussion of the offense, biblical and ethical principles regarding why integrity is important, and consequences for the offense. Following the conversation, an incident report should be completed. Each violation must be reported, regardless of how minor, to ensure that:

1. We can properly educate the learner involved,
2. We can properly document that the learner received appropriate education,
3. We can determine if the learner has repeatedly violated our academic integrity expectations,
4. The appropriate persons are informed to intervene appropriately,
5. Our processes treat each learner fairly, equitably, and justly.

First Report:

In-person meeting with the professor and submission of an incident report; the Program Director and advisor are notified.

Second Report:

In many cases, the professor is unaware that a violation is a second/subsequent violation. Thus, the policy is the same for the professor (meeting with the learner and submission of an incident report , and notification sent to the Program Director and advisor). For the second report, the Program director will meet with the learner.

Third Report:
Similar to a second violation, the professor will meet with the learner, submit an incident report, and the Program director and advisor will be notified. The learner's case will be referred to the VPAA for PGS who will meet with the learner and determine whether the case warrants referral to the Campus Academic Integrity Council (CAIC). Depending on the severity of the violation and the emerging pattern of violations, the VPAA may refer a third or subsequent report to the CAIC with a recommendation for expulsion. Should the VPAA determine the third report does not warrant expulsion, the VPAA will communicate that a subsequent offense will lead to dismissal from the university.

Programs may have specific policies related to academic integrity. In such cases, these are articulated in their program handbooks.

Enforcement

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

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

Leave of Absence

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

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

Learners on approved LOA will be considered enrolled and would be eligible for an in-school deferment for learner loans. Federal learner aid and in-school deferment may be negatively affected if a learner fails to apply for an LOA or the application is denied. This impacts learners who receive Title IV federal learner aid (Pell Grants, SEOG funds, Federal Direct Subsidized and Unsubsidized Learner Loans, and Federal PLUS loans, either Grad PLUS or Parent PLUS) or who want to have a loan deferred while in school.

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

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

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

than 180 days in a 12-month period, and there is a class available which will allow the learner to return at the same point they left the program.

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

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

Examples of Reasons for a Qualified Leave of Absence

1. Illness of the learner or a family member
2. Death of a family member
3. Extended business travel
4. Approved waiver for a program class
5. Class breaks for more than 45 days if a learner is using a program of study to complete missed or failed modules (including Bridge learners).

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

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

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

Refunds (Return of Title IV Funds)

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

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

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

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

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

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

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

* The withdrawal date will be determined by SNU as (1) the date the learner officially notified the administrative office of intent to withdraw; (2) the midpoint of the module if the learner withdraws without notifying SNU; or (3) the last date of attendance at an academically related activity as documented by SNU.

** The payment period is considered the current semester from which the learner withdraws. Due to frequent changes in federal and state regulations, see the Professional Studies financial assistance office for details of current policies.

Withdrawal (Explanation of Charges)

Please Refer to the Withdrawal policy in the Grades & Grading Policies earlier in the Professional Studies section of this catalog.

Degree Requirements

Credit Requirements

Completion of a baccalaureate degree requires a minimum of 120 credit hours, 30 of which must be taken at SNU. Forty (40) credit hours must be upper division (junior or senior level) courses. A cumulative grade point average (GPA) of 2.00 (4.00 scale) is required for graduation. A GPA of 2.00 is also required in the major. Credit from prior learning assessment may be earned through the submission of a portfolio – limited to 30 credit hours. A maximum of 45 credit hours may be earned through a combination of prior learning, CLEP and advanced standing.

Exceptions to standard residency requirements may be made for learners completing Professional Studies bachelor degree programs through established articulation agreements/Memoranda of Understanding approved by the VPAA of PGS.

Standard Advance Standing

Learners in Professional Studies (PS) have access to Standard Advanced Standing credit. These may be earned through:

- Proficiency exams (CLEP, DSST, and departmental challenge exams)
- Formal coursework for which credit recommendations have been established by the American Council on Education (ACE), National College Credit Recommendation Service (NCCRS), or the council for Adult and Experiential Learning (CAEL)

A maximum of 45 credit hours may be earned through a combination of Standard Advanced Standing and Prior Learning Assessment (PLA).

Enhanced Advanced Standing

SNU may accept up to nine (9) credit hours of extra-institutional learning from field-specific credentials, certifications, or other professional development for Professional Studies learners. Such hours are:

1. Termed as Enhanced Advanced Standing credit
2. For 1000 or 2000-level Elective credit only
3. Determined by the appropriate PS program director, with PGS VPAA approval, as meeting clear evidence of university-level learning and the appropriate equivalency of learning outcomes
4. Subject to an internal approval procedure per an evaluation rubric
5. Recorded to the university transcript by the Registrar's Office as deemed appropriate after six (6) credits in a PS degree program are earned
6. Not calculated toward GPA
7. Combined with Standard Advanced Standing noted above and the PLA program to total no more than 45 credit hours

Curriculum Requirements

The 120-hour curricula for the Bachelor of Science degree-completion programs are divided into three categories:

General Education

48 credit hours of General Education are taken as part of each Professional Studies major. Some courses may overlap with major coursework—contact a Professional Studies advisor for more information.; courses are either prescribed or chosen within the following General Education Learning Outcomes:

- Effective Communication—9 credit hours

- Artistic Expression—6 credit hours
- Global Perspective—6 credit hours
- Critical Thinking and Problem Solving—6 credit hours
- Social Responsibility—6 credit hours
- Science and Technology—6 credit hours
- Christian Faith and Life—9 credit hours

Major Degree Completion Coursework
36-39 credit hours depending on program

Electives
33-36 credit hours depending on program

Commencement and Degree-Granting
SNU confers non-traditional degrees monthly. Commencements are held in May and December. All requirements for graduation must be completed for learners to be eligible to participate. Learners with outstanding requirements will participate in a subsequent Commencement ceremony.

Tuition and Fees

Professional Studies charges and fees for individual offerings listed below:

General Education **Online and on campus** Tuition per credit hour for Gen Ed courses $375	**AA in General Studies** **Online and on campus** Tuition per credit hour for Gen Ed courses $375
AS in Physical Therapist Assistant (AS) **On campus** Credit hours in program 48 Tuition per credit hour $425	**AA in Business** **Online and on campus** Credit hours in program 30 Tuition per credit hour $375
BS in OL, BA & FSG **Online and on campus** Credit hours in program 36 Tuition per credit hour $489	**BS in General Studies** **Online and on campus** Credit hours in program 36 Tuition per credit hour $375
BS in Cybersecurity **Online Only** Credit hours in program 39 Tuition per credit hour $549	**BS in CJ & HCA** **Online Only** Credit hours in program 36 Tuition per credit hour $489

Professional Studies Academic Programs

General Education

General Education is the core of every learner's educational experience at SNU. As a Christian, liberal arts university, SNU expects its learners to engage broadly in learning the knowledge and skills fundamental to be Christian person and leader in the communities in which they live in and work in the twenty-first century.

The Professional Studies General Education program is designed for adult learners and provides the opportunity to take as many as sixteen courses that teach and reinforce critical thinking and problem-solving skills, the ability to communicate effectively, and appreciation of human creativity, science and technology, and global perspectives. Central to the mission of the university, learners will engage in transformational learning experiences designed to explore what it means to seek truth together within a Christ-centered community of scholars.

General Education Learning Outcomes

Upon successfully completing their core educational requirements, learners will have had an opportunity to acquire the knowledge and skills of a liberally educated person. At SNU, we believe that to be liberally educated, a person must be more than merely a competent specialist in a narrow field of knowledge but should be conversant in subjects that explore a wide range of human experiences. To be liberally educated, a person must be able to study all fields of knowledge openly and honestly recognizing that every field of knowledge is inextricably related to others and that, only when integrated, approach the whole truth. A person educated in a Christian context appreciates that proper study of God, the underlying principles of our world/universe, and humanity's search for truth and meaning made manifest in the revelation of God through Christ. We believe that, at a minimum, SNU graduates

…explain and/or analyze a problem based upon evidence supported by the discipline in order to develop an appropriate conclusion that can be reflected upon and evaluated. (**Critical Thinking and Problem Solving**)

…explain and contextualize social responsibility through integration of knowledge, interpretation, and application of diverse perspectives. (**Social Responsibility**)

…obtain and synthesize appropriate evidence to construct thoughtful and coherent exchanges of information that are expressed and/or presented utilizing sound rhetorical and visual processes. (**Effective Communication**)

…create a description and contextual analysis of an artistic artifact using tools of the discipline in order to interpret the meaning of the artifact and evaluate its expression. (**Artistic Expression**)

…can evaluate developments in science, technology and health on the basis of elementary principles, good scientific practices, and the proper interpretation of mathematical models and statistics. (**Science and Technology**)

…identify global differences and analyze them based upon discipline-specific criteria, various research methodologies, and differing worldviews to explain multiple cultural perspectives. (**Global Perspectives**)

…articulate how a Christian perspective creates and deepens meaning in cultural, personal, social, and aesthetic issues; can evaluate moral and ethical choices in light of sound interpretations of Christian

scriptures based on the best available methods, Christian traditions, and the Wesleyan theological perspective; and can operationalize that analysis through active stewardship and service. (**Christian Scriptures and Traditions**)

To these ends, the faculty and learners at SNU commit themselves to creating a learning environment that encourages and nurtures curiosity and is characterized by rigorous intellectual standards; a methodology requiring understanding prior to judgment; the freedom to study all fields of human knowledge and behavior critically, openly, and honestly; and the practice of civil discourse that demonstrates respect for all those involved in the pursuit of knowledge and wisdom (i.e., faculty, learners, and subjects).

General Education Requirements

Adult learners are expected to develop basic and advanced skills in each of the General Education learning outcomes described earlier. While some outcomes require three prescribed courses, most of the learning outcomes require two courses – one at the basic level (e.g. 1000 or 2000 level course) and a second at the advanced level (e.g. 3000 or 4000 level courses). The following is an overview of requirements:

- Critical Thinking and Problem Solving – two courses (6 hours)
- Social Responsibility – two courses (6 hours)
- Effective Communication – three courses (9 credit hours)
    - ENGL 1113 Composition I or GS 1133 Skills and Success
    - ENGL 1213 Composition II
    - SP C 1133 Intro to Speech
- Artistic Expression – two courses (6 hours)
- Science and Technology – two courses (6 hours)
- Global Perspectives – two courses (6 hours)
- Christian Scriptures and Traditions – three courses (9 credit hours)
    - THEO 1513 Christian Faith & Life
    - B LT 2013 Old Testament Literature & Life or B LT 2023 New Testament Literature & Life
    - REL 3103 Biblical Perspectives in Western Culture

General Education Courses (Sample List)

Single courses (on campus or online) are offered throughout the calendar year. Learners may enroll by contacting the Professional Studies admissions office. Offerings include courses such as:

Course Number	Course Title	Credit Hours
FA 1413	Aesthetics	3
PSY 1113	General Psychology	3
SOC 1123	Introduction to Criminal Justice	3
SP C 4233	Intercultural Communication	3
M ED 3513	History of Popular American Music	3
REL 2123	Introduction to World Religions	3
GS 2433	Introduction to the Holocaust	3
GS 3293	American Cinema	3
PSY 4103	Abnormal Psychology	3
MCOM 2333	Digital Photography	3
MGT 3143	Diversity in the Workplace	3
BADM 1113	Ethics and Business Principles	3

BADM 1213	Computer Applications for Business	3
PEG 1003	Health and Wellness	3
OL 2113	Introduction to Leadership	3

Course placement and offerings are subject to change.

Associates and Bachelor Programs

AA – General Studies (GS); online & on land
AA – Business; online & on land
AS – Physical Therapist Assistant (PTA); on land
BA – Education (BAE); online and on land
BS – Business Administration (BA); online and on land
BS – Cybersecurity (Cyber); online
BS – Criminal Justice (CJ); online
BS – Family Studies and Gerontology (FSG); online and on land
BS – Healthcare Administration (HCA); online
BS – General Studies (GS); online and on land
BS – Organizational Leadership (OL); online and on land

Programs on Hiatus

BS - Psychology (PSY)

General Studies (AA)

Completion of the Associate of Arts degree in General Studies signifies an important landmark in the educational journey. The General Studies degree option provides flexibility and allows learners to create a specialty by selecting coursework from a variety of Professional Studies programs. This customization leads to a degree custom-fit to each learner's educational, personal, and vocational goals. This degree is designed to provide essential skills and knowledge in all General Education outcome areas: Artistic Expression, Christian Scripture and Tradition, Critical Thinking and Problem Solving, Effective Communication, Global Perspectives, Science and Technology, and Social Responsibility. There is also ample room to explore specialized courses or complete additional General Education coursework; breadth and depth of study can be tailored to fit the learner's specific needs and goals. The AA in General Studies may indicate the fulfillment of an educational goal, or it may become the launching point for the pursuit of one of SNU's many bachelor's degrees.

SNU's mission to "make Christlike disciples" operates within all courses, programs, and degrees. The educational achievement of our graduates—whether earning an associate's, bachelor's, master's, or doctorate—is respected, valued, and appreciated for its contribution in advancing the Kingdom of God. The structure of SNU's General Education program ensures broad content contact, as lower-division coursework is taken in each of the 7 General Education outcome areas. Beyond the satisfaction of these specified content areas, there lies half of the overall credits required for the degree, which offers learners significant opportunities to tailor coursework to fit their professional and personal goals. This flexibility is a benefit to those who begin their collegiate coursework at SNU, but especially those transferring credits. Honoring the learning which took place before coming to SNU has been a hallmark of SNU Professional Studies since its advent; dividing credits equally between required and elective categories is a continuation of this long standing and valuable tradition.

All learners enrolling in the AA in General Studies degree program must fulfill the regular requirements for admission to SNU. Degree candidates must complete a minimum of 60 credit hours of college work and maintain a cumulative GPA of 2.00. Fifteen credits must be earned from SNU and a minimum of 15 credit hours must be at the 2000-level or higher. No more than nine 3000– or 4000-level courses may count toward the 15 credits taken from SNU. If the learner pursues a bachelor's degree, credits completed as part of the AA will apply.

AA—General Studies Program Objectives:

- Graduates from the AA in General Studies program will demonstrate foundational knowledge in all General Education outcome areas:
    - Artistic Expression
    - Christian Scripture & Tradition
    - Critical Thinking and Problem Solving
    - Effective Communication
    - Global Perspectives
    - Science & Technology
    - Social Responsibility
- Graduates will be prepared to take the next personal, educational, or professional step according to the learner's personal goals.

Required courses	GE Outcome	Credit Hours
ENGL 1113 Composition I	Effective Communication	3
ENGL 1213 Composition II	Effective Communication	3
SP C 1133 Intro to Speech	Effective Communication	3
BADM 1213 Computer Applications for Business	Science & Technology	3
THEO 1513 Christian Faith & Life	Christian Scriptures/Trad	3
BLT 2013 Old or 2023 New Testament	Christian Scriptures/Trad	3

Three hours of credit must be earned from each of the following learning outcomes from choices approved by the General Education Council.

- Artistic Expression
- Critical Thinking & Problem Solving
- Global Perspectives
- Social Responsibility

The remaining 30 course credits can be fulfilled by any other courses taught at SNU. For those intending to complete a bachelor's degree at SNU, please consult an adviser to ensure the remaining 30 credits are taken from the necessary General Education outcome areas to ensure efficiency in meeting bachelor's degree requirements.

Physical Therapist Assistant (AS)

Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The Physical Therapist Assistant program at Southern Nazarene University is accredited by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085;

telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program directly, please call 405-491-6630 or email lmartin@snu.edu.

School of Rehabilitation and Sport Sciences Mission

The mission of the School of Rehabilitation and Sport Sciences is to prepare learners for leadership roles in professional careers through distinctively excellent, contemporary, and diverse educational opportunities delivered in Christ-centered community.

School of Rehabilitation and Sport Sciences Objectives

The learner will:

1. Integrate Christian principles in professional decision making and stewardship.
2. Analyze and apply relevant research and best practices.
3. Embrace the importance of lifelong learning and continuing education.
4. Demonstrate and apply knowledge of integrity, ethics and law in professional settings.
5. Demonstrate the acquisition of knowledge through the practice of leadership.

Physical Therapist Assistant Program Mission

The Southern Nazarene University Physical Therapist Assistant Program prepares competent, ethical, and self-directed healthcare practitioners who model professional core values. The program is committed to excellence in education and delivers a contemporary curriculum within a Christ-centered community. Graduates will be able to meet the diverse needs of the community by providing high-quality patient care as a physical therapist assistant working under the direction and supervision of a physical therapist.

Physical Therapist Assistant Program Objectives

- Graduates will be prepared to work as entry-level physical therapist assistants who model professional core values and integrity while serving their community under the direction and supervision of a licensed physical therapist.
- Learners and graduates will demonstrate effective interprofessional and intraprofessional collaborative practices as a part of the healthcare team.
- The program will provide learners with excellent, contemporary, and diverse educational opportunities delivered in a Christ-centered community.
- Program faculty will engage in activities to support diversity, equity, and inclusion.

Physical Therapist Assistant Admission Criteria

The following criteria must be met for admission to SNU's Physical Therapist Assistant program. Meeting these requirements does not guarantee acceptance into the program.

1. **Acceptance into SNU**
   Prior to completing the SNU PTA application packet, all applicants must first apply and be admitted to Southern Nazarene University.
2. **Complete Prerequisite Coursework**
   All prerequisite coursework must be completed prior to beginning the PTA program. A learner may be currently enrolled in a prerequisite course at time of application; however, they must show proof of completing the course with a grade of "C" or better prior to starting courses in the PTA program.
3. **Send transcripts to SNU** at pgsadmissions@snu.edu or ATTN: SNU PGS Admissions, Southern Nazarene University, 6729 NW 39th Expressway, Bethany, OK 73008.
4. **Complete the Background Check Form**

5. **Submit Two Letters of Recommendation Forms**

Prerequisite Courses

These Prerequisite Courses are required for admission into the PTA program. All Prerequisite Courses must be completed prior to beginning PTA courses.

Course number	Course Title	Credit hours
ENGL 1113	Composition I	3
ENGL 1213	Composition II	3
BIOL 1333	Survey of Anatomy and Physiology	3
PSY 1113	General Psychology	3
		12

Physical Therapist Assistant Courses

Module	Course Number	Course Title	Credit Hours
1	PTA 1113*	The Profession of PT	3
2	PTA 1124*	Musculoskeletal I for the PTA	4
3	PTA 1134*	Musculoskeletal II for the PTA	4
4	PTA 1141	Clinical Procedures I	1
5	PTA 1214	Pathophysiology	4
6	PTA 1223*	Physical Agents	3
7	PTA 1233*	Therapeutic Exercise	3
8	PTA 1241	Clinical Procedures II	1
9	PTA 2113	Ethics in Physical Therapy	3
10	PTA 2122**	Clinical Education I	2
11	PTA 2133*	Conditions & Treatments Across the Lifespan	3
12	PTA 2143	Cardiopulmonary	3
13	PTA 2153	Neuroscience I	3
14	PTA 2213 *	Neuroscience II	3
15	PTA 2233*	Advanced Physical Therapy Interventions	3
16	PTA 2222**	Clinical Education II	2
17	PTA 2243**	Clinical Education III	3
		Total PTA Hours	**48 hours**
		Total General Education Hours	**24 hours**
		Total Hours for A.S. Degree Completion	**72 hours**

Learners are enrolled in PTA Courses after being accepted to the PTA program.
**Modules meet two times a week*
***Full time clinical rotations*

Business Administration (BS)

The "BSBA" program leads to a Bachelor of Science Degree in Business Administration. The program focuses on acquiring skills in both the financial and managerial aspects of business. The program also places emphasis on global business practices so that learners can be effective in today's marketplace. The BSBA program emphasizes more than just business theory: it deals with practical applications.

School of Business Mission
The mission of the SNU School of Business is to provide quality programs in preparation for professional careers in business and society based on a discernment of ethical Christian principles.

School of Business Motto
Bringing the mind of Christ to the world of business.

School of Business Objectives
The five objectives SNU expects for learners who graduate with any undergraduate degree in business are to demonstrate global perspectives, business skills, business knowledge, a commitment to business ethics and respect for diversity.

BSBA Learning Outcomes
Graduates will:

- Analyze historical and emerging trends in a global context. (Global Perspectives)
- Illustrate clear and concise ideas through effective speech, written communication, and/or interpersonal human relations skills. (Business Skills)
- Demonstrate an integrated knowledge of quantitative business concepts. (Business Knowledge)
- Demonstrate an integrated knowledge of qualitative business concepts. (Business Knowledge)
- Integrate faith and ethics in the business decision making process. (Business Ethics)
- Evaluate issues related to diversity, equity, and inclusion within the Business discipline. (Respect for Diversity)

Module	Course Number	Course Title	Credit Hours
1	MKT 3173	Marketing for Managers	3
2	PSY 3413	Personal and Professional Development	3
3	ECO 3113	Economics for Managers	3
4	ACC 3003	Accounting for Managers	3
5	MGT 3423	Human Resource Mgt & Workforce Diversity	3
6	FIN 3123	Finance for Managers	3
7	REL 3103	Biblical Perspectives in Western Culture	3
8	MGT 4113	Management Information Systems	3
9	BADM 3193	Legal Environment of Business	3
10	MGT 4423	Business Analytics	3
11	BADM 3153	International Business & Ethics	3
12	MGT 4123	Business Policy	3
			36 hours

Criminal Justice (BS)
The Bachelor of Science degree in Criminal Justice will prepare learners to advance in law enforcement and related fields. Administered and operated through the School of Professional Studies (PS), the program will focus on enhancing professional development and servant leadership of participating adult learners. Courses offered will be relevant to societal trends and will nurture an in-depth understanding of ethical practices and community service through a Christian perspective.

CJ Learning Outcomes
Graduates will:

- Exhibit the ability to write technical reports and make oral presentations

- Compare historical and current concepts of law enforcement in a global perspective
- Examine aspects of diversity, inclusion, equity, and justice issues in contemporary society
- Illustrate knowledge of appropriate interview, interrogation, investigative, crime-mapping, and evidence-gathering techniques
- Communicate a thorough understanding of at least one aspect of social justice, criminology, public service, law enforcement, corrections, or related topic through research.
- Demonstrate application of a Christian worldview in a public service context

Module	Course Number	Course Title	Credit Hours
1	CJ 3003	Philosophies & Foundations of Law Enforcement	3
2	PSY 3413	Personal & Professional Development	3
3	CJ 3113	Mental Health & Societal Implications of Law Enforcement	3
4	CJ 3123	Diversity, Inclusion, Equity and Justice	3
5	REL 3413	Biblical Perspectives in Western Culture	3
6	CJ 4223	Criminal Law and United States Court System	3
7	CJ 4123	Forensic Evidence & Crime Scene Processing	3
8	CJ 4113	Investigations, Interrogations, and Interviews	3
9	CJ 3113	Technical and Report Writing	3
10	SOC 3383	Crime Mapping & Analysis	3
11	CJ 4333	Leadership & Professional Opportunities in Law Enforcement	3
12	CJ 4003	Ethics and Values in Public Service	3
			36 hours

Cybersecurity (BS)

Cybercrime continues to rise globally, and more and more learners are looking for degrees in Cybersecurity. According to the Bureau of Labor Statistics (BLS), jobs in the cybersecurity sector are expected to increase by 28%, from 2016-2026. Southern Nazarene University (SNU) offers a Bachelor of Science degree in Cybersecurity 100% online in an accelerated format. The focus for this degree is not only on the technical knowledge but also on supporting learners in building a career in Cybersecurity.

Cybersecurity Learning Outcomes

Graduates will:

- Manage industry-standard operating systems by evaluating compliance and security protocols on a global scale.
- Analyze network systems and designs for potential security breaches and vulnerabilities.
- Apply state-of-the-art cybersecurity designs in implementing globally recognized best practices and protocols.
- Articulate culturally-based policies and procedures to ensure stable network and cybersecurity operations.
- Utilize legal statues and ethical models to promote personal and professional growth.

Module	Course Number	Course Title	Credit Hours
1	CSF 3113	Intro to Windows Administration	3
2	PSY 3413	Personal and Professional Development	3
3	CSF 3003	Networking for Security	3
4	SNM 3673	Network Administration I	3
5	SNM 4233	Network Security I	3
6	CSF 4123	Penetration Testing	3

7	SNM 4333	Network Security II	3
8	CSF 4133	Advanced Intrusion Detection	3
9	REL 3413	Biblical Perspectives	3
10	CSF 4223	Cybersecurity Law and Ethics	3
11	CSF 4113	Computer and Network Forensics	3
12	CSF 3223	Information Assurance	3
13	CSF 4433	Cybersecurity Management and Operation	3
			39 hours

Education (BA)

The BA in Education (BAE) program utilizes the proven Teacher Education and Professional Studies (PS) models and is designed to prepare prospective teachers utilizing the Oklahoma alternative teacher certification pathway with the required bachelor's degree. The BAE program features a real-world experience project embedded in the program which will result in a comprehensive Capstone product.

Program Learning Outcomes

Graduates will be able to:

- Integrate positive and developmentally appropriate learning experiences in consideration of learners' individual needs, backgrounds, and interests. (InTASC #1 and #2)
- Create instructional plans and collaborative learning environments that support each learner and meet rigorous learning goals. (InTASC #3 and #7)
- Demonstrate clear understanding of key field-specific concepts and incorporate those into applicable learning connections that engage learners in collaboration, creativity, and critical thinking. (InTASC #4 and #5)
- Relate appropriate assessment methods focused on engaging learners in self-growth and in teacher/learner decision making through a variety of instructional strategies that enhance deep understanding and skill application pathways. (InTASC #6 and #8)
- Construct a professional learning plan which evaluates impact on others and includes assuming leadership roles and collaboration with learners, families, colleagues, and other stakeholders. (InTASC #9 and #10)
- Infuse faith-based values and principles into instructional design and classroom practices, fostering a holistic and values-based approach to education. (InTASC #9 and #10)

Module	Course Number	Course Title	Credit Hours
1	ED 3113	Classroom Management: Creating a Positive Learning Environment	3
2	PSY 3413	Personal and Professional Development	3
3	ED 3153	Effective Instructional Strategies: Engaging All Learners	3
4	ED 3163	Assessment for Learning: Using Data to Drive Instruction	3
5	ED 3183	Differentiated Instruction: Meeting the Needs of Every Student	3
6	ED 4113	Building Positive Relationships: Connecting with Students and Families	3
7	ED 4123	Motivating Students: Fostering a Love for Learning	3
8	REL 3413	Biblical Perspectives in Western Culture	3
9	ED 4133	Tech Integration: Enhancing Instruction with Digital Tools	3
10	ED 4153	Literacy Across the Curriculum: Improving Reading and Writing Skills	3
11	ED 4163	Culturally Responsive Teaching: Valuing Diversity in the Classroom	3
12	ED 4773	Capstone: Portfolio	3
			3
			36 hours

Family Studies and Gerontology (BS)

The FSG program leads to a Bachelor of Science degree with an interdisciplinary major in Family Studies and Gerontology. The degree focuses on increasing the learner's understanding of the family, the aging individual, and the aging population in contemporary society.

FSG Learning Outcomes

Graduates will:

- Demonstrate effective communication within human interaction environments
- Demonstrate an understanding of human development across the life span
- Apply critical analysis through research within a social service context

Module	Course Number	Course Title	Credit Hours
1	PSY 3133	Human Development	3
2	PSY 3412	Personal and Professional Development	2
3	SP C 3462	Family Communication	2
4	PSY 4433	Adulthood and Aging	3
5	SOC 4442	Family: Dynamics and Structure	2
6	SOC 4533	Social Service Resources/Practicum	0
7	STAT 3423	Data Analysis Methods	3
8	PSY 3423	Introduction to Counseling	3
9	REL 3413	Biblical Perspectives in Western Culture	3
10	SOC 4453	Family: Coping with Crises	3
11	BADM 4442	Introduction to Management & Admin	2
12	PSY 4522	Assessment and Wellness	2
13	SOC 3442	Death, Grief, and Loss	2
14	PSY 4333	Perspectives and Professional Ethics	3
15	SOC 4533	Social Service Resources Practicum	3
			36 hours

General Studies (BS)

The General Studies degree provides flexibility and allows learners to create a specialty by selecting coursework from a variety of Professional Studies programs. This customization leads to a degree custom-fit to each learner's educational, personal, and vocational goals.

BS—General Studies Learning Outcomes

Graduates will:

- Demonstrate an integration of faith and ethics in the decision-making process
- Demonstrate discipline-based knowledge, application and/or reflection
- Demonstrate effective communication skills in written or spoken languages

Graduation Requirements

- Completion of 120 credit hours
- Overall cumulative GPA of 2.0 or higher
- Meet resident credit requirements
- Complete 36 credit hours of major coursework, which include:

- A minimum of 21 credit hours must be selected from one Professional Studies specialty area and include the required courses below.
- The remaining 15 credit hours may crossover to and be selected from other specialty areas.

- Complete a minimum of 40 upper division credit hours

Required Courses

- PSY 3412 Personal and Professional Development
- REL 3413 Biblical Perspectives in Western Culture
- BADM 3153 International Business and Ethics; OL 4123 Leadership & Professional Ethics; CJ 4003 Ethics and Values in Public Service; CSF 4223 Cybersecurity Law & Ethics; or GS 4423 Ethics: Personal & Professional

Healthcare Administration (BS)

The Bachelor of Science in Healthcare Administration (HCA) degree provides a strong foundation of business knowledge and management skills needed to navigate the rapidly changing healthcare environment. Learners will apply ethical Christian principles while developing essential knowledge and skills in strategic planning, risk management, finance, operations, organizational leadership, human resources and legal aspects specific to healthcare. The program will prepare the healthcare leaders of tomorrow to shape the future of healthcare through patient centered care models, cutting-edge technological advances, and healthcare policy.

School of Business Mission

The mission of the SNU School of Business is to provide quality programs in preparation for professional careers in business and society based on a discernment of ethical Christian principles.

School of Business Motto

Bringing the mind of Christ to the world of business.

School of Business Objectives

The five objectives SNU expects for learners who graduate with any undergraduate degree in business are to demonstrate global perspectives, business skills, business knowledge, a commitment to business ethics and respect for diversity.

Healthcare Administration Learning Outcomes

Graduates (in accord with School of Business learning outcomes) will be able to:

- Incorporate a historical consideration of the healthcare industry; and socio-economic, cultural, and political factors that affect public health to make informed decisions in the implementation of healthcare services. (Global Perspectives);
- Utilize effective speech and written communication skills in creating and interpreting information in healthcare. (Business Skills);
- Demonstrate integrated knowledge and skills in applying quantitative healthcare principles in accounting, finance, and strategic practices. (Business Knowledge - Quantitative);
- Demonstrate an integrated knowledge of qualitative healthcare concepts including health organizations, policies and trends. (Business Knowledge - Qualitative);
- Examine moral, ethical, and legal issues in healthcare while integrating a biblical worldview in the decision-making process. (Business Ethics);
- Evaluate racial and ethnic disparities in healthcare to foster a culturally responsive workforce. (Respect for Diversity).

Module	Course Number	Course Title	Credit Hours

1	MGT 3003	Introduction to Healthcare Administration	3
2	PSY 3413	Personal and Professional Development	3
3	MKT 3113	Effective Communication & Marketing for Healthcare Professionals	3
4	MGT 3313	Healthcare Leadership and Ethical-Decision Making	3
5	MGT 3223	Legal Aspects and Healthcare Regulations	3
6	FIN 3233	Financial Management in Healthcare	3
7	MGT 3333	Healthcare Operations and Strategic Management	3
8	REL 3413	Biblical Perspectives in Western Culture	3
9	MGT 3433	Quality and Risk Management in Healthcare	3
10	MGT 4113	Human Resource Management in Healthcare Administration	3
11	MGT 4243	Healthcare Information Technology	3
12	MGT 4333	Healthcare Administration Practicum	3
			36 hours

Organizational Leadership (BS)

The Organizational Leadership (OL) program leads to a Bachelor of Science degree with a major in organizational leadership. The required coursework focuses on necessary leadership, communication, human relations, and decision-making skills to develop or increase effectiveness in working with people.

OL Learning Outcomes

Graduates will:

- Demonstrate the application of effective communication skills within various organizational contexts by applying communication theory in verbal, written or virtual delivery.
- Analyze and critique the role of leadership through the ability to diagnose the organization, lead organizational change, and manage effective practices for leading people and business processes.
- Demonstrate critical thinking and decision making using managerial research and scientific reasoning.
- Demonstrate the integration of faith and ethics into leadership situations in organizations.
- Compare historical and current concepts of leadership in a global perspective.

Module	Course Number	Course Title	Credit Hours
1	SP C 4423	Effective Interpersonal Communication	3
	PSY 3413	Personal and Professional Development	3*
2	OL 3143	Technical Communication in the Workplace	3
3	OL 3113	Leading Diverse and Inclusive Organizations	3
4	OL 4423	Strategic Thinking and Decision Making	3
5	SP C 3473	Group and Organizational Communication	3
6	OL 3413	Managing Change in Organizations	3
7	OL 4413	Leadership Theory and Practice	3
	REL 3413	Biblical Perspectives in Western Culture	3*
8	OL 3013	Fundamentals of Non-profit Organizations	3
9	OL 4333	Negotiation and Conflict Management in the Workplace	3
10	OL 4403	Human Resources Administration	3
11	OL 4233	Leading Through Organizational Crisis	3
12	OL 4123	Leadership & Professional Ethics	3
			36 hours

*Note: These courses are taken in the program sequence, but the credits are counted in General Education.

Programs on Hiatus

Psychology (B.A—PSY)

The Bachelor of Arts degree in psychology is designed for those entering fields requiring psychological understanding and/or learners who plan to pursue graduate training in psychology or allied fields. The thirteen modules are completed in a fixed sequence. Two prerequisite undergraduate courses must be completed prior to entry into the B.A. degree completion program: PSY 1113 General Psychology and PSY 2173 Developmental Psychology Across the Lifespan.

Module	Course Number	Course Title	Credit Hours
1	PSY 4213	Principles of Counseling	3
2	STAT 3423	Data Analysis Methods	3
3	PSY 3413	Personal & Professional Development	3
4	PSY 3153	Research Design	3
5	PSY 4103	Abnormal Psychology	3
6	PSY 3193	Learning & Cognition	3
7	REL 3413	Biblical Perspectives	3
8	PSY 3333	Multicultural Psychology	3
9	PSY 3113	Social Psychology	3
10	PSY 3173	Physiological Psychology	3
11	PSY 4153	Psychology of Personality	3
12	PSY 4273	History & Systems of Psychology	3
13	PSY 4333	Psych Perspectives & Professional Ethics	3
			39 hours

Chapter 10 – Course Descriptions

Course Descriptions

Course offerings at SNU are based on student enrollment and adequate demand. Courses offered may be changed without prior notice. Some courses listed may not be offered each semester. For a current list of courses being offered, students should check with the Office of the Registrar.

Accounting (ACC)

ACC 2113 Principles of Financial Accounting (3 credit hours)
This course teaches students how to prepare and use the income statement, balance sheet and statement of cash flow for corporations. Students will learn to analyze and record transactions involving assets, liabilities, equity, revenue, and expense accounts. Transactions will include all journal entries with additional focus on closing, adjusting, and reversing entries.

ACC 2123 Principles of Managerial Accounting (3 credit hours)
Students will learn how to analyze cost behavior and use this knowledge for both short- and long-term decisions. Course content will focus on budgeting, accumulation of product costs, cost-volume-profit analysis, capital budgeting, allocations, variances from standard costs and the measurement of divisional performance.

ACC 2132 Personal Income Tax (2 credit hours)
Individual income tax preparation. Special emphasis on the 1040 tax return forms. No prerequisites or accounting background necessary.

ACC 2133 Accounting (3 credit hours)
This course covers the basic principles of accounting emphasizing the accounting cycle, financial statement preparation and analysis, current assets, current liabilities, long-term assets, and payroll.

ACC 3003 Accounting for Managers (3 credit hours)
Study of internal accounting for managerial decision-making. Topics include financial statement analysis, budget analysis, cost-volume-profit analysis, ethics, and various other decision-making applications.

ACC 3113 Intermediate Accounting I (3 credit hours)
An extensive treatment of financial statements, assets, and current liabilities. Resource material includes professional standards. Prerequisite: Principles of Financial Accounting (ACC 2113).

ACC 3123 Intermediate Accounting II (3 credit hours)
A continuation of Intermediate Accounting I (ACC 3113). Long-term debt, stockholders' equity, and financial statement analysis. Resource material includes professional standards. Prerequisite: Intermediate Accounting I (ACC 3113) or concurrent enrollment.

ACC 3133 Cost Accounting (3 credit hours)
Principles and procedures of cost accumulation emphasizing job order and process cost systems. Resource material includes professional standards. Prerequisite: Principles of Managerial Accounting (ACC 2123) or concurrent enrollment.

ACC 3143 Cost Analysis (3 credit hours)
Standard cost, budgets, cost control, and profit analysis. Resource material includes professional standards. Prerequisite: Principles of Managerial Accounting (ACC 2123).

ACC 3153 Income Tax for Individuals (3 credit hours)
Study of IRC and the IRS procedures including individual income tax preparation, special provisions, and tax research.

ACC 4123 Advanced Accounting (3 credit hours)
Partnership, Fiduciary and Fund accounting. Resource material includes professional standards. Prerequisite: Intermediate Accounting II (ACC 3123).

ACC 4133 Auditing (3 credit hours)
Study of auditing and attestation standards and principles. Resource material includes professional standards. Prerequisite: Intermediate Accounting II (ACC 3123).

ACC 4143 Consolidated Statements (3 credit hours)
Consolidated balance sheets and income statements embracing wholly and partly owned subsidiaries, intercompany sales, purchases, and bonds. Intercompany profit on inventories and fixed assets, gain or loss on sale of part or entire controlling interest. Resource material includes professional standards. Prerequisite: Intermediate Accounting II (ACC 3123).

ACC 4153 Income Tax for Business/Fiduciary Entities (3 credit hours)
Study of IRC and IRS procedures dealing with corporate and partnerships income taxation, property transactions, and tax implication of estates and trusts.

ACC 4173 Not-for-Profit Accounting (3 credit hours)
Fund accounting procedures for Governmental, Universities, Health Care Organizations, and other Not-For-profit Organizations. Resource material includes professional standards. Prerequisite: Principles of Financial Accounting (ACC 2113).

ACC 4181-3 Internship/Directed Study (1-3 credit hours)
Para-Professional experience or individual study of problems or reading in accounting. Prerequisite: 12 credit hours of accounting, permission of the instructor, and 3.00 G.P.A.

Applied Music (APMU)

APMU 1XXX **Performance Level One (1-2 credit hours)**
Private instruction for Music majors. Various levels reflect advancing technical skills and musicianship. Levels are determined by teacher recommendation and jury grade each semester.

APMU 1010 **Private Lessons (1-2 credit hours)**
Private instruction. May be repeated.

APMU 1411 **Class Voice-Adult Beginners (1 credit hour)**
Study of basic concepts of voice production.

APMU 1541 **Class Piano-Adult Beginners (1 credit hour)**
Study of the basic concepts in keyboard techniques. Basic beginning skills of keyboard playing.

APMU 1551 **Class Piano-Adult Intermediate (1 credit hour)**
Continuation of 1541.

APMU 2XXX **Performance Level Two (1-2 credit hours)**
Private instruction for Music majors. Various levels reflect advancing technical skills and musicianship. Levels are determined by teacher recommendation and jury grade each semester.

APMU 2400 **Enrichment Seminar (0 credit hours)**
A weekly, interactive seminar for Music majors and minors in their primary performing area, linked to their private study. Sessions include performance opportunities and guest lecturers in various fields of music. Majors enroll for eight semesters; minors enroll for three semesters.

APMU 3XXX **Performance Level Three (1-2 credit hours)**
Private instruction for Music majors. Various levels reflect advancing technical skills and musicianship. Levels are determined by teacher recommendation and jury grade each semester.

APMU 3341 **Junior Level Recital (1 credit hour)**
Students must achieve and enroll in 3000-level lessons the semester the junior recital is presented. The program should be approximately 25 minutes of music. Evaluation is based on the student's performance of the recital, and the final grade is given by a committee of the faculty.

APMU 3XXX **Performance Level Four (1-2 credit hours)**
Private instruction for Music majors. Various levels reflect advancing technical skills and musicianship. Levels are determined by teacher recommendation and jury grade each semester.

APMU 4141 **Senior Level Recital (1 credit hour)**
A student working toward the B.S. with Emphasis in Performance degree must enroll in this course the semester the senior recital is presented. The program should be approximately 50 minutes of music. Evaluation is based on the student's performance of the recital, and final grade is given by a faculty committee.

Art (ART)

ART 2123 **Introduction to Fine Arts (3 credit hours)**
See FA 2123

Business Administration (BADM)

BADM 1113 Ethics & Business Principles (3 credit hours)

The ethical foundations of businesses are studied using examples and case studies from all aspects of business including how business is owned, organized, managed, and controlled. Marketing, management, banking, securities, insurance, government regulations and international business are surveyed with an emphasis on ethical issues found in each area.

BADM 1213 Computer Applications for Business (3credit hours)

This General Education Foundation course provides students with an introduction to computer literacy and computer software applications that are critical to their academic and professional success. Students will strengthen their understanding of computer applications through proper execution of computer lab procedures. They will learn how to recognize patterns, limitations, and significance as they interpret data and coherently communicate their findings. Emphasis is placed upon computer applications necessary to be successful in the Business environment.

BADM 2113 Understanding Statistics (3 credit hours)

Understanding Statistics includes descriptive statistics (histogram, pie charts, pictograms, graphs, etc.; summary statistics (central tendency—mean, median, mode; variability—variance, standard deviation, range); basic probability concepts; statistical distributions; Binomial Distribution; Normal Distribution; distribution of the sample mean (proportion); confidence intervals; hypothesis testing (general one population normal & binomial, and difference in means or proportions situations).

BADM 3003 Business Communication in a Global Environment (3 credit hours)

This course explores effective business communication practices for a diverse, global workplace. Application of written and oral communications skills along with preparation of business reports and other business writing will be conducted with the purpose of reducing barriers related to diversity or cultural differences.

BADM 3013 Exploring Leadership (3 credit hours)

This course examines the type of leadership that is required to create and maintain high levels of performance in organizations. Students will be encouraged to understand their personal leadership style and how to use that knowledge to build supportive and collaborative relationships with peers and to enhance the abilities of employees.

BADM 3033 Ethics and Leadership (3 credit hours)

This course explores ethics and the role of leaders in fostering ethical behavior. Case analysis, reading assignments, and class discussions examine the basis frameworks of ethical practices and moral leadership. Students will utilize critical thinking and problem solving skills to identify and remedy ethical issues encountered in organizational settings and interactions. (The Ethics Bowl Challenge will be an optional component of this course.)

BADM 3103 Business Communications (3 credit hours)
Principles of effective communication in a business environment. Practice preparing letters, reports, spreadsheets, and other forms of business writing. This course also includes a study of communication variables and barriers to effective communication in a business organization. Professional verbal communication and executive style & presence will be emphasized. Prerequisite: Composition II (ENGL 1213), Junior standing.

BADM 3113 Business Law I (3 credit hours)
A study of the law of business and its administration. The interaction of Government, Business, and Society, Contracts, Personal Property, Bailments, and Sales. The emphasis in the course is upon contracts and the influence of the UCC.

BADM 3123 Business Law II (3 credit hours)
A continuation of Business Law I. Commercial Planning, Creditor's Rights, Secured Transactions, Agency and Employment Partnerships, Special Ventures, and Corporation. Real Property, Estates and Trusts.

BADM 3133 International Business Law (3 credit hours)
A study of the framework and functions of international law as it relates to business.

BADM 3143 Technical Communications (3 credit hours)
See MCOM 3143

BADM 3153 International Business and Ethics (3 credit hours)
This course explores the cultural, political, and economic aspects of conducting business in a global marketplace. This course builds upon the theoretical basis of other business courses.

BADM 3163 Senior Capstone: Ethics & Applications (3 credit hours)
This capstone course examines various theories of man and their relevance to personal and social values. The course provides the basis to formulate or clarify a philosophy of life consistent with the demands of a responsible lifestyle in the contemporary business world.

BADM 3181-3 Special Topics (1-3 credit hours)
Course description depends on the course being offered and can be found in the Office of the Registrar during the term the course is offered.

BADM 3193 Legal Environment of Business (3 credit hours)
This course explores a broad range of law topics that impact the conduct of business. Students will explore how the law provides responsibilities and rights to parties involved in transactions and will apply the legal framework to a variety of practical situations impacting business. Court cases will be analyzed.

BADM 3213 International Business Events (3 credit hours)
This course is designed to offer students an understanding of current events in international business. Students will research current events and offer an analysis on the impact of the current events in the international marketplace.

BADM 4163 Contemporary Issues in Business (3 credit hours)
An applied study of the managerial and marketing aspects of the business firm. Current writings and case studies will be emphasized.

BADM 4181-3 Internship/Directed Study (1-3 credit hours)
Para-professional experience or individual study of problems or reading in business and economics. Prerequisite: 12 credit hours of business, permission of the instructor, and 3.00 G.P.A.

BADM 4223 Business Analytics (3 credit hours)
This course is designed as an introduction to Business Analytics, which is an important area within business that considers the careful use of data, methodology, and findings to improve and support business decision making. An overview of statistical tools in descriptive, predictive, and prescriptive analytics is included. Students will explore data handling, queries, and reports to identify patterns and make recommendations based upon findings. Emphasis is placed upon concepts, applications, and result interpretation, rather than calculations and theory. Prerequisite: BADM 2113 Understanding Statistics

BADM 4413 Human Resources Administration (3 credit hours)
This course presents the policies of recruitment, selection, training, development, and compensation of employees. Attention is given to affirmative action, equal employment opportunity, and the Office of Safety and Health Administration (O.S.H.A.) legislation.

BADM 4423 Applied Research & Decision Making (3 credit hours)
This course provides for the study and application of principles, methods, and techniques required to conduct and report applied research. The course also emphasizes the skills needed to report the research in both written and oral presentation.

BADM 4433 Senior Research Project (3 credit hours)
The project requires the student to analyze an organizational problem, select appropriate research methodology to examine solutions, and evaluate the implementation. The project results are reported in both written and oral presentation.

BADM 4435 Senior Research Project (5 credit hours)
The project requires the student to analyze an organizational problem, select appropriate research methodology to examine solutions, and evaluate the implementation. The project results are reported in both written and oral presentations.

BADM 4442 Introduction to Management/Administration (2 credit hours)
This course examines management styles and supervisory principles relevant to the administration of programs for the family and aging individual.

Biology (BIOL)

BIOL 1013 Environmental Sustainability and Resilience (3 credit hours)
In this course, we will discuss the impact humans have on the environment in historical and contemporary contexts. We will introduce the basic functions of sustainability and merge that information with an understanding of directly related human impacts on the environment.

BIOL 1114 Introduction to Biological Science (4 credit hours)
An introductory lab based course designed to provide students with the information to not only understand biological concepts, but to analyze information from a scientific perspective. Biological concepts addressed will include, but is not limited to, organization, maintenance and reproduction of life, evolution, biodiversity, human body systems, and ecological principles.

BIOL 1314 Organismal Biology (4 credit hours)
An introductory organismal biology course intended for first semester Biology and BioChem majors. The topics in this course will include Zoology, Botany, and Ecology. This course will also serve as a natural science course with lab for non-majors.

BIOL 1324 Cells and Systems (4 credit hours)
An introductory cellular/human biology course intended for first semester Biology, BioChem, and Environmental Science majors. The topics presented in this course include Prokaryotic and Eukaryotic Cell Anatomy, Metabolism, Genetics, and Human Body Systems. This course will also serve as a natural science with lab for non-majors. Three lecture hours and one three- hour laboratory session.

BIOL 1333 Survey of Anatomy and Physiology (3 credit hours)
This didactic course provides an introduction to human anatomy and physiology. Structure and function are covered systematically. Basic concepts of the cell, tissue, and organ systems are explored. This course meets the prerequisite requirement for the Physical Therapist Assistant (PTA) Program and cannot be substituted for BIOL 2224 Human Anatomy or BIOL 2234 Human Physiology.

BIOL 2124 Microbiology (4 credit hours)
A study of pure culture methods of analysis and the morphology and physiology of bacteria and other microorganisms. Three lectures and one four-hour lab per week. Prerequisite: Organismal Biology (BIOL 1314) or Human Anatomy (BIOL 2224), and four credit hours in Chemistry or permission of instructor.

BIOL 2334 Principles of Microbiology (4 credit hours)

This introductory microbiology course explores the fundamental concepts of microbiology, focusing on the structure, function, and classification of microorganisms, including bacteria, viruses, fungi, and protozoa. Students will gain a strong understanding of microbial genetics, metabolism, and growth, as well as the role of microorganisms in disease, immunity, and infection control. Through a combination of lectures and hands-on laboratory experiences, students will learn to identify common pathogens, explore the mechanisms of infection, and examine the principles of sterilization and disinfection. Emphasis is placed on the practical applications of microbiological knowledge in health promotion and disease prevention. Three lectures and one four-hour lab per week. Prerequisite: Organismal Biology (BIOL 1314) or Human Anatomy (BIOL 2224), and four credit hours in Chemistry or permission of instructor.

BIOL 2224 Human Anatomy (4 credit hours)

A systematic study of human body structure with an emphasis on understanding how structure determines function. The basic organization of the body at the level of cells, tissues, organs, systems, and the organism are explored. Embryology, the integration, communication, transport and relatedness between systems, and health applications are also discussed. Laboratory experiences include study of the human cadaver. Three 50-minute lectures and one 3-hour lab per week.

BIOL 2234 Human Physiology (4 credit hours)

A systematic study of how the human body functions. All aspects of function, beginning with the physical, chemical, and cellular levels and continuing into overall integrated functions of organs, systems, and whole organism are investigated. A clear understanding of normal physiology aids in illuminating how abnormal physiological function leads to human disease. Three 50-minute lectures and one 3-hour lab per week. Prerequisite: General Chemistry (CHEM 1124/1224) or Intro to General, Organic & Biological chemistry (CHEM 1024).

BIOL 2321-3 Introduction to Research in Biology (1-3 credit hours)

This course provides an introduction to the research process and analysis of scientific literature. Students will develop foundational skills necessary for conducting independent research projects. Course content will include an introduction to a literature search, experimental design, data collection/analysis/ presentation, and exposure to numerous research techniques. Prerequisite: One semester of a biological science.

BIOL 2443 Biology in Pop Culture (3 credit hours)

This course will critically analyze popular television shows, books, and movies to learn how accurately topics in Biology are portrayed. Topics can include blood typing, DNA testing, genetic/medical disorders, immunology cloning, and biological warfare.

BIOL 2672 Terminology for Health Professions (2 credit hours)

This course is designed to provide the student with an understanding of terminology used by health care professionals. On-line and CD-ROM instruction is used to enable the student to develop an extensive medical vocabulary using a competency based format. Cross listed as HSC 2672 and KNES 2672.

BIOL 3013 Tropical Ecology and Sustainability (3 credit hours)
Ecology is the study of relationships between organisms and their environment. A study of ecology in a biological hotspot like Costa Rica is an act of sampling type of organisms and focusing on how they live and interact with other environmental elements. The approach taken in this course is to bring together students and expert faculty guides to explore tropical ecology in the Costa Rican context. Expert faculty guides will rotate into the QERC community and lead students in the study of particular ecological elements as defined by their own specialization. Students will also observe the interactions of humans, as an organism in the environment, and examine the ways humans construct relationships with the environment that foster varying degrees of sustainability. Topics may include botany, microbial biology, ornithology, herpetology, stream biology, invertebrate biology, conservation, etc.

BIOL 3043 Field Studies in Tropical Ecology (3 credit hours)
See QERC 4003

BIOL 3053 Tropical Biology QERC (3 credit hours)
A course designed to acquaint the student with basic biological principles as they apply to a specific biome. Floral, faunal, conservation, and ecological principles are emphasized. A research paper is required. Offered in some mini-terms and summers. The four-hour component includes work on-site at the QERC. Prerequisite: Permission of instructor.

BIOL 3105 Tropical Ecology and Sustainability (5 credit hours)
Ecology is the study of relationships between organisms and their environment. A study of ecology in a biological hotspot like Costa Rica is an act of sampling types of organisms and focusing on how they live and interact with other environmental elements. The approach taken in this course is to bring together students and faculty guides to explore tropical ecology in the Costa Rican context. Expert faculty guides will rotate into the QERC community and lead students in the study of particular ecological elements as defined by their own specialization. Students will also observe the interactions of humans, as an organism in the environment, and examine the ways humans construct relationships with the environment that foster varying degrees of sustainability. Topics may include botany, microbial biology, ornithology, herpetology, stream biology, invertebrate biology, conservation, etc.

BIOL 3114 Comparative Vertebrate Anatomy (4 credit hours)
The phylogeny of the vertebrates and their anatomy and developmental homologies from a comparative standpoint. A course for students in pre-professional health fields and all Biology students. Three lecture hours and one three-hour laboratory sessions per week. Lab work consists primarily of dissections. Prerequisite: Organismal Biology (BIOL 1314) or equivalent.

BIOL 3124 Genetics (4 credit hours)
Classical and molecular genetics, population genetics, and cytogenetic are studied through lecture and discussion. Student laboratory investigations are conducted with Drosophila melanogaster, Caenorhabditis elegans, and Escherichia coli; and students karyotype their own cells. P.C.R. and gel electrophoresis are introduced. Three lectures and three hours of lab per week. Prerequisite: Cells and Systems (BIOL 1324) or Organismal Biology (BIOL 1314).

BIOL 3154 General Ecology (4 credit hours)

A study of the dynamics of organisms interacting with each other and their environment, including multiple spatial scales ranging from individuals, populations, and communities to ecosystems. Class will meet for two or three lectures (150 minutes total) and one three-hour lab per week. Field work will constitute a major part of the lab. General Ecology is a course for biology majors but also available for general education Windows credit, so there are no explicit prerequisite courses. However, it is recommended that biology majors take Cells and Systems (BIOL 1324) and Organismal Biology (BIOL 1314) prior to Ecology.

BIOL 3163 Tropical Ecology QERC (3 credit hours)

An amplification of BIOL 3154 to the tropical biome. Emphasis is placed on altitudinal zonations with respect to associated climatological and biotic features. A research problem in some phase of tropical ecology is required. Offered summers at QERC. Prerequisite: Cells and Systems (BIOL 1324), Organismal Biology (BIOL 1314), and General Ecology (BIOL 3154) or permission of instructor.

BIOL 3173 Plant Taxonomy (3 credit hours)

An introduction to the terminology and methodology involved in the identification of plants. Emphasis will be placed on the angiosperms. A plant collection will be required. One lecture and four hours of field or laboratory work per week.

BIOL 3182 Environmental Monitoring (2 credit hours)

Environmental monitoring is the act of measuring changes in the quality of the environment in order to guide decisions of policy or activity, and in order to detect improvements as a result of actions taken or degradation as a result of human activity. In this course, students will participate in ongoing environmental monitoring studies in the San Gerardo area conducted by QERC. QERC monitors elements of local weather, water quality, plant succession, aquatic invertebrates, quetzal nesting, Lauraceae phenology, and human/livestock populations. Students will rotate through a program in which they will have opportunity to learn appropriate monitoring methodology and collect data and record it in the environmental database maintained by QERC.

BIOL 3193 Origins (3 credit hours)

A multi-disciplinary search for the origins of the universe, galaxies, our solar system, earth, life, diversity of living organisms, and the human body. The fields of nuclear physics, astronomy, geology, embryology, comparative anatomy, genetics, cell and molecular biology, and biochemistry inform the search for physical origins. Metaphysical questions about origins are informed by scholars in Biblical analysis, theology, philosophy, and literature. Each student will develop an annotated bibliography and a scholarly paper integrating course content with his/her own worldview. Enrollment will be limited to students with junior or senior standing.

BIOL 3214 Ornithology (4 credit hours)

A course designed to acquaint the student with basic avian biology and ecology including the taxonomy and life history of birds. Field work will emphasize familiarity with the birds of Oklahoma and techniques involved in field identification, including recognition by sight and sound. Field labs will require some travel and potentially some overnight trips. Class involves three hours of lecture and three hours of field work per week. Prerequisite: Cells and Systems and Organismal Biology (or permission of the instructor). Non-biology majors do not need to meet course prerequisites.

BIOL 3233 Entomology (3 credit hours)
A study of the taxonomy, anatomy, and life histories of the orders and representative families of insects. Lectures, student reports, video tapes, and laboratory work are included. A sizable collection of classified insects or photographic documentation of extensive field work is required. Prerequisite: Organismal Biology (BIOL 1314) or equivalent.

BIOL 3241-4 Special Topics in Biology (1-4 credit hours)
Contains courses or topics not offered on a regular basis, but on student demand or in the event of special field trips. Possibilities include invertebrate zoology, plant morphology and anatomy, and physical anthropology. Interest in class enrollment must be indicated prior to semester course will be offered.

BIOL 3251 Special Topics in Tropical Biology (1 credit hour)
As in BIOL 3243 but applied to a tropical setting. Topic might include microbiology, sea-turtle biology, deforestation problems and solutions, research topics and cloud-forest biology, and studies in tropical agro-ecosystems. Offered at QERC. Prerequisite: Topical ecology QERC (BIOL 3163).

BIOL 3253 Special Topics in Tropical Biology (3 credit hours)
As in BIOL 3243 but applied to a tropical setting. Topic might include microbiology, sea-turtle biology, deforestation problems and solutions, research topics and cloud-forest biology, and studies in tropical agro-ecosystems. Offered summers at QERC. Prerequisite: Tropical Ecology QERC (BIOL 3163).

BIOL 3263 Cell and Molecular Biology (3 credit hours)
A study of the structure and function of cells, including the ultra-structure and roles of cytoplasmic and nuclear components. Nucleocytoplasmic relations, and intermediary metabolic pathways will be covered. Three lectures per week. Prerequisite: General Chemistry I & II (CHEM 1124/1224).

BIOL 3274 Marine Ecology (4 credit hours)
A course designed to familiarize the student with the physical, chemical, biological, and ecological aspects of marine environments. Emphasis is placed on ecology. (Open to both science and non-science majors meeting the prerequisites.) Prerequisites: BIOL 1314—Organismal Biology lecture and lab or special permission by instructor. SCUBA certification is also required (may be taken at SNU or completed at outside venues). This semester's lab trip destination is Cozumel, Mexico. Students taking the course must be enrolled in both the lecture and lab components.

BIOL 3304 Woody Plants (4 credit hours)
Taxonomy, ecology, management, and stewardship of trees and shrubs. Presents the systematic botany of local woody flora including identification by foliage, twigs, wood, and bark, and trees of major economic and ecological importance worldwide. Given in the context of ethical and global questions of deforestation, global warming trends, old growth forest values, lumbering, forest ecosystem restoration, and land stewardship. Prerequisite: One year of General Biology or one semester of Organismal Biology (BIOL 1314).

BIOL 3324 Insect Biology & Ecology (4 credit hours)
A study of insect taxonomy, ecology, life histories, and economic importance. Special attention is given to environmental stewardship issues including use of insecticides, biological control, integrated pest management, and impact of cultivation on formation of pest faunas. Field methods are stressed. Prerequisite: One year of General Biology or one semester of Organismal Biology (BIOL 1314).

BIOL 3334 Environmental Health (4 credit hours)
An in-depth look into environmental science with an emphasis on human impact on the environment as well as the environment's impact on human health. Prerequisite: Cells and Systems (BIOL 1324) and General Chemistry I (CHEM 1124).

BIOL 3424 Fish Biology & Ecology (4 credit hours)
Identification, ecology, exploitation, and stewardship of fishes and their habitats. Field studies include non-commercial and commercial fisheries in the Great Lakes region, ecological dynamics of fisheries exploitation and population ecology, fishing techniques, and fishing rights and regulation.

BIOL 3484 Advanced Human Anatomy: Cadaver Dissection (4 credit hours)
This is a cadaver based course in Anatomy that provides thorough coverage of anatomical structures through a regional approach allowing students to see the integration of systems in each region of the body. This course is intended for students wanting a comprehensive look at anatomy through intense cadaver dissections. Recommended for students who will enter graduate programs that include a gross anatomy course. Prerequisites: Successful (C or better) completion of two BIOL courses. Corequisites: Must be concurrently enrolled in BIOL 3484L. This course will consist of 3 lecture hours and a lab class.

BIOL 3504 Environmental Ethics (4 credit hours)
Contemporary problems of environmental stewardship are investigated, including use of renewable and nonrenewable natural resources, pollution, appropriate land use and development, third world concerns, and preservation of wild nature. These problems are set in a historical perspective of human relationships to the natural environment, especially as this relationship is viewed in the light of Christian thought and doctrine. Current attempts to develop a theology of nature and principles of Christian stewardship are considered.

BIOL 4002-3 Tropical Field Research (2-3 credit hours)
This course is designed to engage the student in the processes of planning, proposing, completing, and presenting a scientific research project. The research process is an integral experience in teaching science students how to implement the scientific method in order to answer a specific research question. By practicing the scientific method, students will gain an understanding of the research process and then be able to present their findings to the local community and to fellow students and research scientists in a conference type setting.

BIOL 4122 Tropical Medicine (2 credit hours)

This course introduces students to the most important bacterial, viral, parasitic, and mycotic pathogens in the tropics and to clinical features of the associated diseases not ordinarily covered in depth in a microbiology course, such as cholera, tuberculosis, leprosy, arboviral infections, and hemorrhagic fevers, among others. Topics covered will include geographic distribution, etiology, transmission, pathogenesis, clinical features of relevant diseases, immunologic considerations, diagnosis, treatment, control, and the social determinants of health. The class will also focus on the Costa Rican health system and the social determinants of health. Moreover, human behavior associated with the transmission of infection and of local perceptions of the disease will be included.

BIOL 4133 Tropical Microbiology (3 credit hours)

An investigation into the importance and presence of microorganisms in a tropical environment. Characteristics and types of known fungi and bacteria will be studied. Students will describe fungi and bacteria cultured and isolated in Costa Rica. A final paper will consist of literature research on known tropical microorganisms and documentation of field experiences and data collection in Costa Rica. Offered summers at SNUQERC. Prerequisite: Cells and Systems (BIOL 1324) and Organismal Biology (BIOL 1314) or one year of Introductory Biology (BIOL 1114) or permission of instructor.

BIOL 4143 Molecular Genetics (3 credit hours)

A study of the regulatory mechanisms governing gene expression in both prokaryotic and eukaryotic cells and their viruses. Alterations in normal eukaryotic genetic regulatory mechanisms that result in oncogenetic transformation will also be explored. Prerequisite: Genetics (BIOL 3124), Cell and Molecular Biology (BIOL 3263), and Biochemistry (CHEM 3133/3134) or permission of instructor.

BIOL 4163 Animal Behavior (3 credit hours)

An introduction to the study of animal behavior through discussion, observation, and experimental methods. Laboratory periods will involve the learning of observation techniques and the conducting of an individual behavioral research project. A paper will be required at the completion of the project. Two lectures and one three-hour lab per week. Prerequisite: Organismal Biology (BIOL 1314) or a course in Psychology.

BIOL 4174 Natural History of the Vertebrates (4 credit hours)

Taxonomy, behavior, distribution, and ecology of the vertebrates with emphasis on the Oklahoma fauna. Several field trips to portions of Oklahoma will be taken during the spring, during which collections will be made. Field trip fees will be collected by the department. Two lectures and a minimum of four hours lab work per week.

BIOL 4181 Research in Biology (1 credit hour)

Students will engage in personal research on a topic of interest selected in consultation with a biology faculty member. May include field or laboratory work in such fields as ecology, taxonomy, microtechniques, biochemical techniques, or others of interest. A final written report of procedures and results is required.

BIOL 4182-3 Research in Biology (2-3 credit hours)
Students will engage in personal, independent research on a topic of interest selected in consultation with a biology faculty member. May include laboratory or field research in such arenas as ecology, taxonomy, microbiology, molecular biology, biochemistry, biophysics, or others of interest. The research will be of independent nature allowing the student to exercise a maximum amount of creativity, discipline, and scientific integrity. The student will perform a literature search, do experimental design, and carry out the research plan. A major paper will be developed and the results presented in a public forum in professional format. Prerequisite: BIOL 2321-2 and/or permission of consulting faculty member.

BIOL 4204 Advanced Human Physiology (4 credit hours)
A study of the function of human body systems from the cellular level to the organism level. Clinical examples will be discussed to illuminate physiological processes. Laboratory studies will demonstrate research techniques and augment theoretical concepts. Three lectures and three hours of laboratory experience per week. Prerequisite: Cells and Systems (BIOL 1324), General Chemistry (CHEM 1124) and Cell and Molecular Biology (BIOL 3263) or permission of instructor.

BIOL 4262 Human Histology (2 credit hours)
Students view videotapes and professor-narrated photographic and microscope slides of representative epithelia, muscle, nerve, and connective tissues, and their appearance in the major organ systems. Laboratory work consists of microscope identification and study of tissues sections and consultation with the instructor. One lecture and two hours of laboratory work per week. Prerequisite: Organismal Biology (BIOL 1314) and/or a vertebrate or human anatomy course.

BIOL 4273 Human Embryology (3 credit hours)
A basic course in human embryonic and fetal development, from conception to parturition. The first one-third of the course is a general overview, followed by a more detailed systemic analysis of development. Some consideration is given to spontaneous and environmentally induced abnormalities. Class meets weekly. Prerequisite: Genetics (BIOL 3124) or Cell and Molecular Biology (BIOL 3263) AND one semester of Anatomy (either Human Anatomy/BIOL 2224 or Comparative Vertebrate Anatomy/BIOL 3114).

BIOL 4293 Immunology (3 credit hours)
This course provides the biological basis of the immune system, primarily at the cellular level. Topics presented include a comparison of the innate and adaptive immune systems in response to pathogenic infections as well as during cancer or tissue transplantation. Prerequisite: Cells and Systems, Microbiology, General Chemistry 1 and 2, Genetics. Recommended: Organic Chemistry 1, Biochemistry, Cell and Molecular Biology.

BIOL 4301 Professional Development (1 credit hour)

BIOL 4391 Molecular Biology Lab (1 credit hour)
A laboratory course designed to provide practical experience with modern methodologies of genetic engineering. Theoretical and practical aspects of DNA isolation, manipulation, and cloning, Polymerase Chain Reactions, blot hybridization analysis, and basic electrophoretic techniques are explored.

Biblical Literature (BLT)

B LT 1223 Introduction to Biblical Languages (3 credit hours)
An introductory course to the essential aspects of the biblical languages: Biblical Hebrew and Koine Greek. The course will introduce students to the foundational skills of language learning by exploring grammar, syntax, vocabulary, and pronunciation.

B LT 1163 Introduction to Biblical Literature (3 credit hours)
See G S 1163

B LT 2013 Old Testament Literature and Life (3 credit hours)
Old Testament Literature and Life is a sophomore level, General Education course. Its purpose is to identify the basic knowledge of the Bible - story line, main characters, books, great chapters, and teaching, and develop skills in understanding and communicating their meaning - that is expected will be known by all members of the SNU community of faith. This course is the product of the conviction of the SNU Faculty that a working knowledge of the Bible is essential for the fulfillment of the University mission to build responsible Christian persons. Prerequisite: sophomore standing, THEO 1513 Christian Faith and Life.

B LT 2023 New Testament Literature and Life (3 credit hours)
New Testament Literature and Life is a sophomore level, General Education course. Its purpose is to identify the basic knowledge of the Bible - story line, main characters, books, great chapters, and teaching, and develop skills in understanding and communicating their meaning - that is expected will be known by all members of the SNU community of faith. This course is the product of the conviction of the SNU Faculty that a working knowledge of the Bible is essential for the fulfillment of the University mission to build responsible Christian persons. Prerequisite: sophomore standing, THEO 1513 Christian Faith and Life.

B LT 2163 Methods in Biblical Study (3 credit hours)
An introduction to exegetical theology and methodology. Instruction in writing exegetical papers will precede the major written exegetical project. This course is the prerequisite for all upper division Bible literature courses for Pastoral Ministry majors.

B LT 3003 Biblical Theology
A beginning course in Biblical Theology that will explore the main storyline of the Old and New Testaments. This course will acquaint students with a theological perspective of the narrative continuity of the Bible as a whole. The major theological themes from both the Old and New Testaments will be introduced and explored.

B LT 3013 Introduction to Biblical Interpretation (3 credit hours)
See G S 3013

B LT 3113 Pentateuchal Narratives (3 credit hours)
An exegetical study of the narrative literature in the books of Genesis and Exodus focusing especially on the theological interpretation of Israel's origin and early history including the concepts of creation, sin, promise, election, and deliverance. The role of these narratives in the Pentateuch and the larger Old Testament canon will also be examined. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023) and Methods in Biblical Study (B LT 2163).

B LT 3123 Historical Books: The Former Prophets (3 credit hours)
A study of the books of the Former Prophets focusing on the historical setting of the Hebrew Commonwealth and Israelite Monarchy, the development of oral and literary traditions interpreting that history, and the theological implications of the canonical form of those traditions. This course includes the books of Joshua, Judges, 1 and 2 Samuel, and 1 and 2 Kings. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in Biblical Study (B LT 2163).

B LT 3223 Ideology Land: Arab & Jewish Perspectives (3 credit hours)
This course will offer perspectives on ancient issues in Israel and the Arab world as well as current contemporary issues in the world/land of Arab countries with respect to Israel with specific attention to how particular theological ideologies have shaped ideas and persons in this land. (Arab countries may include one or several countries located in the region around Israel.) The course will include: a review of the history of people groups living in modern Arab countries focused in and around ancient and Modern Israel, a review of geographical features and locations that make up Ancient & Modern Israel specifically, and a review of theological and biblical perspectives of faith claims or stories made with respect to these locations and this land. One component of this course offering will include the opportunity to travel to one of several Arab countries territories in and around Israel along with travel to Israel in order to gain firsthand the "land," cultures, customs, and people. The course cannot be exhaustive in scope but will attempt to faithfully, critically, and intentionally integrate perspectives that are aware of Jewish, Christian, and Islamic faith-traditions with the assistance of outside experts, resources (print and media), and lectures as they are available.

B LT 3233 The Bible as Literature (3 credit hours)
The examination of literary types within the Bible, with attention given to writers' narrative, poetic, and dramatic techniques. Prerequisite: Introduction to Literature (ENGL 2413) or permission of instructor.

B LT 3243 Matthew and Mark (3 credit hours)
A study of the life and teachings of Jesus as presented in these two Synoptic Gospels, with special attention to their literary relationships, and the uniqueness of their respective portrayals of Jesus. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in Biblical Study (B LT 2163).

B LT 3253 Pauline Epistles (3 credit hours)
A study of the life and teachings of the Apostle Paul as presented in his epistles, supported by the narrative of his mission activity in the Acts of the Apostles. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in Biblical Study (B LT 2163).

B LT 4123 8th & 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in Biblical Study (B LT 2163).

B LT 4181-3 Directed Study (1-3 credit hours)
Individual study program. Professor permission required.
*This course is approved for graduate level credit, with additional reading and research.

B LT 4193 General Epistles & 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: For majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: For undergraduate majors in the School of Theology & Ministry: Old Testament Lit and Life (B LT 2013), New Testament Lit and Life (B LT 2023), and Methods in Biblical Study (B LT 2163).

Christian Education (C ED)

C ED 2123 Foundations of Christian Education (3 credit hours)
This is the introductory course for Christian Education majors and minors. An extensive look at philosophical and theological basics, the history of the movement, the educational roots in Hebrew tradition and American history, and a look at significant religious educators of the past and present.

C ED 2143 Psychology of Childhood (3 credit hours)
A course designed for the understanding, predicting, and changing of the behavior of children. Consideration is given to the influences affecting the child both preceding and following the actual stages of childhood. Prerequisite: 12 hours of college credit or permission of the instructor.

C ED 2173 Developmental Psychology Across the Lifespan (3 credit hours)
See PSY 2173

C ED 3023 Ministry, Church, & Society (3 credit hours)
See G S 3023

C ED 3153 Christian Education in a Multi-Cultural Context (3 credit hours)
An investigation into the principles and methods necessary for teaching children, youth, and adults in the multi-cultural context. Special attention will be given to developing strategies for cross-cultural Christian education visioneering, programming, and implementation.

C ED 3163 Formation Ministries of the Local Church (3 credit hours)
This course is an introductory course in the foundations, principles, and practices of the worship, Christian education, and service ministries of the local church. A comprehensive investigation will be made into the foundational structures upon which these key local church ministries are supported. The thorough examination will include an extensive look into the Biblical, theological, and historical aspects of worship, Christian education, and Christian service ministries along with principles that guide the proper administration of these ministries within the local church.

C ED 3173 Survey of Children's Ministry (3 credit hours)
A study of the developmental needs, organization and administration, methods and techniques, pertaining to the spiritual development of children within the context of the local church and the Christian home.

C ED 3193 Family Ministry in the Local Church (3 credit hours)
An examination into the principles of ministry required to create multi-generational spiritual health within the local congregation through creative and effective ministries to the family.

C ED 3323 Evangelism and Discipleship (3 credit hours)
The history, place, and methodologies of evangelism are studied in the context of the local church. The strategies of both evangelism and renewal in giving vitality to the church are stressed.

C ED 4003 Special Studies (3 credit hours)

C ED 4123 Life Span Ministries (3 credit hours)
An exploration of spiritual formation and ministry across the human life span. Special attention will focus on the cognitive development of children, youth, and adults as it relates to spiritual development and the formation of whole persons in Christ.

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. *This course is approved for graduate level credit, with additional reading and research.

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. *This course is approved for graduate level credit, with additional reading and research.

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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: Foundations of Christian Education (C ED 2123) and Evangelism and Church Renewal (C ED 3323).

C ED 4173 Crisis Ministry: Advocacy & Intervention (3 credit hours)
A special examination of the issues faced by a minister responding to people in crisis. Special attention will be placed upon navigating the welfare entitlement system, penal and judicial system, juvenile justice system faith-based ministry paradigms, and social crisis ministries resulting in an informed minister who can wisely partner with society in bringing hope and comfort to at risk families and individuals.

C ED 4212 Church Music Administration (2 credit hours)
See C M 4212

C ED 4281-4 Age Group Special Studies (1-4 credit hours)
A combination of directed study and practicum specializing in either Children, Youth, or Adult Ministries.

Chemistry (CHEM)

CHEM 1024 Introduction to General, Organic and Biological Chemistry (4 credit hours)
This course is a university-level chemistry course designed to introduce the student to the structure of atoms and molecules, solution and acid-base chemistry, and the roles of organic functional groups in biochemical reactions, while emphasizing chemical substances involved in metabolic processes as sources of the energy and materials that sustain life.

CHEM 1033 Chemistry, Environment & Health (3 credit hours)
A liberal arts course in chemistry designed to help the student understand the role that chemistry has in modern living. Topics such as polymers, medicines, food, etc., will be discussed, with emphases placed on health and the environment. Does not count towards a major or minor in Chemistry. No prerequisites required. Two lectures and one 3-hour lab per week.

CHEM 1124 General Chemistry I (4 credit hours)
Concepts introduced in general chemistry have bearing on how scientific knowledge is gained and applied; the history of science; the modern concept of matter and energy; medicine, pollution, and other issues. Topics include nomenclature, stoichiometry, aqueous reactions, atomic and molecular structure, periodicity, ionic and covalent bonding, thermochemistry, and gas laws. The patterns and underlying principles we discover allow us to understand and make predictions about the natural world. Three lectures and one three-hour laboratory period per week. Prerequisite: ACT Math score of 24 or above; or C– or better in College Algebra with Integrated Review (Math 1503) or higher Math; or concurrent enrollment in College Algebra (Math 1513) or higher Math.

CHEM 1224 General Chemistry II (4 credit hours)
A continuation of General Chemistry I (CHEM 1124), with emphasis on solutions, bonding and intermolecular forces, kinetics, equilibrium, thermodynamics, electrochemistry, spectroscopy, and nuclear chemistry. Three lectures and one three-hour laboratory period per week. Prerequisite: C– or better in General Chemistry I (CHEM 1124); and C– or better in College Algebra with Integrated Review Math (MATH 1503) or higher Math, or concurrent enrollment in MATH 1613 or higher Math, or Math ACT 24 or higher.

CHEM 3024 Analytical Chemistry (4 credit hours)
The principles and techniques of chemical separations and analysis. Emphasizes experimental design, sample preparation, statistical analysis and interpretation of data, and classical methods of analysis and introduces instrumental methods of analysis. Three lectures and one 3.5-hour laboratory period per week. Prerequisite: C– or above in General Chemistry II (CHEM1224)

CHEM 3111 Organic Chemistry I Lab (1 credit hour)
The laboratory emphasizes separation methods, synthesis, and introduces the student to instrumental methods: GC, IR, and NMR. One three-hour laboratory period per week.

CHEM 3114 Organic Chemistry I (4 credit hours)
Organic Chemistry I is the first course of a two-semester sequence. Primary emphasis is on stereochemistry, acid-base theory, nomenclature, infrared and NMR spectroscopy, the basis of mechanistic interpretation and several functional group topics. The laboratory emphasizes separation methods, synthesis, and introduces the student to instrumental methods: GC, IR, and NMR. Three lectures and one three-hour laboratory period per week. Prerequisite: General Chemistry II (CHEM 1224).

CHEM 3121 Organic Chemistry II Lab (1 credit hour)
The laboratory emphasizes multistep synthesis and named reactions. One three-hour laboratory per week. Prerequisite: Organic Chemistry I (CHEM 3114)

CHEM 3125 Organic Chemistry II (5 credit hours)
Organic Chemistry II is the second semester of a two-semester sequence. The remaining functional groups are studied with a heavy emphasis on mechanistic interpretation and synthetic strategies. The laboratory emphasizes multistep synthesis and named reactions. Four lectures and one three-hour lab per week. Prerequisite: Organic Chemistry I (CHEM 3114).

CHEM 3133-4 Biochemistry (3-4 credit hours)
Principle topics are protein structure and function; enzymes with an emphasis on selected enzyme mechanisms; detailed aspects of energy metabolism; selected metabolic pathways and their regulation. Prerequisite: Organic Chemistry I (CHEM 3114).

CHEM 3142 Readings in Advanced Organic Chemistry (2 credit hours)
Study in approved subjects from the area of modern organic chemistry. Possible topics include orbital symmetry rules, advanced synthetic methods, structure reactivity relationships. Intended especially for those persons that are preparing for a career in chemistry or a graduate program in chemistry. Prerequisite: Organic Chemistry II (CHEM 3125) and junior standing.

CHEM 3213 Physical Chemistry: Quantum Chemistry (3 credit hours)
Introduction to quantum theory, including crucial anomalies from Newtonian physics and fundamental postulates of the quantum paradigm; wave functions and superposition; operators, commutation relations, and their interpretations for measurement; position and momentum space; Fourier transforms. The Schrodinger equation; its stationary states and eigenfunctions; approximation methods, especially perturbation theory. Central potentials and the hydrogenic atom. Prerequisite: See Quantum Mechanics (PHYS 3213)

CHEM 3253 Instrumental Analysis (3 credit hours)
Emphasizes modern instrumental methods of chemical analysis, such as spectroscopy, mass spectrometry, electrochemistry, and thermal methods. Emphasis on the instrument components and principles of operation, basic electronics, and signal processing. Two lectures and one three-hour laboratory period per week. Prerequisite: C– or above in General Physics I.

CHEM 3272 Methods in Science: Chemistry (2 credit hours)
A study of the philosophy and methods in science teaching with emphasis on laboratory investigation. Consideration will be given to concepts and conceptual schemes in science as well as the different approaches in high school science teaching. Supplies, equipment, and facilities will also be studied. Prerequisite: Admission to the professional semester.

CHEM 4114 Physical Chemistry (4 credit hours)
Physical chemistry emphasizes the connection between qualitative and quantitative microscopic models and macroscopic phenomena of physical properties and chemical change. Topics include introduction to quantum mechanics and statistical thermodynamics, orbital theory, spectroscopy, molecular modeling, and the solid state. Three lectures and one laboratory per week. Prerequisite: General Physics for Scientist & Engineers (PHYS 2114) and Calculus II (MATH 2424) prerequisite or corequisite.

CHEM 4133 Advanced Inorganic Chemistry (3 credit hours)
A one-semester course designed to acquaint the student with the following: a theoretical picture of bonding as it relates to inorganic compounds, the descriptive chemistry of the representative elements, the descriptive chemistry of transition metals and organo-metallic compounds. The course is highly recommended for persons planning to enter graduate school in chemistry or to seek employment as a chemist. Three lectures per week (if enrolled in CHEM 4134 there is one three-hour laboratory period per week). Prerequisite: General Chemistry II (CHEM 1224), Organic Chemistry II (CHEM 3125), and junior standing.

CHEM 4181-2 Research Project in Chemistry (1-2 credit hours)
An introduction to literature search and experimental work as applied to the solution of chemical problems. Projects may be chosen from the areas of organic, analytical, biochemistry, and inorganic. Course especially stresses the importance of individual initiative in chemical research. Credit earned depends upon the project chosen and the quality of work done.

CHEM 4191 Seminar in Chemistry (1 credit hour)
Designed to cover important concepts as they are reflected in the various subdisciplines of chemistry from an integrated viewpoint. Activities include discussions and presentations by students. May be repeated for additional credit.

CHEM 4211 Chemical Kinetics (1 credit hour)
A study of the present theories of chemical rates of reactions and applications to mechanisms. Discussion of experimental methods will also be included. One lecture per week. Prerequisite: General Chemistry II (CHEM 1224) and Calculus II (MATH 2424).

CHEM 4291-3 Special Topics in Chemistry (1-3 credit hours)
Offers the student an opportunity to engage in independent study of advanced topics in chemistry. Instructional tools used may be practica, computer software, or audio-visual materials.

CHEM 4391 Biochemistry Lab (1 credit hour)

Church History (C HS)

C HS 2113 History & Polity of Nazarene Church (3 credit hours)
A survey of the history and polity of the Church of the Nazarene with due regard to its organization, development, growth, constitution, and study of the MANUAL.

C HS 3113 Introduction to Church History (3 credit hours)
A study of the development of the Christian Church in its historical, socio-cultural, economic, and political context from its inception to modern times. Primary Emphasis will be placed on the development of Western Christianity, but the course will also touch upon the history of the Church in other areas of the world.

C HS 4181-3 Directed Study in Church History (1-3 credit hours)
Prerequisite: Approval of School of Theology and Ministry

C HS 4303 Special Topics in Church History (3 credit hours)
This course deals with a variety of topics in Church History, including special time-period studies (e.g. Early Church History, Medieval Christianity, 16th Century, Contemporary Church History, etc.), and special topic studies (e.g. History of Worship, History of Non-Western Christianity, Christian Mystical Tradition, etc.). The course may be repeated for additional credit. Prerequisite: Introduction to Church History or approval of the department chair.

C HS 4313 American Religious History (3 credit hours)
A survey of American religious history from 1607 to the present. This course focuses on the development of American Christianity with a particular emphasis on evangelical Christianity and its impact on American politics and culture.

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.

Criminal Justice (CJ)

CJ 3003 Philosophies and foundations of Law Enforcement (3 credit hours)
Participants will explore their personal life philosophies in relation to public service and law enforcement. In addition, foundational and historical concepts of law enforcement and will be learned and compared with contemporary concepts. Historical and developing trends in a global context will be discussed and contrasted by learners in this course.

CJ 3113 Mental Health & Societal Implications of Law Enforcement (3 credit hours)
This course examines the intersection of mental health and the criminal justice system. Learners will explore the prevalence of mental health issues and the interactions with criminal justice practice. They will also examine the role of law enforcement professionals within American society, emphasizing history, public perceptions, administration, organizational culture, and ethics. This course incudes exploration of on-the-job experiences that can affect the mental health of criminal justice personnel, victims, victim families, and perpetrators of crime. Included also is a survey of stress management techniques as well as consideration of the effects of trauma and compassion fatigue. Work on the Comprehensive Paper will begin in this course and continue through to program conclusion.

CJ 3123 Diversity, Inclusion, Equity, and Justice (3 credit hours)
This course examines how cultural and individual human differences intersect with the criminal justice system. The course will explore the interaction of the criminal justice system with issues of race, gender, age, socio-economic status, sexual orientation, physical and mental disabilities, culture, religion, and other human differences. The focus will be on diversity, inclusion, equity, and justice, and how human differences and diverse intersections of identities impact all people within the criminal justice system, including victims, offenders, and service providers and how the criminal justice system responds to and/ or should respond to human differences, with an emphasis on providing cultural responsiveness and restorative hope and equity for social justice within the criminal justice systems and structures.

CJ 3133 Technical and Report Writing (3 credit hours)
Writing clear, concise reports is one hallmark of any justice professional's job. This course equips learner with necessary skills to compose comprehensive reports that withstand review, court testimony, auditing, and supervisor scrutiny. Writing using inclusive language, justice terminology, and a variety of professional communications will be examined and implemented. Learners will practice concepts learned in a variety of simulated situations.

CJ 4003 Ethics and Values in Public Service (3 credit hours)
This is a capstone course that encourages learners to reflect on learning, relationships, personal and professional growth, and goals. This course focuses on exploring the importance of ethical concepts including concepts such as good, right, duty, personal choice, and faith perspectives along with their relevance in everyday life of a public service professional.

CJ 4113 Investigations, Interrogations, and Interviews (3 credit hours)

Discovery and application of key skills and best practices for investigations, interrogations, and interviews is at the core of this course. Learners will experience foundational best practices for managing, accepting, initiating, and closing cases. The learner will be able to identify key case management and investigative definitions, terminology, and best practices as it pertains to ethically interviewing, interrogating, and listening for key data to support cases; and ensuring an accurate and thorough investigative process for criminal and/or civil charges. The learner will also learn the best practices in management and leverage of resources to aid in the identification and security of witnesses and other parties to the investigation process. Learners will explore constitutional and pertinent legal guides when handling and investigating cases. The methodology and strategy used to facilitate his course will come by way of professional dialogue, content expert speakers, lectures, and labs to participants who wish to pursue a career (or desire to have a working knowledge) in forensic science, and to provide criminal justice majors with an education that applies forensic science to the criminal investigation.

CJ 4223 Criminal Law and United Sates Court System (3 credit hours)

An important component of law enforcement professional development is knowledge of the complex tenets of criminal law and the court systems in this country. This course will delve into the historical and contextual aspects of criminal law, criminal procedures, and contemporary statutorial codes. Learners will not only acquire knowledge but will apply concepts in many areas such as legal procedures, judicial policy making, legal expressions, due process, and court testimony. Roles of law enforcement, district attorneys, attorneys, court system operations, and other aspects of the criminal justice process will be examined.

CJ 4333 Leadership and Professional Opportunities in Law Enforcement (3 credit hours)

Individual leadership styles, organizational communications and behaviors, law enforcement reform, restorative justice, servant leadership, and ethical leadership in global perspectives are the basic tenets of this course. Upon completion, learners will be able to explain and apply tenet components to contemporary situations. Learners will also be able to describe best practices, professional growth, and career development constructs and choose appropriate situations in which to exercise.

Communication And Leadership for Nonprofit (CLNO)

CLNO 1111 Service Learning Practicum (1 credit hour)
This course introduces students to academic service learning as an approach to experiential learning. Students actively participate in meaningful civic service experiences that meet community needs and are coordinated with university and community organizations. Students meet in a structured class setting and online community to read, think, talk, and write about the students' service. In addition to class work, students perform approximately 40 hours of service.

CLNO 2113 Introduction to Communication & Leadership for Nonprofits (3 credit hours)
This course is an introduction to the opportunities and challenges associated with managing nonprofit and government agencies and being an active participant in civic life. The course provides a foundation for understanding the roles of nonprofit volunteerism, public service, and civic leadership in forming cohesive strong communities. In this course, students will explore the skills needed to be successful community organizations as nonprofit professionals, government program managers, and social service administrators. Students will practice these skills by preparing their own volunteer management plans, grant proposal problem statements, and data-driven reports through student assessments of local organizations.

CLNO 3113 Grant Writing for Nonprofits (3 credit hours)
See ENGL 3113

CLNO 3333 Nonprofit Leadership (3 credit hours)
Under development. Please see the Catalog Update/Errata file as it becomes available.

CLNO 3663 Fundraising for Nonprofits (3 credit hours)
Under development. Please see the Catalog Update/Errata file as it becomes available.

CLNO 4213 Communication in Conflict Management (3 credit hours)
See SP C 4213

CLNO 4233 Intercultural Communication (3 credit hours)
See SP C 4233

CLNO 4313 Integrated Marketing Communication for Nonprofits (3 credit hours)
Under development. Please see the Catalog Update/Errata file as it becomes available.

CLNO 4383 Internship (3 credit hours)
This course, primarily designed for seniors, consists of practical application of skills, techniques, and theory through individualized work in the field. It may be repeated for credit; however, there is a limit of six hours that may be counted toward graduation requirements. Grading is on the pass/fail basis. Prerequisite: Senior or permission of division.

Church Music (C M)

C M 3113 Music, Ministry, & The Church (3 credit hours)
A course designed to investigate the role of music in the life of the church. Topics to cover basic philosophy of music ministry, church music materials, the hymnal, elementary conducting, distinctives of music used in evangelical free-church tradition.

C M 4212 Church Music Administration (2 credit hours)
A thorough examination of the organization of the church music program at the local level. Emphasis is on the comprehensive use of musical skills, knowledge of administrative methods, and wide knowledge of materials.

C M 4241 Capstone Project (1 credit hour)
A senior level project culminating the student's experience in the area of music ministry. The project should be formulated in conjunction with the chair of the School of Music. The project will demonstrate a synthesis of skills and knowledge developed through the core coursework in music ministry.

C M 4281-3 Church Music Internship (1-3 credit hours)
Supervised church music experience. Should be conducted with an approved church music staff supervisor, and a designated member of the School of Music faculty. 1 credit hour equals 40 hours of staff experience.

Commercial Music Production (CMP)

CMP 1213 Introduction to Commercial Music Program (3 credit hours)
A study of the principles, procedures, structure, and history of the music business as well as career opportunities and technologies within the industry. Business techniques and legal concepts central to many aspects of the music business will be introduced and students will be familiarized with the concepts of contracts, royalties, agents, management, and various aspects of the recording industry. Occasional guest lecturers will be utilized.

CMP 1312 Live Recording Techniques (2 credit hours)
An introduction to the methods used for live recording. Emphasis on room acoustics, microphones, microphone placement, recording formats, and editing. Students should develop the listening skills used to evaluate potential recorded material.

CMP 2513 Studio Recording I (3 credit hours)
An introduction to recording studio techniques and procedures with an emphasis on tracking, overdubbing, and basic mixing. Topics covered include signal flow, equalization, compression reverb, studio acoustics, session procedures, and the roles of various studio staff.

CMP 2523 Studio Recording II (3 credit hours)
A continuation of Studio Recording I, with emphasis placed on advanced mixing, mastering, surround sound, and high-resolution digital audio formats.

CMP 2542 Introduction to Production Technology (2 credit hours)
An overview of the technology required for basic live productions, geared primarily for the church setting, including sound reinforcement, lighting, video production, and computer-generated graphics.

CMP 3303 History of Recorded Music (3 credit hours)
Exploration of the influence of recording technology and music business practices on the development of modern popular and art music. Special attention will be paid to major developments in the industry since 1877 (Edison's gramophone).

CMP 3412 Music Publishing (2 credit hours)
The history, functions, and operations of music publishing, including copyright acquisition, songwriter contracts, performance licensing, mechanical licensing, print publishing, and synchronization rights.

CMP 3432-3 MIDI Production (2-3 credit hours)
A study of the tools and techniques used for producing music with MIDI and digital sequencing software. Computer generated synthesis, external sound modules, and digital samplers will be covered.

CMP 4241 Capstone Project (1 credit hour)
A senior-level project culminating the student's experience in the area of music business. To be formulated in conjunction with the School of Music Chair and the appropriate faculty member in Music Business. The project will demonstrate a synthesis of skills and knowledge developed through the core coursework in Music Business. Can be concurrent with enrollment in the final course(s) of the Commercial Music Production degree.

CMP 4381-3 Commercial Music Program Internship (1-3 credit hours)

CMP 4481-3 Directed Study (1-3 credit hours)

Cybersecurity (CSF)

CSF 3003 Networking for Security (3 credit hours)
This course explains and evaluates networking concepts and design from a cybersecurity perspective. Students compare the levels of the OSI model and apply principles to the corresponding network security protocols. Students validate and apply network, protocols, terminology, and methodologies through lab exercises and applicable examinations.

CSF 3113 Intro to Windows Admin (3 credit hours)
This course will introduce the main concepts within Windows Server administration and Active Directory domains. It focuses on use administration within Active Directory, file sharing and permissions, DHCP, DNS, and Group Policy especially regarding the relationship between these and Information Security.

CSF 3223 Information Assurance (3 credit hours)
This course will cover the integration of industry recognized cybersecurity frameworks (RMF, NIST CSF) into a network policy and analyze prior real-world network breaches (Target, Equifax, Sony, etc.) to see where policy and practice failed.

CSF 3233 Scripting with Python (3 credit hours)
This course introduces fundamental and intermediate concepts, principles, and skills of the programming language, Python. The course focuses on learners gaining skills and knowledge in order to complete projects and automate redundant tasks with Python coding.

CSF 4113 Computer and Network Forensics (3 credit hours)
In this course, students will be taught how to work with data and equipment during a network incident and how to collect forensic data from machines and the network to aid in an investigation.

CSF 4123 Penetration Testing (3 credit hours)
This course introduces the skills and strategies needed to test a network environment and reveal vulnerabilities. This will take a Red Team approach to discover and exploit vulnerabilities, elevate access, and establish persistence of presence.

CSF 4133 Advanced Intrusion Detection (3 credit hours)
In this course, students will build a network detection system using virtual machines to learn how to place and monitor sensors. It will emphasize the placement of sensors, the collection and analysis of data, and mitigation of attacks using the concept of the Cyber Kill Chain. It will also cover Open-Source Intelligence (OSINT) and its application in network detection and defense.

CSF 4223 Cybersecurity Law and Ethics (3 credit hours)
This course provides an in-depth evaluation of the global laws, governing institutions, regulations, standards, and best practices through the use of ethical frameworks and biblical principles. Students gain culturally based knowledge and skills required to develop, implement, and evaluate processes and procedures intended to protect the organization from unethical actions and legal violations on a global scale.

CSF 4433 Cybersecurity Management and Operations (3 credit hours)

The role and responsibilities of Information Management and Technology have increased and expanded considerably in recent years. This course provides an evaluation of the roles, leadership responsibilities, and day-to-day operations of the IT department and how it interacts, communicates across cultures, and supports the organization in meeting the mission and goals in an efficient and secure manner.

Computer Science/Network Engineering (CSNE)

CSNE 1133 Computer Applications for Scientists and Engineers (3 credit hours)
This General Education Foundation course provides students with an introduction to computer literacy and computer software applications that are critical to their success in scientific and engineering disciplines. Students will strengthen their understanding of computer applications through proper execution of computer lab procedures. Students will learn how to recognize patterns, limitations, and significance as they interpret data and coherently communicate their findings. Emphasis is given to basic data analytical techniques, including simple charting, plotting, and interactive computing notebooks.

CSNE 2444 Introduction to Computer Science I (4 credit hours)
Introduces the general organization of computers identifying components and their functions. The fundamentals of problem solving, and algorithm development are introduced through a high level language. Corequisite for CSNE 2444: Must be enrolled in or have completed Math 1513 College Algebra or Math 1503 College Algebra with Integrated Review (or a higher Math course) with a grade of C or better or ACT Math score of 23 or above.

CSNE 2543 Introduction to Computer Science II (3 credit hours)
A continuation of Introduction to Computer Science I (CSNE 2444) with added emphasis on algorithm development and analysis. Major area of study will include debugging and testing techniques and searching and sorting methods. An introduction to theory of data structures concludes the course. Prerequisite: Introduction to Computer Science I (CSNE 2444) or approval of department

CSNE 2913 Computer Hardware and Networking (3 credit hours)
This course covers the basics of computer hardware and networking. Students gain hands-on experience with a variety of computer and networking hardware. The course introduces basic computer and networking technology, including terms, concepts, and best practices. The course also prepares students to engage in “real world” troubleshooting using industry-standard hardware and exercise based on “real world” situations.

CSNE 2923 Data Structures (3 credit hours)
Builds on the foundations provided by Introduction to Computer Science I and II (CSNE 2444 and 2543) to introduce the fundamental data structures and computing algorithms. Topics include data abstraction, basic algorithm development and analysis, and recursion. Prerequisite: Introduction to Computer Science I and II (CSNE 2444/CSNE 2543) or approval of department.

CSNE 3173 Intermediate OO Programming (3 credit hours)
This course focuses on the practical aspects of object-oriented programming and software development. Typical topics include UML diagrams, I/O, event-driven programming, concurrent programming, networking, source control, unit testing and build management.

CSNE 3183 Procedural Programming (3 credit hours)
This course introduces the fundamental concepts of procedural and structured programming. Typical topics include data types, control structures, arrays, memory management, basic I/O, and software development practices.

CSNE 3193 Seminar: Programming Languages (3 credit hours)
The purpose of this class is to offer a wide variety of current programming languages. Each language will be covered on a per semester basis. A partial list of those languages include: C, C++, Python, Java and Visual Basic. May be repeated for up to nine credit hours, with different languages. Prerequisite: Introduction to Computer Science II (CSNE 2543) or approval of department

CSNE 3213 Computer Architecture (3 credit hours)
The emphasis of the course will be studying an assembly language. The language will be used to understand computer systems and machine level programming. Prerequisite: Data Structures (CSNE 2923)

CSNE 3263 AI: Applications, Ethics, and Society (3 credit hours)
This General Education Windows course provides students with an introduction to artificial intelligence and its increasing impact on human society. Topics can include a study of the practical applications of artificial intelligence, basic theory of artificial intelligence and machine learning systems, an overview of ethical concerns and artificial intelligence alignment issues, and discussions of the impact of artificial intelligence on current and future societies.

CSNE 3523 Sustainability and Computing (QERC) (3 credit hours)
This General Education Windows course examines the relationship between recent exponential increases in computation and the consequences to the natural environment. Includes a survey of sustainability issues in computing, which can incorporate topics such as the energy consumption of hardware devices and various programming languages, effective programming techniques for reduced energy consumption, and a study of electronic waste. A research project involving the application of computer science techniques to environmental problems is required. Offered in some mini-terms and summer sessions. Prerequisite: Introduction to Computer Science I (CSNE 2444) or approval of the Sciences Division Chair.

CSNE 3713 Computer Forensics (3 credit hours)
This course is intended to introduce the subject of computer forensics, the art and science of using technology to obtain all types of data/evidence for investigative purposes. The course focuses on retrieving information from computer systems without destroying the data on the original system. There will be hands-on exercises to reinforce learning. Prerequisite: Network Administration I (SNM 3673)

CSNE 3953 Object-Oriented Analysis & Design (3 credit hours)
An introduction to the analysis and design of object-oriented software. Topics include problem analysis, modeling methodologies, object design, and design patterns. Prerequisite: Data Structures (CSNE 2923)

CSNE 4181-3 CSNE Seminar (1-3 credit hours)
This course is used to cover new topics in the ever-changing world of the computer. It will be offered on an as-needed basis. Prerequisite: Permission of instructor

CSNE 4223 Operating Systems (3 credit hours)
Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, implementing processes, memory management, and file systems. Prerequisite: Data Structures (CSNE 2923)

CSNE 4243 Database Systems (3 credit hours)
A survey of the database systems with experience using a current database program. Emphasis will be placed on the relational database model and an implementation of it. Prerequisite: Introduction to Computer Science I and II (CSNE 2444 and 2543)

CSNE 4253 Distributed Systems (3 credit hours)
This course introduces the theory of distributed systems, including such foundational topics as time synchronization, consensus, distributed networking, and consistency theorems. Practical topics like big data, containerization, microservice architecture, and orchestration are also covered in-depth. Students will create a distributed system using current technology as the final project. Prerequisite: Database Systems (CSNE 4243) or approval of department.

CSNE 4313 Algorithm Analysis (3 credit hours)
Introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematical theory and practical considerations of efficiency. Prerequisite: Computer Architecture (CSNE 3213) and Discrete Mathematical Structures (MATH 3013)

CSNE 4323 Software Engineering (3 credit hours)
Combines a range of topics integral to the design, implementation, and testing of a medium- scale software system with the practical experience of implementing such a project as a member of a development team. Prerequisite: Data Structures (CSNE 2923)

CSNE 4363 Web Application Development (3 credit hours)
This course provides a survey of web application development with an emphasis on “full-stack” development. Topics covered include web frameworks, integrating front– and back-end languages, databases, and web storage, preserving state, and web application architectures. Pre-requisites: CSNE 4253 Distributed Systems with a grade of C or better OR permission of the instructor.

CSNE 4373 Mobile Application Development (3 credit hours)
A study of mobile application programming using the latest technologies and techniques for effective software development on mobile devices. The focus is mobile device applications software, but can also include theories of distributed, networked embedded systems. An emphasis is given to both cross-platform development techniques and to the design of accessible user experiences. Prerequisite: Introduction to Computer Science I and II (CSNE 2444/CSNE 2543) or approval of department.

CSNE 4441-3 Computer Science Practicum (1-3 credit hours)
Provides a capstone to a student's college career and work as a CS major. Students not wishing to pursue a graduate degree may design, build, test, and deploy an original, medium -scale application. Those wishing to pursue a graduate degree may perform original research in an approved area of interest. Prerequisite: Algorithm Analysis (CSNE 4313) and approval of instructor

CSNE 4453 Computer Science Practicum II (3 credit hours)

CSNE 4513 Machine Learning (3 credit hours)
An introduction to the field of machine learning. Topics include reinforcement learning, neural networks, evolutionary computation, Bayesian learning, and clustering. Prerequisite: Data Structures (CSNE 2923) and Probability & Statistics (MATH 3143)

CSNE 4533 Artificial Intelligence (3 credit hours)
An introduction to the development of intelligent computer systems. Topics include knowledge representation, decision-making, search, and heuristics. Prerequisite: Data Structures (CSNE 2923)

Economics (ECO)

ECO 2113 Macroeconomics (3 credit hours)
Dealing with the functioning of the American economic system. A study of the basic principles underlying production, exchange, consumption, income distribution, inflation, unemployment, fiscal policy, and monetary policy.

ECO 2123 Microeconomics (3 credit hours)
The application of economic principles to the problems of economic life: supply and demand, market elasticity, market structures, income distribution, labor unions, resource factors, and international trade.

ECO 2223 Economics (3 credit hours)
This course provides an overview of macroeconomic and microeconomic concepts. A study of the American economic system including exchange, inflation, unemployment, and monetary policy as well as economic principles related to supply/demand, market elasticity, and international trade will be explored.

ECO 3033 Business, Economics, & Society (3 credit hours)
A General Education course designed to create an integrated thought pattern for one's professional, cultural, economic, and spiritual life. A Biblical understanding of wealth, labor, and career; ethical implications in professional life; comprehension of the capitalistic vs. state-owned issue; and working knowledge of personal economics. Prerequisite: Sophomore standing.

ECO 3053 International Economic Development (3 credit hours)
Exploration and overview of the factors that have led to the struggling economies of underdeveloped nations. Various macroeconomic policies for improving economic development will be examined with an emphasis placed on international microfinance practices. Students will propose some potential solutions for improving the economies of underdeveloped nations.

ECO 3113 Economics for Managers (3 credit hours)
This course provides the basic economic framework crucial to managerial success. Macroeconomics and microeconomics are combined into a fast-paced course that provides a practical rather than a theoretical emphasis.

ECO 3913 Health Care Economics (3 credit hours)
This course will examine the general principles of economics at work in the American system. It will include the concept of supply and demand, quality of care, consumerism, allocation of scarce resources and managed care in the health care marketplace. The application, implications, and ethical ramifications of these principles for the American health care system will also be discussed.

Education (ED)

ED 2111 **Introduction to Education and Teaching Lab (1 credit hour)**
A course designed to assist the student who is considering education as a profession. Emphasis is placed on individual self-evaluation as a prerequisite to choosing a vocation and exploration of teaching from the practitioner's point of view. Includes a first phase 12 hr. field experience in public school classroom. Grading is on P-F system.

ED 2142 **Educational Technology for Physical and Music Educators (2 credit hours)**
This course provides an examination of the characteristics of teaching and learning with technology. Students will work toward digital fluency using a variety of computer applications. The focus will be on integrating technology into music and physical education classrooms in a P-12 school setting. Students will explore questions related to the sociological, psychological, developmental, and ethical implications of technology use and the appropriate use of technology in their futures classrooms.

ED 2143 **Educational Technology (3 credit hours)**
This course provides an examination of the characteristics of teaching and learning with technology. Students will work toward digital fluency using a variety of computer application. The focus will be on integrating technology into music and physical education classrooms in a P-12 school setting. Students will explore questions related to the sociological, psychological, developmental, and ethical implications of technology use and the appropriate use of technology in their future classrooms.

ED 2162 **Foundations of Education (2 credit hours)**
A course designed for the beginning philosopher or educator. The basic design of the course is to learn educational approaches, historical development, and societal problems as they are affected by underlying philosophical thought. Includes a 12-hr. field experience in the public school classroom. Prerequisite: 24 credit hours completed.

ED 2163 **Educational Foundations of Teaching Practice (3 credit hours)**
The course, *Educational Foundations of Teaching Practice* is a study of historical and current educational philosophy, theory, and practice regarding the development of the teaching profession. In addition to the historical context, current aspects of teaching and the role of the teacher in effective classroom instruction and management will be explored and examined, with practical information that will assist those individuals who desire to pursue careers in classroom teaching. Lecture, problem-solving/case study, video review, and discussion formats will be utilized. **SPECIAL NOTE: This course will NOT qualify under Professional education requirements for a traditional teacher education program.**

ED 2173 **Developmental Psychology Across the Lifespan (3 credit hours)**
See PSY 2173

ED 3133 **Classroom Management: Creating a Positive Learning Environment (3 credit hours)**
This course prepares future teachers to create a positive and engaging learning environment that integrates positive and developmentally-appropriate learning experiences and environment creation. It covers developmentally-appropriate management techniques, establishing classroom routines and procedures, positive reinforcement strategies, techniques for fostering inclusive student engagement, and building positive teacher-student relationships. The Capstone Project is introduced in this course. **SPECIAL NOTE: This course will NOT qualify under Professional Education requirements for a traditional teacher education program.**

ED 3143 **Digital Fluency (3 credit hours)**
Digital fluency is an evolving aptitude which empowers an individual to effectively and ethically interpret information, discover meaning, design content, construct knowledge, and communicate ideas in a digitally connected world. During this course, students will practice and apply the skills of collaboration, communication, problem solving, research, critical thinking, design, ethical assessment of digital commons and copyright attention to online identity and privacy, and project management. The primary emphasis of the course is on multimedia creation and design utilizing emerging technologies.

ED 3153 **Effective Instructional Strategies: Engaging All Learners (3 credit hours)**
This course equips future teachers with effective instructional strategies for engaging all learners through such techniques as differentiated instruction, inquiry-based learning, cooperative learning, direct instruction, and universal design for learning. Course concepts address learners' individual needs, backgrounds, interests, personal values, and faith growth into instructional design.

ED 3163 **Assessment for Learning: Using Data to Drive Instruction (3 credit hours)**
This course trains future teachers to use assessment data to drive instruction, including formative assessment, data-driven instruction, ethical considerations in assessment, self-assessment, rubrics and checklists, and response to intervention. It also incorporates field-specific concepts into applicable learning connections so learners may collaborate, create, and think critically.

ED 3183 **Differentiated Instruction: Meeting the Needs of Every Student (3 credit hours)**
This course builds on previous courses as it teaches future teachers strategies for meeting the diverse learning needs of every student, including creating instructional plans, holistic and values-based approaches, and collaborative learning environments. It also includes the implementation of tiered assignments, learning centers, flexible grouping, interest-based activities, and scaffolding instruction to meet rigorous learning goals.

ED 3212 **Methods in Secondary Mathematics (2 credit hours)**
Methods for teaching mathematics in the secondary school. A minimum of 6 hours of observation are required. Prerequisite: Admission to the Educator Preparation Program.

ED 3222 **Child Development (2 credit hours)**
A study devoted to understanding human change from conception to adolescence. Observations of children at various ages and stages of development are required (10 hours of observations required).

ED 3223 Educational Psychology (3 credit hours)

This course is designed to introduce the teacher candidate to psychological principles and theories to demonstrate how this information can influence teaching decisions for maximum learning in the classroom. The course addresses the differentiated classroom through multiple developmental theories and instructional strategies related to diversity, and acknowledges ethnic, gender, and special education needs. The course also provides information related to interpreting and understanding standardized tests for the purpose of improving the teaching-learning process and providing teacher candidates the opportunity to incorporate appropriate assessment strategies.

ED 3273 Methods in Secondary Science (3 credit hours)

Methods in Secondary Science addresses pedagogical ideas and models such as active learning, inquiry based learning, and the 5E model. In addition, formative and summative assessment tools include questioning and discussion strategies, design of tests, performance rubrics and authentic assessments in context of developing scientific literacy among science students. Emphasis is given to application within the classroom and lab to ensure that teacher candidates have a significant effect on student learning (minimum of 6 hours of observation and execution of one lesson are required). Prerequisite: Admission to Educator Preparation Program.

ED 3323 Developmental Reading & Practicum (3 credit hours)

This is an introductory course designed to focus on language acquisition, emergent and early reading, and materials at the primary and elementary level. Special attention is given to the foundations and development of literacy, basic approaches to reading, the phonetic structure of language, strategies of a balanced reading curriculum, new trends in reading research, and means of evaluation and field experience. Candidates complete practicum experiences with small groups of elementary students. This is the first reading course of three required for all elementary education majors. (2 hrs. of field experience required).

ED 3422 Primary Literature/Language Arts (2 credit hours)

This course is for undergraduate elementary and early childhood majors preparing for their student teaching assignment. Traits of quality children's literature will be discovered as candidates read a wide range of narrative and informational text that are appropriate for Pre-K through primary grades. All aspects of the language arts will be reviewed: listening, speaking, reading, writing, viewing, and visual representing. Emphasis will be placed on developing classrooms where young children discover the richness of language. Candidates with a classmate will be required to teach one lesson to primary grades. The lesson will integrate visual arts with language arts. (1 hour field experience)

ED 3442 Elementary STEM I—Studies in Science (2 credit hours)

This course is designed to give the prospective teacher necessary knowledge and skills to teach Pre-K through elementary school levels (1 hour of observation required).

ED 3452 Elementary STEM II—Studies in Math (2 credit hours)

This course is designed to prepare students for effective teaching of Mathematics at the PK-3rd grade levels. (NOTE: For Early Childhood Majors)

ED 3453 **Elementary STEM II—Studies in Math (3 credit hours)**
This course is designed to prepare students for effective teaching of Mathematics at the intermediate school level. (NOTE: For Elementary Education Majors)

ED 3464 **Elementary Literature/Language Arts (4 credit hours)**
This course is for undergraduate elementary education majors preparing for their student teaching assignment. All aspects of the language arts will be reviewed, listening skills, oral language skills, written skills, and reading. Candidates will be required to read current quality children's and young adult literature and how to use the books in the classroom. Emphasis will be placed on developing classrooms where young children discover the richness and power of written and oral communication. Candidates will be required to teach a Junior Achievement unit to an elementary class in a low SES setting. (5 hours of field experience)

ED 3512 **Social Studies in Elementary School (2 credit hours)**
A course designed to acquaint the student with curriculum materials and methodologies used at the elementary level. Descriptions of specific teaching strategies include discussion, questioning techniques, problem solving, contracts, computers, and audio-visual instruction, learning centers, community resources, role-playing and simulation activities. Attention is given to multi-cultural aspects of teaching social studies. (5 hrs. of field experience required).

ED 3543 **Methods in Secondary Physical Education (3 credit hours)**
Methods and materials in physical education at the secondary level. Prerequisite: Admission to the Educator Preparation Program.

ED 3553 **Reading Theory & Practicum (3 credit hours)**
A course designed to focus on refining and extending reading competence through skill development, content reading, and developing intrinsic motivations. Special attention is given to classroom organization, lesson plans, material planning, evaluation, and field experience (10 practicum hours required).

ED 3562 **Health, Safety, Nutrition, & PE (2 credit hours)**
Theory and laboratory course concerning methods and techniques of teaching health, safety, nutrition, and physical education in the elementary schools. Emphasis on group organization and program planning for instruction in the progression of activities which will improve the Health-Related Fitness Components (Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Flexibility, and Nutritional & Body Composition).

ED 3633 **Child Guidance: Theory & Practicum (3 credit hours)**
The course emphasizes special methods, materials, and techniques for guiding the young child's learning experiences. (30 practicum hours required). Practicum experience provides the opportunity for the student to put theory into immediate practice.

ED 4005 **Student Teaching I (5 credit hours)**

The professional semester is devoted to intensive coursework and related laboratory experience in the professional area, including student teaching (clinical practice). The teacher candidate must expect to devote the full school day, Monday through Friday, for a minimum of twelve weeks to coursework and laboratory experiences and additional time to co-curricular activities. During the off-campus period, the teacher candidate is expected to devote full time to professional responsibilities, as does the teacher on the job.

The professional semester is divided into three segments. The first segment consists of meeting requirements for preparation for the student teaching experience. The second segment is devoted to two full-time student teaching experiences (12 weeks minimum) in the accredited schools of the community, under the direct supervision of a qualified member of the University faculty. These experiences are divided by level and/or subject areas. Candidates prepare the four Tasks of PPAT. The third segment is the student teaching seminar, which is scheduled before and between student teaching assignments. Human relations, job resumes and interviewing techniques, diversity and inclusion concerns, professionalism, ethics, legal aspects as well as professional rights and responsibilities are examples of the areas covered in the Seminar. (Liability insurance included in 'Professional Semester' fee).

ED 4105 **Student Teaching II (5 credit hours)**

The professional semester is devoted to intensive coursework and related laboratory experience in the professional area, including student teaching (clinical practice). The teacher candidate must expect to devote the full school day, Monday through Friday, for a minimum of twelve weeks to coursework and laboratory experiences and additional time to co-curricular activities. During the off-campus period, the teacher candidate is expected to devote full time to professional responsibilities, as does the teacher on the job.

The professional semester is divided into three segments. The first segment consists of meeting requirements for preparation for the student teaching experience. The second segment is devoted to two full-time student teaching experiences (12 weeks minimum) in the accredited schools of the community, under the direct supervision of a qualified member of the University faculty. These experiences are divided by level and/or subject areas. The third segment is the student teaching seminar, which is scheduled before and between student teaching assignments. Human relations, job resumes and interviewing techniques, diversity and inclusion concerns, professionalism, ethics, legal aspects as well as professional rights and responsibilities are examples of the areas covered in the Seminar. (Liability insurance included in 'Professional Semester' fee).

ED 4113 **Building Positive Relationships: Connecting with Students, Families, and Beyond (3 credit hours)**

This course emphasizes the importance of future teachers building positive relationships and assuming ethical leadership roles with students, families, community leaders, statewide/national organizations, and other stakeholders through a variety of innovative and collaborative efforts.

ED 4123 **Motivating Students: Fostering a Love for Learning (3 credit hours)**
This course helps future teachers develop and implement learning plans that motivate students' love of learning. This is accomplished through active engagement techniques, instructional strategies, learning plans, and learning connections such as student choice, real-world connections, celebration of success, challenging but achievable goals, faith and values exploration, and growth mindsets.

ED 4133 **Technology Integration: Enhancing Instruction with Digital Tools (3 credit hours)**
This course equips future teachers with strategies for enhancing instruction with digital tools, including blended learning, online resources, digital citizenship and ethics, technology skills development, and gamification that amplify skill learning, application pathways, and technological understanding.

ED 4141 **Survey of the Exceptional Child (1 credit hour)**
A general course designed to acquaint the student with the various types of exceptionality in children. Emphasis is placed on an understanding of the psychological characteristics and the educational needs of the exceptional child (5 hours of observation in a public school required).

ED 4153 **Literacy Across the Curriculum: Improving Reading and Writing Skills (3 credit hours)**
This course teaches strategies for improving students' reading and writing skills across the curriculum, including close reading, vocabulary development, writing process, reading comprehension strategies, and literacy assessment in consideration of individual needs and established learning goals.

ED 4163 **Culturally Responsive Teaching: Valuing Diversity in the Classroom (3 credit hours)**
This course emphasizes the importance of future teachers celebrating students' individualities and valuing diversity of backgrounds through integrative learning environments. Key concepts include cultural competence, equity and justice, intercultural education, ethics and values, culturally relevant pedagogy, and inclusive education. It also equips teachers through self-assessment and application of cultural responsiveness and collaboration techniques.

ED 4273 **Professional Decision Making (3 credit hours)**
The course is designed to enlarge the quality and quantity of understandings, behaviors, and/or skills available to the prospective teacher. Based on systems theory, the course emphasizes: (1) a systems model of learning/teaching; (2) a group processes approach to managing classrooms; (3) classroom management; and (4) developing a mock PPAT (without video) that includes Task 1, (knowledge of students and learning environment), Task 2 (assessment and data collection to measure and inform student learning), Task 3 (describing instruction for student learning), and Task 4 (implement and analyzing instruction to promote student learning). Prerequisite is ED 3223 Ed Psychology and admission to SNU Educator Preparation Program. This course is a prerequisite for the Professional Semester (Student Teaching).

ED 4333 **Reading Diagnosis and Practicum (3 credit hours)**
This course is designed to provide candidates learning and experience with informal and formal diagnostic instruments. The candidates will also be involved with direct tutoring experiences using diagnosis and remedial techniques. (21 hours of field experience)

ED 4352 **Music Methods: Elementary (2 credit hours)**
Methods for teaching music in the elementary school.

ED 4362 **Music Methods: Secondary (2 credit hours)**
Methods for teaching music in the secondary school.

ED 4472 **Early Childhood Curriculum (2 credit hours)**
Includes the historical and philosophical background of Early Childhood Education. Attention is given to current trends in program planning and meeting the needs of children through broad experiences in order provide a foundation for later learning.

ED 4483 **Cognitive Development: Math/Science/Social Studies (3 credit hours)**
A course designed for the student preparing to teach at the pre-kindergarten, kindergarten, and primary levels, with attention given to the cognitive development of children as related to mathematics and the physical and social sciences. Appropriate teaching strategies and materials are included as well as classroom simulations and field experiences.

ED 4522 **Characteristics of Early Adolescent (2 credit hours)**
This course is designed to assist candidate to understand how middle school students learn and develop, and can provide learning opportunities that support their intellectual, social, and physical development at these grade levels. This course requires 8 hours of field experience.

ED 4533 **Middle School Curriculum & Design (3 credit hours)**
This course is designed to bridge the gap between the elementary and secondary curriculum. Emphasis will be directed towards grades 5-8 or the young adolescent. There is a 20 hour practicum in the middle school with 10 hours of tutoring, and 10 hours of various observations of middle school students in a diverse school setting.

ED 4553 **Child & Social Systems (3 credit hours)**
This course is designed to help those preparing to teach to understand current issues relating to the home, school, and the community. Teacher candidates become acquainted with the ever-changing social structures that influence school function.

ED 4700 **Student Teaching Seminar (0 credit hours)**
This seminar is taken concurrently with student teaching and is designed for student teachers to develop proficiency in interpersonal skills (relating to the teacher/student, teacher/teacher, teacher/parent relationship and multi-cultural learning situations, further understand mainstreaming, discipline problems and solutions, and to prepare to secure a teaching position. NOTE: Professional Semester Fee: The Professional Semester will include a fee for student professional membership, liability insurance, and teacher supervision expenses.

ED 4710 **Seminar: Diversity in Education (0 credit hours)**
This seminar, offered during the Student Teaching semester, is required of all education majors preparing for a teaching career. Current research regarding multiculturalism, global and ethnicity studies, as well as economic diversity and students with special needs in education will be utilized to increase the future teacher's knowledge and understanding of diversity issues related to the classroom. Student teachers will complete a series of assignments to reinforce information presented by guest speakers and faculty in panel discussion, lecture, and small group formats. No credit - P or F designated on transcript.

ED 4720 **Seminar: English Language Learner Strategies (0 credit hours)**
This seminar, offered during the Student Teaching Semester (Student Teaching Seminar II), is required of all education majors preparing for a teaching career. Focus of seminar will center on current research regarding ELL instruction, English Language Learner teaching strategies, and practical aspects of pedagogical, instructional, and administrative aspects regarding English Language Learners in the classroom. Student teachers will complete a series of assignments to reinforce information presented by guest speakers and faculty in panel discussion, lecture, and small group formats.

ED 4773 **Capstone: Student Portfolio (3 credit hours)**
This course provides opportunities for future teachers to comprehensively evaluate their impact on others as they apply their knowledge, skills, critical thinking, evaluation, and creativity in a real-world setting. This is accomplished through a culminating project, action research, portfolio development, professional learning community, peer mentoring, or other approved comprehensive project. Creation of this body of work will help teachers become reflective and compassionate educators committed to meeting diverse learner, familial, and stakeholder needs while celebrating faith development and upholding high ethical and professional standards.

ED 5013 **Foundation/Characteristics of Mild/Moderate Disabilities (3 credit hours)**
This course will include an advanced study of persons with learning disabilities. This study may include, but not be limited to, development, theoretical models, intervention, issues and trends, and legislation pertinent to this category.

ED 5023 **Foundation/Characteristics of Severe/to Low Incidence Disabilities (3 credit hours)**
The term ‘low incidence’ includes the traditional profound diagnosis but could also introduce students to the medical and physical needs of students with multiple disabilities. This has implications for the educational model of intervention and service delivery of programs. Advanced adaptations and structural modifications will be researched for individuals under this category.

ED 5053 **Academic Instruction for Inclusive Students (3 credit hours)**
This course will conduct an analysis of research-based intervention strategies for students with varying disabilities. Content will include, but not be limited to literary and reading comprehension, written composition, and mathematics. Portfolio and curricular options will also be a component of the course. There will be an emphasis on Reading Assessment and Instruction in this course.

English (ENGL)

ENGL 1113 Composition I (3 credit hours)
A General Education course that develops writing skills through expressive and explanatory writing, often in the context of the student's own experiences.

ENGL 1213 Composition II (3 credit hours)
General Education course that continues to develop writing skills in more formal and academic contexts through practice in rhetoric, argumentation, and research. Prerequisite: A passing grade in Composition I (ENGL 1113) or equivalent.

ENGL 2133 Introduction to Shakespeare (3 credit hours)
A study of both famous and lesser-known plays and selections from the poems with supplementary consideration of Shakespeare's language, text sources, characterization, and dramatic structure; Shakespeare in the Elizabethan and modern theater and on film; and Shakespeare criticism.

ENGL 2213 Academic Writing: Research and Argument (3 credit hours)
This course focuses on writing in formal and academic contexts through practice in rhetoric, argumentation, persuasion, and research. Writings and projects are designed to help the student understand features of academic writing. Students with basic understanding of college-level writing will learn how to evaluate, persuade, and argue, will develop the skills needed for effective research, and will practice articulating original arguments which they have researched and designed. This course is designed to be particularly beneficial to students declaring majors with significant research/writing requirements, pursuing an off-campus study semester, or going on to graduate or professional school in a program requiring writing (seminary, law school, etc.). It may substitute for Comp II.

ENGL 2313 Writing for Mass Media (3 credit hours)
See MCOM 2313

ENGL 2413 Introduction to Literature (3 credit hours)
A course designed to introduce students to the processes of critically reading written texts (fiction and nonfiction), visual texts (film and other forms of media), and oral texts (performance and oratory). It will provide a variety of tools with which to analyze and evaluate these materials within the context of ethnic, cultural, and personal identity. Focus will be on global literatures as well as literacies appropriate to their various histories, cultures, and themes. Prerequisite: Passing grades in Composition I&II (ENGL 1113/1213) or equivalent AP or CLEP credit (required)

ENGL 2813 Introduction to Genre Writing (3 credit hours)
See MCOM 2813

ENGL 2833 Introduction to Poetry and Poetics (3 credit hours)
A workshop setting providing instruction in composition of poetic forms, along with a study of prosody, poetry, and critical theory related to poetry.

ENGL 2933 Foundations for English Studies (3 credit hours)
An introductory methods course for the discipline that focuses on a rationale for the study of literature as well as its history and methodologies. Research methods in primary and secondary sources, critical theory and other methods of literary analysis are covered in detail.

ENGL 3013 Editing (3 credit hours)
Editing will introduce you to the basic parts of the publication process and the art, practice, theory, and business of editing documents for grammar, syntax, organization, style, and audience awareness. We'll also cover distinguishing between grammatical and stylistic comments; principles of contextual editing; basic editorial correspondence with writer; methods for analyzing, critiquing, and revising manuscripts for different styles and audiences.

ENGL 3063 Literary History I: Heroes & Explorers (3 credit hours)
This course covers the period of prehistory to 1600. This survey course focuses primarily on literature, including both Western and world texts, and considers the developing historical and cultural relationships among Europe, the Islamic world, Africa, Asia, and the Americas within the contexts of politics, religion, economics, and aesthetics. In addition to literary texts, course materials include contemporary historical accounts, maps, written artifacts, painting, and other visual representations, as well as documentaries and film portrayals of narratives and period settings.

ENGL 3073 Literary History II: Monsters & Madness (3 credit hours)
This course covers the period from 1650 to 1900, including Asian drama, European Enlightenment texts, and slave narratives. This survey course focuses primarily on literature, including both Western and world texts, and considers the developing historical and cultural relationships among Europe, the Islamic world, Africa, Asia, and the Americas within the contexts of politics, religion, economics, and aesthetics. In addition to literary texts, course materials include contemporary historical accounts, maps, written artifacts, paintings, and other visual representations, as well as documentaries and film portrayals of narratives and period settings.

ENGL 3083 Literary History III: Apocalypse & Identity (3 credit hours)
Apocalypse & Identity covers the period from 1900 to the present and includes texts by writers around the world, particularly Africa, the Americas, Asia, and Europe. This survey course focuses primarily on literature, particularly within the context of colonialism and postcolonialism.

ENGL 3113 Grant Writing for Nonprofits (3 credit hours)
Introduces students to the grant writing process and provides experience in writing grant applications for nonprofit organizations. Emphasizes skills for writing in professional and public contexts and in collaborative and virtual environments.

ENGL 3143 Technical Communications (3 credit hours)
See MCOM 3143

ENGL 3181-3 Directed Study (1-3 credit hours)
Individual study in an approved area based on interest and/or needs of the student. May be repeated for credit. Departmental approval required for enrollment.

ENGL 3191-3 Literary Field Studies (1-3 credit hours)
A travel-study experience designed to acquaint the student first-hand with the cultural and historical settings in which great writers produced their literature. Preparatory reading, discussion, and research prior to the course and a follow-up written project required. Offered only when number of interested students permit.

ENGL 3202-3 Special Studies in Literature (2-3 credit hours)
Intensive study of selected issues in literature. May be repeated with different subject matter.

ENGL 3223 Mythology (3 credit hours)
An introductory exploration of classical and comparative mythology and an examination of the role of myth in society, the relation of myth to other disciplines, and the relationship between myth and Christianity.

ENGL 3233 The Bible as Literature (3 credit hours)
See B LT 3233.

ENGL 3283 The English Language: History and Linguistics (3 credit hours)
Explores the historical development of the English language, including attention to the development of orthography, phonology, morphology, syntax, and vocabulary over time, as well as considering recent trends in language study.

ENGL 3293 Genre Studies (3 credit hours)
An in-depth exploration of a specific literary type. The course will include the study of drama, poetic forms, film narrative, fantasy, or fiction. May be repeated with different subject matter.

ENGL 4002 Senior Thesis (2 credit hours)
Students will work closely with the English faculty to develop, research, and write an original undergraduate thesis. Recommended for any student anticipating graduate study.

ENGL 4093 The Novel (3 credit hours)
A study of major American or English novelists with attention given to the historical background of each work and an emphasis on the novel as a reflection of culture; attention will be given to the development of the novel, to historical background for the genre and to needed background, ideas, and styles of the major novelists. A variety of critical methodologies will be employed. May be repeated with different subject matter. Prerequisite: Comp II (ENGL 1213)

ENGL 4113 Shakespeare (3 credit hours)
A study of both famous and lesser-known plays and selections from the poems with supplementary consideration of Shakespeare's language, text, sources, characterization, and dramatic structure; Shakespeare in the Elizabethan and modern theater and on film; and Shakespeare criticism. Prerequisite: Comp II (ENGL 1213).

ENGL 4123 Literary Eras (3 credit hours)
A course designed to study in depth the literary forms, themes, and theories of a particular literary era by examining representative selections in their historical and cultural contexts. Supplementary critical reading required. Particular eras (the Renaissance, 17th, 18th or 19th Century English literature, Romantic poets, American Romanticism, the Post-Modern era) offered in rotation. May be repeated for credit with different subject matter.

ENGL 4223 Major Authors (3 credit hours)
Intensive study of a selected author or group of authors in literary relationship. Possible authors include Chaucer, Spenser, Donne, Milton, Austen, Hawthorne, Frost, Eliot, Woolf, James, and Wharton. May be repeated for credit with different subject matter.

ENGL 4293 Critical Theory (3 credit hours)
A study of the theory of significant schools of criticism with practical applications of these theories to particular works. Includes some reading in the history of criticism and in critical essays. Prerequisite: Foundations for English Studies (ENGL 2933).

ENGL 4333 Social Media Content (3 credit hours)
See MCOM 4333

ENGL 4381-3 Internship (1-3 credit hours)
This course, primarily designed for seniors, consists of practical application of skills, techniques, and theory through individualized work in the field. It may be repeated for credit; however, there is a limit of six hours that may be counted toward graduation requirements. Grading is on the pass/fail basis. Prerequisite: Senior or permission of division.

ENGL 4833 Roundtable in Creative Writing (3 credit hours)
A seminar setting providing an atmosphere for constructive feedback as serious writers gather to critique each other's works and follow steps to insure completion of marketable works. Some study of techniques of professional writers will be discussed as well as how to market works. Genres will vary by semester. May be repeated for credit with different subject matter. Prerequisite: 3 credit hours of Creative Writing

Equine Studies (EQST)

EQST 2112 Advanced Horsemanship II (2 credit hours)
This course is designed to enhance the horsemanship and riding skills of students. The course combines theory with required riding requirements to further develop the student's riding abilities. The courses utilize required text readings, written assignments, and a lab type component of riding time.

EQST 2123 Introduction to Equine Studies (3 credit hours)
This course gives each student a foundation for a working knowledge of the horse, including the scientific and practical application of equine management and selection principles, basic overview of the history, breeds, anatomy, nutrition, reproduction, housing, herd health, and career opportunities.

EQST 2313 Equine Care and Training I (3 credit hours)
This course examines equine behavior and application of principles of psychology of training horses. It includes systematic approaches to horse training and emphasizes principles of equine learning and equipment use.

EQST 3112 Equine Anatomy (2 credit hours)
This course addresses basic equine anatomy including general knowledge of the structural basis for the horses' main function; locomotion, and the function or malfunction of the organs of locomotion, digestion.

EQST 3122 Equine Physiology (2 credit hours)
This course focuses on the basic physiology of exercising horses. The systems to be examined include the cardiovascular, respiratory, and musculoskeletal systems. Included will be observation of horse health, condition, nutrition, dentistry, internal and external parasites, limb and hoof care, shoeing and trimming.

EQST 3133 Introduction to Equine Reproduction (3 credit hours)
Students learn the fundamental skills necessary to manage equine reproductive services including anatomy and physiology of genital tracts, estrus detection, control of cycle, survey of reproductive techniques, infertility, mare, foal, and stallion management, and equine genetics.

EQST 3212 Equine Nutrition (3 credit hours)
This course covers the fundamentals of equine nutrition, digestive anatomy, feed-related problems, and feed ingredient selection for all classes of horses from the growing horse through the exercising horse, including feed identification, feed quality assessment, ratio, and balancing.

EQST 3313 Equine Facilities Management (3 credit hours)
This course provides students with a framework of knowledge about equine business through readings, discussions, and hands-on assignments which help students assess which business endeavor is right for them, create a clientele projection, gain knowledge on how to hire and maintain competent staff, effectively advertise, make insurance decisions, and budget effectively.

EQST 3323 Equine Care and Training II (3 credit hours)
This course is the capstone course to develop a performance ready horse. It includes aptitude and performance appraisal of horses, and equine grooming and showing. Special emphasis is given to the development of the biomechanics of a performance ready horse.

EQST 4133 Internship (3 credit hours)

Fine Arts (FA)

FA 1413 **Aesthetics (3 credit hours)**

This course introduces the skills of creating descriptions and contextual analyses of artistic artifacts using tools of the discipline in order to interpret the artifact and evaluate its expression.

FA 2123 **Introduction to Fine Arts (3 credit hours)**

This course is designed to explore visual art, architecture, music, and sculpture in various periods of the Western tradition; to introduce learners to tools used for artistic analysis; and, to identify how political, religious, and social movements have influenced artistic expression in the Western Tradition.

FA 3413 **Is it Art? Modern Artistic Expression (3 credit hours)**

This course will explore visual art and architecture in the Western world since 1900. Building on the principles learned in Aesthetics, we will explore the explosion of styles and artistic movements that began in the 20th century and continues today. The course will conclude with a role-playing game in which students will take on the roles of prominent artists, dealers, and critics in the 1980s New York art scene.

Finance (FIN)

FIN 3103 Business Finance (3 credit hours)
An introductory course in financial management which studies short-term and long-term corporate financing, the time value of money, the cost of capital, capital budgeting, and capital markets. Prerequisite: Principles of Financial Accounting (ACC 2113).

FIN 3113 Personal Finance (3 credit hours)
A course dealing with the consumer in the American economic system: budgeting, credit, buying habits, savings, health and medical care, insurance, housing, government aids, and basic investing.

FIN 3133 Investments (3 credit hours)
An introductory course dealing with the theory and practice of financial instruments to gain a basic understanding of securities and portfolio management.

FIN 3143 Real Estate (3 credit hours)
A study of basic real estate terminology, concepts, and principles of real estate investments. The course includes evaluation of actual real estate listings and how to prepare an investment presentation. Prerequisite: Business Finance (FIN 3103)

FIN 3123 Finance for Managers (3 credit hours)
The focus of this course is analyzing elements that comprise business finance from a managerial perspective. Evaluating corporate financing concepts, budgeting, markets, and strategic financial planning will assist the student in analyzing the important role finance plays in the success of an organization.

FIN 3233 Financial Management in Healthcare (3 credit hours)
Financial management of health services presents varied challenges unique to the healthcare industry, from health insurance to patient care issues. Successful healthcare organizations must have financial management systems that are strong and efficient to provide quality healthcare for the communities they serve.

FIN 4112-3 Principles of Insurance (2-3 credit hours)
A study of the pervasive nature of risk on the individual and society, and the way in which insurance can be used to deal with the problems posed by such risk. Topics include risk management, insurance industry, regulation, life and health insurance, property, casualty, and commercial.

FIN 4123 Money and Banking (3 credit hours)
A study of monetary institutions, regulations and the importance of monetary policy and full employment. Consideration is given to the role of money in the modern economy on the national and personal level as well as the banking system of the U.S. including the Federal Reserve System and the United States Treasury. Prerequisite: Economics (ECO 2223).

FIN 4133 Credit & Collections (3 credit hours)
An analysis of consumer and commercial credit. Special emphasis on credit policies, credit investigation, collection, and financial reports. Also, a study of interchange credit bureaus and recent government regulations in credit. Prerequisite: Business Finance (FIN 3103).

FIN 4153 International Finance (3 credit hours)
An examination of the international economic environment in which a manager makes decisions and how financial management is affected by this environment. Topics include foreign exchange risk, political risk, and methods to measure and reduce these risks. Prerequisite: Business Finance (FIN 3103).

FIN 4181-6 Internship/Directed Study (1-6 credit hours)
Para-professional experience or individual study of problems or reading in finance. Prerequisite: 12 credit hours of business, permission of the instructor, and 3.0 GPA.

FIN 4313 Advanced Finance (3 credit hours)
An advanced course that uses a combination of investment, financing, and capital structure principles to explore the interaction between business and financial strategy. Students will explore what drives profitability and liquidity, obtain a deeper understanding of valuation, and learn how to present financial data.

Graphic Design (GDSG)

GDSG 1113 Drawing I (3 credit hours)
This introductory course in presentation techniques is a study of gesture and contour drawing, with an emphasis on the relationship between nonobjective and representational drawing, using a variety of media. No prior drawing experience necessary.

GDSG 1213 Design I (3 credit hours)
This course introduces students to a framework of visual, conceptual, and spatial forms in two-dimensional design. Emphasis is given to visual hierarchy and the elements and principles of basic design. Assigned projects will address individual expression and visual language as a means of expression. *Concurrent enrollment or completed GDSG 2333 Design Technology, required for Graphic Design majors. Freshmen/ New Graphic Design majors must be enrolled in GDSG 2333 Design Technology concurrently with Design I.

GDSG 1223 Design II (3 credit hours)
This course introduces students to a framework of visual, conceptual, and spatial forms in 3-dimensional design. Students will develop concepts through a variety of processes and materials. Emphasis is on exploration of form and craftsmanship. Prerequisite: GDSG 1213 Design I or permission of instructor.

GDSG 2033 Color Visual Language (3 credit hours)
Color will be investigated in light of the physical, psychological, and emotional effects it evokes. Lectures, research, and studio projects will explore color theory and law, color harmonies, perceptual relationships, and the use of color as a communication tool. Prerequisite: GDSG 1213 Design I or permission of instructor.

GDSG 2333 Design Technology (3 credit hours)
A studio/lecture based introduction to the design software, Adobe Creative Suite. Projects will implement the creative problem solving process while becoming technically proficient in Adobe Illustrator, InDesign & Photoshop. *Concurrent enrollment with GDSG 1213 Design I, required for Graphic Design majors. Freshmen/New Graphic Design majors must be enrolled in GDSG 1233 Design I concurrently with Design Technology.

GDSG 2413 Vector & Raster Fundamentals I (3 credit hours)
This course emphasizes the development of technical proficiency through the use of the basic concepts of vector (using Adobe Illustrator) and raster (using Adobe Photoshop). Terminology of software tools, file formats, and image development will be learned. Prerequisite: GDSG 2333 Design Technology

GDSG 2433 Typography (3 credit hours)
This course focuses on the principles of typographic expression as a communication tool from a historical and theoretical perspective. The course will explore typographic relationships, concept development, and the principles of visual organization using the page-layout program Adobe In-Design. Prerequisite: GDSG 1213 Design I and GDSG 2413 Vector & Raster Fundamentals or permission of instructor.

GDSG 3013 History of Art and Design (3 credit hours)
This survey course provides the student with a basic understanding of art and design history. It focuses on the discipline's contextual and chronological development. Particular emphasis will be given on work from 1850 to the present.

GDSG 3123 Interactive Web Authoring (3 credit hours)
Interactive Web Authoring is a course designed to promote creative thinking in regard to Web design. The course is designed to teach students how to use industry-standard software to create a site from the ground up.

GDSG 3223 Serigraphy (3 credit hours)
This course will familiarize students with essential equipment, materials, and procedures to produce hand -pulled serigraphs of fine art quality. Students will be given assignments to accomplish specific skills needed to function in screen development, ink formulation, color mixing, printing procedures, and cleanup. Experimentation and discovery by students are encouraged to advance their knowledge and accomplish personal creative endeavors.

GDSG 3383 Publication Design & Production (3 credit hours)
This course introduces learners to the principles governing page layout and the design of publications. The industry standard software (Adobe InDesign) will be used for the production of professional looking publications, which may include advertisements, newsletters, catalogs, newspapers, magazines or annual reports. Topics covered include the basic principles of effective typography; the use of grids; integration of graphics and photos into publications; basic information design principles; principles of page assembly and other methodologies to design and produce a variety of single and multi-page publications. Prerequisite: GDSG 2333 Design Technology

GDSG 3413 Corporate Identity (3 credit hours)
This course explores the theories and terminology of symbols and icons with an emphasis on logo design for corporate entities. Corporate design trademark development will be explored from concept to application through the vector-based computer drawing program Adobe Illustrator. Approaches to printing are also investigated. Prerequisites: GDSG 1213 Design I, GDSG 2333 Design Technology and GDSG 2413 Vector & Raster Fundamentals or permission of instructor.

GDSG 3433 Digital Imaging (3 credit hours)
This course focuses on the techniques and principles used to enhance and manipulate images. Principles of perceptual organization, including aesthetics and composition, will be explored through assigned projects, the use of scanners, and digital cameras. Applications will utilize the raster imaging-editing program Adobe Photoshop. Prerequisite: GDSG 2333 Design Technology or permission of instructor.

GDSG 4183 Special Studies in Graphic Design (3 credit hours)
Intensive study of selected topics in Graphic Design. May be repeated with different subject matter.

GDSG 4413 Information Design (3 credit hours)
Students will be introduced to the graphic methods and principles of organization used to represent quantitative data such as tables, charts, graphs, maps, diagrams, and instructional material. Prerequisites: GDSG 1213 Design I and GDSG 2413 Vector & Raster Fundamentals or permission of instructor.

GDSG 4431-3 Professional Practice/Internship (1-3 credit hours)
This course, primarily designed for seniors, consists of practical application of skills, techniques, and theory through individualized work in the field. It may be repeated for credit; however, there is a limit of six hours that may be counted toward graduation requirements. Grading is on the pass/fail basis. Prerequisite: Senior standing or permission of division.

GDSG 4473 Professional Portfolio I (3 credit hours)
Students with the addition of Professional Portfolio II, will design, create, and assemble a physical and digital portfolio to present to future employers. Additionally, there will be a senior show at the end of Professional Portfolio II of the pieces produced during the student's college career. Students will collaborate and develop a show poster design. During the course, a portfolio review will be done, new projects will be added as needed, guest speakers will be in to discuss and evaluate student portfolios. There will be several projects and reading assignments regarding the business of design and communications that cover pricing, ethics, billing, customer service, and more. Prerequisite: Senior standing and department chair approval. Required for Graphic Design majors.

GDSG 4483 Professional Portfolio II (3 credit hours)
A continuation of Professional Portfolio I. Work begun in the Fall semester on the senior show and portfolio will be refined, assembled, and executed as an extensive project under the supervision of an instructor. Prerequisite: Senior standing and department chair approval. Required for Graphic Design majors.

Greek (GK)

GK 1113 **Beginning Greek I (3 hours)**
A beginning study of the grammar of New Testament Greek up to the study of participles.

GK 1213 **Beginning Greek II (3 hours)**
A continuation of Beginning Greek I. Prerequisite: Beginning Greek I (GK 1113).

GK 2113 **New Testament Greek: John (3 hours)**
Translation of selected passages in the Gospel of John, applying the principles of structural linguistics. Exegetical method is introduced, and vocabulary building is emphasized. Prerequisite: Beginning Greek II (GK 1213).

GK 4182 **Directed Study: Readings in New Testament Greek (2 hours)**
See GK 4183

GK 4183 **Readings in New Testament Greek (3 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 semester credit hours of New Testament Greek (GK 2113).

General Studies (G S)

G S 0112 **University Study Strategies (2 credit hours)**

A course designed to help the student learn and improve the academic skills necessary for successful college work. Emphasis is on the development of personalized study tools and learning strategies (e.g. time management, memory improvement, comprehension, vocabulary, note-taking, information review, test anxiety).

G S 0123 **Reading Strategies (3 credit hours)**

Through group-paced activities, skill-building exercises, individually prescribed activities, and frequent reading practice, students will improve reading comprehension, speed, and vocabulary. Conventional patterns of written material, both narrative and expository, will be studied in order to improve comprehension and retention. Throughout the course students will learn the techniques that will enable them to better manage reading material from a variety of sources more efficiently. Pre- and post-measurement tests will be administered to each student to determine his/her current reading level and specific level of improvement over time.

G S 0311 **Seminar: Academic Turning Point (1 credit hour)**

G S 1002 **Excel Honors Summit (2 credit hours)**

A summer college experience for select high school students. This course is an eight-day, residential learning experience on the Bethany campus designed to challenge, encourage, stretch and uplift select high school students currently in their junior year. Those accepted into the program will learn from an array of outstanding professors, engage in in-depth discussion of substantive issues, participate in community service/leadership projects, enjoy recreational activities, and form lasting friendships with other junior students.

G S 1031 **New Student Institute (0 credit hours)**

A course that provides an orientation to college life and deals with the personal development of the student.

G S 1041 **SSS Strategies for Success 1 (1 credit hour)**

SSS Strategies for Success 1 is a one-hour course intended for participants in SNU's Student Support Services program. In this first-semester freshman course, SSS participants will focus on developing strategies to be successful in college. These will include developing academic skills such as transitioning from high school to college, financial literacy such as budgeting, and life skills such as changing family dynamics and homesickness. This course will have a writing intensive focus.

G S 1051 **SSS Strategies for Success 2 (1 credit hour)**

SSS Strategies for Success 2 is a one-hour course intended for participants in SNU's Student Support Services program. In this second-semester Freshman course, SSS participants will continue to develop strategies to be successful in college; building on what they learned first semester. This course will focus on personal identity and how identity ties to college success, financial literacy, and early career preparation. This course will have a writing intensive focus.

G S 1061 **SSS Strategies for Success 3 (1 credit hour)**
SSS Strategies for Success 3 is a one-hour course intended for participants in SNU's Student Support Services program. In this first-semester sophomore course, SSS participants will continue to develop strategies to be successful in college; building on what they learned during their freshman year. During this year in the course, students will read ***Just Mercy*** by Bryan Stevenson as a common intellectual experience. This course will begin exploring career options as well.

G S 1071 **SSS Strategies for Success 4 (1 credit hour)**
SSS Strategies for Success 4 is a one-hour course intended for participants in SNU's Student Support program. In this second-semester sophomore course, SSS participants will continue to develop strategies to be successful in college; building on what they learned during their freshman year. During this year in the course, students will read ***Just Mercy*** by Bryan Stevenson as a common intellectual experience. This course will begin exploring career options as well.

G S 1081 **SSS Strategies for Success 5 (1 credit hour)**
SSS Strategies for Success 5 is a one-hour course intended for participants in SNU's Student Support Services program. In this first-semester junior course, SSS Participants will continue to develop strategies to be successful in college (especially focusing on strategies for upper division courses); building on what they learned during their sophomore year. During this year in the course, students will begin preparing for graduation and explore career options and/or graduate school. This course will include preparing students to conduct an undergraduate research project in the spring.

G S 1111 **Service Learning Practicum (1 credit hour)**
This course introduces students to academic service learning as an approach to experiential learning. Students actively participate in meaningful civic service experiences that meet community needs and are coordinated with university and community organizations. Students meet in a structured class setting and online community to read, think, talk, and write about the students' service. In addition to class work, students perform approximately 40 hours of service.

G S 1113 **Computer Applications (3 credit hours)**
This General Education Foundation course provides students with an introduction to computer literacy and computer software applications that are critical to their academic and professional success. Students will strengthen their understanding of computer applications through proper execution of computer lab procedures. They will learn how to recognize patterns, limitations, and significance as they interpret data and coherently communicate their findings.

G S 1113 **Special Studies: (3 credit hours)**

G S 1123 **Special Studies: (3 credit hours)**

G S 1133 **Skills and Success (3 credit hours)**
Skills and Success is designed for adult learners who are new to SNU and/or collegiate coursework and serves as an introduction to the SNU community, academics, and practical skills needed for academic success. This survey course will address academic writing and APA formatting, public speaking, academic technology, learning theories, learning styles, time management and study skills/strategies.

G S 1163 Introduction to Biblical Literature (3 credit hours)
A General Education course. An introduction to the basic narrative line of the Bible. Significant characters, events, and themes will be the focus along with study of the way the Biblical literature functions in the formation of faith.

G S 1213 Critical Thinking Strategies (3 credit hours)
Assists students in learning how to examine their own thought processes and understanding how environment influences thinking processes, with application of higher-level thinking skills to education and personal and spiritual growth.

G S 1513 Christian Faith and Life (3 credit hours)
A one semester course in which students are introduced to how a Christian perspective creates and deepens meaning in cultural, personal, social, and aesthetic issues; how to evaluate moral and ethical choices in light of sound interpretations of Christian scriptures, Christian traditions, and the Wesleyan theological perspective; and how Christians operationalize that analysis through active stewardship and service.

G S 1533 The Modern World (3 credit hours)
The Modern World is a one semester course in which students will learn to interpret and contextualize current events in light of historical, geographical, sociological, economic, and political contexts. Students study topics significant to the formation of the modern global system (c.1750-2000 CE).

G S 2041 SSS Strategies for Success 3 (1 credit hour)
SSS Strategies for Success is a one-hour course intended for participants in SNU's Student Support Services program. In this first semester sophomore course, SSS participants will continue to develop strategies to be successful in college; building on what they learned during their freshman year. During this year in the course, students will read Just Mercy by Bryan Stevenson as a common intellectual experience. This course will begin exploring career options as well.

G S 2051 SSS Strategies for Success 4 (1 credit hour)
SSS Strategies for Success 4 is a one-hour course intended for participants in SNU's Student Support Services program. In this second-semester sophomore course, SSS participants will continue to develop strategies to be successful in college; building on what they learned during their freshman year. During this year in the course, students will read Just Mercy by Bryan Stevenson as a common intellectual experience. This course will begin exploring career options as well.

G S 2111-3 Special Topics (1-3 credit hours)

G S 2123 Special Topics (3 credit hours)

G S 2131 Student Leadership Seminar (1 credit hour)

G S 2132-3 Leadership Development (2-3 credit hours)
This course is an interactive exploration of personal leadership development. It is offered to students who are a sophomore-senior. The course will offer an expanded view of areas associated with leadership such as communication, group development, team dynamics, service, values, ethics, diversity, mission and vision, and leading change.

G S 2221-3 Humanities Experience (1-3 credit hours)

G S 2233 Introduction to Christian Thought (3 credit hours)
An approach to basic concepts of Christian theology via the perspective of Biblical tradition, historical development, and contemporary relevance. Specific attention will be given to addressing current social and ethical issues. Prerequisite: Intro. to Biblical Literature (B LT 1163) or one freshman semester completed.

G S 2433 Introduction to the Holocaust (3 credit hours)
This course seeks to engage learners in a critical consideration of the moral and religious and theological implications of Nazi German's "war against the Jews," the intentional and calculated destruction of some six million European Jews (accompanied by the enormous suffering and losses experienced by other "undesirable" groups) which is referred to as the Shoah, or Holocaust.

G S 3013 Introduction to Biblical Interpretation (3 credit hours)
An introduction to the study of the Bible with emphasis on the methods, perspectives, and resources of study appropriate for various kinds of Biblical Literature. The emphasis will be on prophetic, wisdom, and epistolary portions of the Bible. Prerequisite: Junior standing, Introduction to Biblical Literature (B LT 1163) and Introduction to Christian Thought (THEO2233) required. Introduction to Literature (ENGL 2413) and Introduction to Philosophy (PHIL 2013) recommended.

G S 3023 Ministry, Church, & Society (3 credit hours)
The preparation of active, purposeful lay leaders in the local church. Specific topics for study will include the theology of the church, spiritual leadership, the concept of ministry, servanthood, self-assessment skills and tools, churchmanship, stewardship of personal resources, devotional life development, volunteerism, avenues of ministry, and models for future church ministry. Prerequisite: Junior or 15 or more Gen. Ed. credit hours passed.

G S 3103 Application of Cultural Integration: Language & Latin American Perspective (3 credit hours)

G S 3111-3 Service Learning Practicum (1-3 credit hours)
This course introduces students to academic service learning as an approach to experiential learning. Students actively participate in meaningful civic service experiences that meet community needs and are coordinated with university and community organizations. Students meet in a structured class setting (on ground or online) community to read, think, talk, and write about the community engagement and service in general and particular to the particular locale in which they serve. In addition to class work, students perform approximately 40 clock hours of service per enrolled credit hour.

G S 3293 American Cinema (3 credit hours)
This upper-division course provides an examination of the American film history and culture. This course is a survey of the American Film industry as an art form, an industry, and as a system or representation and communication.

G S 3323 Area Studies: (3 credit hours)
Area Studies explores the culture, history, and art of a particular ethno-linguistic groups or related groups and their interaction with and influence on the rest of the world. The group or groups to be included in the study will depend on the geographic focus of the International Studies Program.

G S 4001, 2-4 Special Studies (1, 2 or 4 credit hours)

G S 4003 Special Studies: Basics of Biblical Hebrews (3 credit hours)
An introduction to the basic grammar of Biblical Hebrew with emphasis on accidence and vocabulary building necessary for translation.

G S 4111-4 McNair Research (1-4 credit hours)
McNair Research provides McNair Scholars with a comprehensive introduction to research proposal writing, research methodologies, and foundational research theories and protocols. At the end of the course, scholars will have completed an IRB application (if needed), written a research proposal, and begun the process of writing a literature review and methodology. Scholars will complete the research in GS 4211 McNair Practicum.
Students must be a current SNU McNair Scholar to enroll in this course.

G S 4133 International Studies Capstone (3 credit hours)

G S 4170 Nazarene Int'l Language Institute (17 credit hours)

G S 4173 History of Art (3 credit hours)
The course will introduce students to as many works of art as reasonably possible while developing the students' skills of observation, description, analysis, interpretations on evaluation. Students will develop the visual art vocabulary to communicate effectively about any work of art, skills to critique artworks based on elements, principles, and iconography; develop their own interpretations, and support their analyses.

G S 4190 CCCU Programs (16 credit hours)
Semester abroad program. Approval required from advisor and director of the program.

G S 4211 McNair Supervised Practicum (1 credit hour)
A course for McNair Scholars. In this 10-week summer course, scholars will complete an undergraduate research project and learn to present the research in both an oral and poster presentation.

G S 4423 **Ethics: Personal & Professional (3 credit hours)**

This course encourages students to reflect on learning, relationships, personal and professional growth, and goals. Human beings are not mere professional, biological, or psychological machines. What makes us human and distinguishes us from other creatures are our moral and spiritual qualities. This module focuses on character, personal transitions, and accomplishments. It focuses on reflection regarding personal values, commitments, and an insight into the meaning of life.

Global Studies (GLBS)

GLBS 1113 Introduction to Global Studies (3 credit hours)
A course that explores contemporary global issues, giving particular attention to the contexts of culture, language, and religion. Students will be introduced to the complexities of political and economic structures, community systems, and cross-cultural communication.

GLBS 2183 Introduction to Cultural Anthropology (3 credit hours)
This is a survey of the cultures of our world with a special look at non-western societies. The course will provide tools for more effective intercultural communications as well as giving us a mirror in which to see our own cultural groups more clearly. Cross-listed as MISS 2183.

GLBS 3111-3 Study Abroad (1-3 credit hours)
Students will participate in a minimum of one travel study course. This course will give students the ability to put what they have learned into practice, expand their worldview and global perspective, and gain experience that will help them contextualize what they learn throughout the entirety of the program.

GLBS 4002 Senior Capstone (2 credit hours)
An interdisciplinary capstone course required of all seniors in the Global Studies program. Students will reflect on key topics and concepts in globalization, particularly in relation to their track and abroad experiences.

GLBS 4011-3 Special Topics in Global Studies (1-3 credit hours)
Courses or topics not offered on a regular basis, but on student demand or faculty interest/availability. Counts as an elective for global studies majors in all tracks.

GLBS 4343 World Religions (3 credit hours)
Religion is a fundamental organizing structure for human existence, leading to the development of worldviews that drive human action. This course provides participants with an awareness of religion's shaping power on worldview and human behavior through a study involving systematic comparisons of the historical and contemporary doctrines and practices, themes, and impacts of major religious traditions worldwide, including prominent religious systems originating from Europe, the Near East, India, and East Asia. Indigenous ethnic and modern emergent religions will also be examined. Cross-listed as HP 4343 and MISS 4343 World Religions

Hebrew (HB)

HB 4313 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 4323 Introduction to Biblical Hebrew II (3 credit hours)
A continuation of Biblical Hebrew I with more emphasis on the translation and inductive analysis of biblical texts. Prerequisite: Introduction to Biblical Hebrew I. (HB 4313) This course is offered as needed.

HB 4331-3 Advanced Readings in Hebrew/Aramaic (1-3 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 II (HB 4323). It may be taken as a Directed Study with approval by the department chair and the Hebrew professor.

Honors (HON)

HON 1111 Honors Gateway (1 credit hour)

An orientation class to help students acclimate to college and honors life, develop community connections, and Ian for the future. Assignments are designed to prepare students to be outstanding graduate/professional school and employee applicants.

HON 1213 Introductory Psychology & Applied Service Learning (3 credit hours)

This course is an introductory course that explores contemporary psychology as a science, as a profession, and as a means for promoting human wellness. Topics include the philosophical and historical background of psychology, its predominant methodologies, and an overview of psychology's predominant subfields of study. This course serves as the introductory psychology course for students enrolled in the Honors Program and includes an applied service-learning component. Prerequisite: Enrollment in the SNU Honors Program or permission by instructor.

HON 1513 Honors Christian Faith and Life (3 credit hours)

A one semester course in which students are introduced to how a Christian perspective creates and deepens meaning in cultural, personal, social, and aesthetic issues; how to evaluate moral and ethical choices in light of sound interpretations of Christian scriptures, Christian traditions, and the Wesleyan theological perspective; and how Christians operationalize that analysis through active stewardship and service. This Honors section of CF&L will have a special focus on evaluating the assumptions, presuppositions, and arguments embedded in expressions of thought and culture and articulating how various theological resources influence our understanding and practice of the Christian faith and life.

HON 2113 Honors Academic Writing: Research (3 credit hours)

This course focuses on writing in formal and academic contexts through practice in rhetoric, argumentation, persuasion, and research. Writings and projects are designed to help the student understand features of academic writing. Students will learn how to evaluate, persuade, and argue, will develop the skills needed for effective research, and will practice generating original arguments after they have researched, designed, and articulated.

HON 2123 Introduction to Professional Speaking (3 credit hours)

This course focuses primarily on public speaking in a professional context. Over the course of the semester, students participate in multiple presentations over various topics and with varied time frames. Students will participate in multiple formats including informative, persuasive, group, and academic research presentations.

HON 3123 Cultural Responsiveness for Helping Professions (3 credit hours)

This course is designed to develop cultural responsiveness in students entering the helping professions (the health fields, education, social work, the ministry, the police force, etc.) to better equip them to understand and sensitively, respectfully respond to all people, especially members of marginalized communities, in a way that acknowledges each person's dignity as a beloved child of God. Students will read both primary texts relating life experiences of members of marginalized communities as well as research about the barriers members of marginalized populations often encounter in accessing institutions and the resulting disparities in outcomes such people may face. A range of guest speakers from a variety of professions will provide students with their perspectives on how these issues relate to their specific fields. The course will be discussion based and require substantial reading as well as reflection and analytical writing reflective of its upper-division nature.

HON 3113 Honors Interdisciplinary Seminar (3 credit hours)

An interdisciplinary, seminar-style course with changing topics. Topics determined with student input and will be different each year. Seminars are discussion rather than lecture based, and assignments require higher-level critical thinking and participation.

HON 3221-2 Honors Colloquium (1-2 credit hours)

Exploratory in nature, these courses are topical and are offered as desired by faculty who wish to explore new research or a topic they do not typically have opportunity to teach. May be offered in 6- or 8-week format to better facilitate seminar-style discussion.

HON 4111-2 Honors Thesis or Project

Independent study course in which students engage in independent scholarly or creative work, tailored to their individual interests and academic pursuits. This course provides students further enrichment within their major or area of interest, as well as those aiming to develop critical research and creative skills applicable to both professional endeavors and advanced academic pursuits. They will conceptualize, execute, and present scholarly or creative work commensurate with the expectations of their chosen field. If a student's major requires a Senior Project/Thesis, the major capstone project, thesis, or research project may petition to substitute that course for the Honors Thesis/Project.

History, Politics, And Law (HP)

HP 1113 American Federal Government (3 credit hours)
This is an introductory course in American politics. The central questions this course seeks to answer are: what are the main components of the American political system, and what are the biggest issues facing it today? In an age of government shutdowns, partisan fighting, budget crises and increasing cynicism towards government, these are important questions to answer, especially if we are to be an informed populace. The course will not only cover the framework of the American government, but also how factors like the media, political parties, and advocacy groups interact with and influence political institutions. Required for all Education degrees.

HP 1483 United States History I (3 credit hours)
A study of the history of the United States from its colonial origins through end of the Civil War in 1865.

HP 1493 United States History II (3 credit hours)
A study of the history of the United States from the end of Reconstruction in 1877 to the present.

HP 1533 The Modern World, 1500-present (3 credit hours)
This course offers an overview of the development of human civilization from the 1500 to the present. It will analyze social, political, economic, moral, and ideological foundations important to the development of today's global society.

HP 2013 World Civ I: Prehistory to 1500 (3 credit hours)
This course offers an overview of the development of human civilization from our prehistoric roots to 1500. It will analyze political, social, economic, moral, and ideological foundations important in the development of today's global society. Students will explore important concepts through lecture, discussion, and primary document analysis.

HP 2112-3 Historical Methods (2-3 credit hours)
This course introduces students to the ways in which historians think about the past and the methods used within the discipline. The primary focus is on research methods and historical writing. Required for all majors and prerequisite to all upper division classes.

HP 2123 Introduction to Politics (3 credit hours)
This course is an introduction to political science and its major subfields. It provides an overview of political philosophy, comparative politics, and international relations. The course incorporates current events and simulations to better understand the bigger political questions and debates of our day. Required for political science majors and minors and pre-law majors.

HP 2143 Introduction to Law (3 credit hours)
The goal of this course is to provide a basic understanding of the American legal system from a variety of perspectives, both civil and criminal. The course focus includes essential history and the working structure of the government, procedural issues in the courts, specific concepts of basic categories of law, the distinctive characteristics of criminal law and procedure, and legal ethics on the practice of law.

HP 2203 Introduction to Oklahoma and Its People (3 credit hours)
This course examines the social, economic, political, and philosophical/theological history of Oklahoma from the time of its earliest known pre-historic human inhabitants to the present. In this course, the learner will study the history of Oklahoma from before the beginning of known civilization to the present. In addition, during the final portion of the course, he or she will study the rudiments and practices of Oklahoma government, from the three federal branches through the state and local levels. Special focus will be giving to the people, cultures, events, and the often-contrasting philosophies/beliefs that most significantly shaped the modern state.

HP 2333 Introduction to International Relations (3 credit hours)
This course is an introductory survey to the field of International Relations. In this class we analyze the basics of interstate relations over a range of topics. We begin the course with an introduction to the field, including its history and main theories and scholars.

HP 2503 World Regional Geography (3 credit hours)
The goal of this course is to introduce students to the important challenge of globalization and the rapid pace of interconnection between people and places across the Earth. Through this course, students will explore the problems and possibilities created by globalization by studying selected world regions.

HP 3003 Special Studies in History (3 credit hours)
General Studies Elective course in special topics.

HP 3011 Debate Team (1 credit hour)
This course is for students who participate in the debate club at SNU. Students will learn to research and structure arguments both for and against a policy topic while honing their skills at extemporaneous speaking, rhetoric, and logic. Students will need to regularly attend practices and are expected to participate in at least one tournament to receive credit.

HP 3111-3 Oklahoma Intercollegiate Legislature (1 credit hour)
Students participate in mock legislature hosted at the Oklahoma State Capital. Credit hours depend upon level of participation. One hour granted for students who write a bill for the mock legislature and attend the legislative session.

HP 3123 Legislative Process (3 credit hours)
A study of congress with its committee systems and pressure politics; legislative leadership; the legislator and constituents; lobbyist and special interest groups; and the relationship between the legislative and executive branches of government.

HP 3143 American State & Local Government (3 credit hours)
A study of the organization, principles, and working of the state, county, and municipal governments within the American political system.

HP 3153 Public Administration (3 credit hours)
A study of concepts of public administration and the significance of administration in the modern state.

HP 3173 Judicial Process (3 credit hours)
An examination of the American judicial system in both its historical and modern contexts. Trends in judicial interpretation, development and operation of the court system and current practices of the judiciary are among the topics discussed.

HP 3213 Political & Social Philosophy (3 credit hours)
A study of ideas from ancient through modern times from such major thinkers as Aquinas, Augustine, Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, Marx, Smith, and John Stuart Mill. Themes of study will include such topics as wisdom, virtue, the just society, the good society, equality, property, natural rights, liberty, power, and human nature.

HP 3223 Ideology Land: Arab & Jewish Perspectives (3 credit hours)
See B LT 3223

HP 3313 Colonial & Revolutionary America (3 credit hours)
A study of America from the beginning of European exploration to 1783 focusing on European colonization in North America; the political, social, cultural, intellectual, and economic development of British North America, British imperial structure and the dynamics of international rivalries, and developments of the Revolutionary era. Prerequisite: U.S. History I & II (HP 1483, 1493) and Historical Methods (HP 2112) OR permission of the instructor.

HP 3323 Early National Period and the Civil War (3 credit hours)
A study focusing on the American Republic in its formative stages. Beginning with the Confederation government and concluding with the Civil War, the course focuses on political, economic, and social developments in the new republic.

HP 3333 Civil War and Gilded Age (3 credit hours)
This course is a survey of the political, military, constitutional, economic, and social impact of the Civil War as well as the consequences of Reconstruction. The course concludes with an examination of the significant changes occurring in the United States during the last quarter of the nineteenth century. Prerequisite: U.S. History I & II (HP 1483, 1493) and Historical Methods (HP 2112) OR permission of the instructor.

HP 3343 Birth of Modern America, 1865-1929 (3 credit hours)
This course examines the emergence of Modern America from the era of Reconstruction to the beginning of the Great Depression. Emphasis is placed on assessing the significant political, social, economic, intellectual, diplomatic, and cultural transformations that marked American history as the nation shed its traditions and stepped into the modern age. Prerequisite: U.S. History I & II (HP 1483, 1493) and Historical Methods (HP 2112) OR permission of the instructor.

HP 3353 Recent America (3 credit hours)
This course will examine the political, social, economic, intellectual, diplomatic, and cultural dynamics that shaped the last half of the Twentieth Century. Prerequisite: U.S. History I & II (HP 1483, 1493) and Historical Methods (HP 2112) OR permission of the instructor.

HP 3413 Medieval Europe (3 credit hours)
A study of European history from the Fall of Rome to the Renaissance. Emphasis will be given to the role of the church in society, feudal culture, and the development of the Western mentality. Prerequisite: World Civilization I (HP 2013) or The Modern World, 1500-present (HP 1533) and Historical Methods (HP 2112) OR permission of the instructor.

HP 3423 Early Modern Europe: 1450-1789 (3 credit hours)
A study of the Rise of Modern Europe from the Renaissance and Reformation through the age of Absolutism to the fall of the Old Regime. This course will explore the development of the distinctive elements of modernity in the areas of politics, economics, society, religion, intellect, and the arts. Prerequisite: World Civilization I (HP 2013) or The Modern World, 1500-present (HP 1533) and Historical Methods (HP 2112) OR permission of the instructor.

HP 3433 Modern Europe: 1789-present (3 credit hours)
A study of Europe from the French Revolution to the present. Particular attention will be given to the events of the Revolution and Napoleon's imperium, the struggle between the forces of change and the forces of reaction in the mid-nineteenth century, and the political and social developments of the age of imperialism. The course also examines the transformation of Europe as a result of the two world wars and the emergence of the Cold War.

HP 3991-3 Special Topics (1-3 credit hours)
Independent research, life-learning credit, or one-time courses of special relevance in History of Political Science. Restricted enrollment; see Chair of Department of History, Politics, and Law. No more than six (6) hours of this credit may apply toward the History major.

HP 4003 Special Studies in History (3 credit hours)
General Studies Elective course in special topics.

HP 4083 Sports and Politics (3 credit hours)
Usually, when folks turn on a football, basketball, or baseball game, it is to escape from the pressures and issues of the world. We seek sports as entertainment to get away from politics, either as a participant or observer. However, politics pervades our sports, from funding for public stadiums to protests of the anthem to Title IX regulations to global inequality in sports. This class will look at the way politics influences and shapes sports both here in the US and internationally.

HP 4123 Modern East Asia (3 credit hours)
A study of the political and economic development of East Asia (China, Japan, Korea) since 1850 with special attention given to the development of Communism in China and North Korea, and the "economic miracles" in Japan and South Korea. Prerequisite: Sophomore standing or American Federal Government (HP 1113).

HP 4133 Comparative Politics (3 credit hours)
A thorough study of the world politics utilizing the comparative approach. Attention will be given to the theory of comparative politics as well as ideologies, governmental structures, and the political dynamics of change and public policy making. Cultural and informal institutions like religion, civil society, and other topics are also explored.

HP 4143 International Political Economy (3 credit hours)
This class examines the dynamics, theories, and controversies of the global economy. Students will learn about topics such as free trade, economic development, international trade organizations, and how the economy impacts a changing climate or the emergence of conflict. The class is a great introduction to the numerous economic debates currently unfolding in an increasingly globalized world.

HP 4153 Constitutional Law (3 credit hours)
In the United States with its written constitution, constitutional law consists of the application of fundamental principles of law based on that document, as finally interpreted by its highest judicial organ, the Supreme Court. The intent of this course is to show how the court has contributed to the allocation of political power and the determination of important public policy policies.

HP 4173 Modern Latin America (3 credit hours)
This is an upper division survey of Modern Latin American History and Culture. Using a multidisciplinary approach students will examine the political, social, economic, and cultural aspects of the 33 sovereign states that make up Latin America and the Caribbean region. This is an area which has great political and economic importance for the United States, and which promises to be even more critical in the 21st Century. However, our knowledge of the area is characterized by ignorance and long held prejudices. This course aims to remedy that state of affairs. Prerequisite: U.S. History I & II (HP 1483, 1493) and Historical Methods (HP 2112) OR permission of the instructor.

HP 4191-3 Internship (1-3 credit hours)
The goal of this internship is to allow students to accrue real-world experience with an agency, firm, or organization in their field of study be it history, politics, or pre-law.

HP 4223 American Foreign Policy (3 credit hours)
This course provides an overview of American foreign policy and the numerous issues and factors it impacts. The course starts with the history of American foreign policy and how the events and decisions of the past continue to shape the world we live in today. Theory and grand strategy are discussed next, forming the lenses through which foreign policy is written and analyzed. Once this foundation is laid, the majority of the class is then spent discussing issues which the US must confront, and how America is choosing to act in regions around the world.

HP 4233 Women's History Through Films (3 credit hours)
This course will examine American films as artistic and historical artifacts. As students analyze films in this course, and the historic context in which they were filmed, they will gain an appreciation for how films both reflect 20th century American culture as well as shape American concepts of gender roles.

HP 4303 Topics in U.S. History (3 credit hours)
This course deals with a variety of topics in American History on a rotating basis. Topics include Religious History, Intellectual and Cultural History, Environmental History, the American West, and the Vietnam War. Prerequisite: U.S. History I & II (HP 1483, 1493) and Historical Methods (HP 2112) OR permission of the instructor.

HP 4333 American Environmental History (3 credit hours)
Exploration of the relationship between humans and nature in the past, particularly in the North American context. Special consideration is given to the changing character of natural theology from the colonial period to the present, the development of natural resources, the conservation and preservation movements, and contemporary environmental struggles that revolve around local and global interactions.

HP 4343 World Religions (3 credit hours)
Religion is a fundamental organizing structure for human existence, leading to the development of worldviews that drive human action. This course provides participants with an awareness of religion's shaping power on worldview and human behavior through a study involving systematic comparisons of the historical and contemporary doctrines and practices, themes, and impacts of major religious traditions worldwide, including prominent religious systems originating from Europe, the Near East, India, and East Asia. Indigenous ethnic and modern emergent religions will also be examined. Cross-listed as MISS 4343 and GLBS 4343 World Religions

HP 4353 America in Vietnam (3 credit hours)
This course focuses on the American involvement in Vietnam from 1945 to 1975. Emphasis is placed on the ways in which U.S. actions were a reflection of American culture in the late twentieth century as well as the impact of the war on the American political system. Prerequisite: sophomore standing or permission of instructor.

HP 4363 Oklahoma History (3 credit hours)
This course examines the intersection of cultures in the region of the United States that became Oklahoma while investigating the internal and external forces that molded the state into what it is today. This course is required of all Social Studies Education majors as part of the State of Oklahoma's Department of Education certification requirements.

HP 4393 Field Studies (3 credit hours)
A field-based course that encourages students to explore the connections between theory and practice through direct experience or observation.

HP 4403 Topics in European History (3 credit hours)
This course examines selected topics in European History on a rotating basis. Topics include European Intellectual and Cultural History, the History of Science, Nationalism in Modern Europe, and The Quest for Empire. Prerequisite: World Civilization I (HP 2013) or The Modern World, 1500-present (HP 1533) and Historical Methods (HP 2112) OR permission of the instructor.

HP 4443 History of Judaism (3 credit hours)
A study of Judaica from the Jewish commonwealth, through medieval and modern times. Attention will be given to the origins of American Judaism, and the role of Judaism in the contemporary scene, and the historic origins and development of Judaism in the ancient Near East. Prerequisite: World Civilization I (HP 2013) or The Modern World, 1500-present (HP 1533) and Historical Methods (HP 2112) OR permission of the instructor.

HP 4603 **Methods of Teaching Social Studies (3 credit hours)**

This course is designed for the social studies education major. Its purpose is to enhance the student's ability to develop appropriate instructional goals and objectives that are applicable to student needs and learning modes, emphasizing the ten NCSS content standards. This course will also include an observation/internship within a multicultural setting. The hours required for this internship will vary depending on what students need in order to complete the Oklahoma State Department's sixty (60) hour requirement. A participatory and interactive form of instruction will be utilized in this course.

HP 4882 **Senior Seminar (2 credit hours)**

This course is a capstone for the Politics and Law program. Students will reflect upon their experience in the program at SNU, learn valuable skills for navigating post-college life, and produce a work of original research.

HP 4912 **Senior Project (2 credit hours)**

Students will work closely with History faculty to develop, research, and write an original undergraduate thesis. Required of all majors.

Health Sciences (HSC)

HSC 1111 Introduction to Healthcare Professions (1 credit hour)
The course will enable initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today's healthcare professionals. Includes exposure to components of professionalism, various roles, and career expectations. Analysis of current trends and issues impacting health at the local, national, and global levels is undertaken. Cross-Listed as NURS 1111.

HSC 2323 Nutrition (3 credit hours)
The principles of basic nutrition and specific nutrients will be discussed. Life cycle nutrition with varied needs will be addressed. Disease states with emphasis on nutrition concerns will be introduced. Cross-listed as NURS 2323.

HSC 2333 Healthcare Delivery (3 credit hours)
Introduction to the many aspects of healthcare, particularly in the United States. Topics discussed include the impact of public policies on health, complexities of healthcare finance, types of healthcare services and providers, regulatory and accreditation bodies, health information technology, and access to health.

HSC 2672 Terminology for Health Professions (2 credit hours)
This course is designed to provide the student with an understanding of terminology used by health care professionals. On-line and CD-ROM instruction is used to enable the student to develop an extensive medical vocabulary using a competency based format. Cross listed as BIOL 2672 and KNES 2672.

HSC 3333 Leadership and Management in Healthcare (3 credit hours)
Focus is on application of concepts in the areas of professional role expectations, responsibilities, and continued professional development. Integration of topics related to interpersonal communication skills, group dynamics, point-of-care decision making, ethical and legal influences on healthcare practice, and safe, client-centered care are stressed. Cross-listed as NURS 4346, didactic only.

HSC 3532 Evidence-Based Practice (2 credit hours)
Prepares the health care professional to apply findings from critical inquiry, analysis, evaluation, and synthesis of health care research literature to current nursing practice. In addition, students are introduced theories which guide practice and research in the health sciences. Students design strategies to integrate research evidence into various health care settings to improve safety, quality, care management, and client outcomes at a beginning level. Pre-requisites: Computer Packaged Statistics. Cross-listed as NURS 3532.

HSC 4123 Community Health (3 credit hours)
Concepts related to issues in caring for community, state, national and international populations are discussed. Emphasis is placed on the role of the healthcare provider to promote wellness within populations. Community agencies are utilized for clinical practice. Cross-listed as NURS 3333.

HSC 4343 Senior Capstone for Health Sciences (3 credit hours)

Incorporation and integration of knowledge gained throughout the HSC program into a framework of preparation to enter the healthcare workforce and/or apply to a graduate program. Course includes an off-campus internship. Internship experiences are developed based on individual student's career goals.

Humanities (HUM)

HUM 1002 Excel Honors Summit (2 credit hours)
See G S 1002

HUM 4003 Special Studies in Humanities (3 credit hours)

HUM 4173 Modern Latin America (3 credit hours)
An upper-division survey of Modern Latin American History, this ISM uses a multidisciplinary approach to examine political, social, and cultural aspects of the 33 sovereign states that make up Latin America and the Caribbean region. This is an area which is important politically to the United States and which promises to be even more so in the 21st century. However, North American knowledge of the area tends to be characterized by ignorance and long-held prejudices. This course aims to remedy that state of affairs.

Information Systems and Technology (IST)

IST 1123 Information Systems and Analysis (3 credit hours)
This course provides an introduction to the practice of Systems Design Lifecycle (SDLC) and the Security Development Lifecycle (SDL) Threat modeling. Students examine the standard methods of system design, analysis, development, and modeling from a global perspective. Learners practice how to implement secure design practices at the organizational level. (This is the first course and a prerequisite for all other courses.)

IST 1143 Hardware and Operating Systems (3 credit hours)
This course introduces industry-standard hardware and operating systems found globally including desktop computers and mobile devices. Students learn how computer hardware, software, and networks interact to provide computing power, data processing, and communications. The basic characteristics of the most popular operating systems are covered (Windows, macOS, and Linux for desktops, iOS, and Android for mobile devices).

IST 1163 Windows Operating Systems and Maintenance (3 credit hours)
This course offers an introduction to the architecture and tools used to manage, monitor, and troubleshoot Microsoft Windows operating systems, applications, and hardware. Students learn the methodologies to proactively identify, troubleshoot and mitigate Microsoft Windows operating system common breaks and malfunctions. Students gain knowledge of standard maintenance procedures and practices.

IST 2113 Networking Fundamentals (3 credit hours)
This course highlights industry-standards network technologies, devices, and protocols fundamental for all organizations domestically and internationally. Students review and utilize routing and switching protocols required to ensure the secure transfer of data and communications. Learners gain knowledge of networking operating systems and platforms.

IST 2143 Unix/Linux Operating Systems and Design (3 credit hours)
This course provides an introduction to the Unix/Linux family of operating systems. Students gain practice performing general system operations, manage services, and practical applications in a real-world business setting with global operations. At the end of the course, students will have the ability to complete basic operations and general tasks associated with an entry-level administrator.

IST 2183 Security Fundamentals (3 credit hours)
This course provides an introduction to the core security requirements for organizations of every size and industry. The primary emphasis includes understanding the key principles driving security-related decisions at each level of operations within an organization. Understanding the basic concepts aids learners in establishing a solid foundation in security protocols and standards.

IST 2223 Programming Languages and Fundamentals (3 credit hours)
This course introduces fundamental concepts, principles and skills of the programming language of C++, Java and Python. The course focuses on learners gaining introductory skills and knowledge of the three primary coding languages.

IST 2333 Database Design and Administration (3 credit hours)

This course provides an introduction to the design and management of a relational database. Students learn the basic principles of relational databases and the common tools for creating, managing data, and visualizing the database structure. Standard Query Language (SQL) will be introduced, along with MySQL, a popular open source database management system based on SQL. Students are introduced to DrawSQL, an open source tool for visualizing database structure. This course provides students with the skills to build and administer a relational database.

IST 2663 Cloud Operations (3 credit hours)

This course introduces cloud concepts, models, and principles. The security and ethical implications of moving to a cloud model of IT infrastructure are covered. Students review the leading Cloud vendor's products and services and compare them to NIST standards and regulations. The course prepares students to make informed decisions and recommendations for an organization preparing to safely move to cloud operations.

IST 2883 Information Technology Project Management (3 credit hours0

This course provides an introduction to information technology project management. The standard project management categories of planning, scope, scheduling, cost, procurement, quality control, risk, communication, and stakeholder management are included. The course utilizes concepts and tasks specific to information technology projects from a global perspective. The career path of an IT project manager is described along with the certification process.

Kinesiology (KNES)

KNES 1221 Field Experience I (1 credit hour)

This freshman-level, one-hour course provides an introductory field experience in sports management through an on-campus internship. Students will be introduced to the fundamental operations of sports organizations within the university setting, gaining firsthand experience in areas such as event management, marketing, facility operations, and team administration. Through guided participation and reflective discussions, students will recall foundational sports management concepts while applying them in a real-world environment. This course is designed to help students develop professional skills, explore career opportunities, and build a network within the sports industry early in their academic journey.

KNES 1511 Methods of Teaching Resistance Training (1 credit hour)

Instruction in weight training techniques for developing strength and endurance with emphasis on correct techniques for proper lifting and spotting, beginning overload, profession, maintenance, frequency, duration and rest, proper warm-up and cool down procedures. The relationship between strength training and health/wellness related benefits is emphasized.

KNES 1522 Care & Prevention of Athletic Injuries (2 credit hours)

The course will primarily focus of the prevention, recognition and evaluation, and the initial management and treatment of common athletic injuries. Organization, administration, education, and counseling concepts will also be introduced to the student. Lecture and laboratory experiences will be blended to provide a practical approach for prospective coaches. Fee Required.

KNES 1601 Foundations of PT/OT/AT (1 credit hour)

Designed to give the student a chance to explore athletic training as a profession through an introductory clinical experience.

KNES 1602 Foundations of PT/OT (2 credit hours)

A foundations course addressing basic concepts of rehabilitation sciences focusing on physical therapy and occupational therapy. State legislature, future directions in healthcare, professional roles, professional development, and current research will be discussed.

KNES 1613 First Aid/CPR & Safety & Lab (3 credit hours)

The purpose of First Aid and CPR is to teach the knowledge and skills that are needed for the emergency care of the injured or ill until medical care can be obtained. Initial management and prevention will be emphasized and integrated into a lecture and laboratory format. American Heart Association Certificates in First Aid and CPR will be given to those who qualify.

KNES 1713 Foundations of Kinesiology (3 credit hours)

An overview course dealing with basic concepts involved in Kinesiology and Sport Management careers, history, and early leaders. A study of future directions in Kinesiology and Sport Management are considered for the modern society.

KNES 1723 Introduction to Sport Management (3 credit hours)

This course introduces students to the sport management profession and the myriad of opportunities available to them in the sport industry. The basic principles and tenets of sport management will be addressed so that students are able to begin making choices concerning future career preparation within the sport industry. Students will also be provided with the opportunity to consider different challenges that sport managers face today.

KNES 2113 Sports Nutrition (3 credit hours)

This course is designed to discuss the most current information, guidance, and protocols from respected scientists and practitioners with expertise in nutritional interventions and their impact on sports and exercise. The course will establish a scientific basis for developing nutritional plans for specific clients/athletes based upon their unique goals. Special focus will be placed on providing a detailed examination of validated strength, size, and power supplements, aerobic endurance supplements, nutrient timing, fueling workouts, managing body fat, hydration, and boosting cognitive performance.

KNES 2221 Field Experience II (1 credit hour)

This sophomore-level, one-hour course provides students with a supervised field experience through an internship with a local city government parks and recreation department or a nonprofit sports organization. Students will engage in community-based sports management activities, assisting with program coordination, event planning, and administrative tasks. Through hands-on experience, students will summarize key operational functions of recreational and nonprofit sports organizations while developing professional skills in leadership and communication. Additionally, students will classify various roles and responsibilities within community sports management, gaining insight into career opportunities in the public and nonprofit sectors.

KNES 2511 Motor & Sport Skill I (1 credit hour)

This course is one of five Motor and Sport Skills courses required for the Sport and Leisure and P-12 teacher education certification. The Exercise Science degree requires four of the five Motor and Sport Skills courses. Course content will provide instructional activities in football, basketball, and Lacrosse. Course instruction will be on motor skill proficiency, acquisition, and techniques, rules, tactics, and safety practices for individual and team participation.

KNES 2521 Motor & Sport Skill II (1 credit hour)

This course is one of five Motor and Sport Skills courses required for the Sport and Leisure and P-12 teacher education certification. The Exercise Science degree requires four of the five Motor and Sport Skills courses. Course content will provide instructional activities in soccer, volleyball, and archery. Course instruction will be on motor skill proficiency, acquisition, and techniques, rules, tactics, and safety practices for individual and team participation.

KNES 2531-3 Officiating (1-3 credit hours)

A study of rules, interpretation, and officiating techniques for basketball, volleyball, softball, soccer. Practical laboratory officiating experiences are required. Students who qualify through practical and written exams may become certified officials in that sport.

KNES 2541 Practicum & Clinical Experience (1 credit hour)
A field experience for the teacher candidate to observe modeling, class organization, preparation, and actual teaching with an elementary student population.

KNES 2551 Motor & Sport Skill III (1 credit hour)
This course is one of five Motor and Sport Skills courses required for the Sport and Leisure and P-12 teacher education certification. The Exercise Science degree requires four of the five Motor and Sport Skills courses. Course content will provide instructional activities in rhythms, gymnastics, and track and field. Course instruction will be on motor skill proficiency, acquisition, and techniques, rules, tactics, and safety practices for individual and team participation.

KNES 2561 Motor & Sport Skill IV (1 credit hour)
This course is one of five Motor and Sport Skills courses required for the Sport and Leisure and P-12 teacher education certification. The Exercise Science degree requires four of the five Motor and Sport Skills courses. Course content will provide instructional activities in rhythms, gymnastics, and track and field. Course instruction will be on motor skill proficiency, acquisition, and techniques, rules, tactics, and safety practices for individual and team participation.

KNES 2571 Motor & Sport Skill V (1 credit hour)
This course is one of five Motor and Sport Skills courses required for the Sport and Leisure and P-12 teacher education certification. The Exercise Science degree requires four of the five Motor and Sport Skills courses. Course content will provide instructional activities in swimming, golf, and softball. Course instruction will be on motor skill proficiency, acquisition, and techniques, rules, tactics, and safety practices for individual and team participation.

KNES 2613 Personal & Community Health (3 credit hours)
A study of the basic principles and practices of personal hygiene, drug, mental health, and community health problems with emphasis on contemporary health problems.

KNES 2621 Fitness Assessment and Technology (1 credit hour)
Technology/Professional Applications in Physical Education contributes to the student's development of becoming a reflective, responsive, resourceful professional. This course is one method by which students become cognizant of their role in a learner's educational journey. The course will utilize bio-electrical impedance units, heart rate monitors, nutritional software, video analysis, and fitness testing software for students to assess the impact of technology in the educational process.

KNES 2653 Introduction to Health Psychology (3 credit hours)
A study of psychological principles, behavioral medicine, and behavioral health theories and application of theories, particularly in relation to individual approach and treatment strategies. Focus will be on how and why individual health behavior affects the formation and/or management of stress, pain, chronic disease, and overall health or wellness.

KNES 2672 Terminology for Health Professions (2 credit hours)
This course is designed to provide the student with an understanding of terminology used by health care professionals. On-line and CD-ROM instruction is used to enable the student to develop an extensive medical vocabulary using a competency based format. Cross listed as HSC 2672 and BIOL 2672.

KNES 2673 Pathophysiology & Lab (3 credit hours)
This course enables the student to think critically about general medical conditions and disabilities. It enables the student to integrate knowledge, skill, and behavior to assume professional responsibility. The student will develop an understanding of general medical conditions and disabilities associated with physically active individuals. This course will cover conditions of the derma, head including the brain, face including the eyes, ears, nose and throat, thorax, heart and lungs, abdomen, renal and urogenital systems.

KNES 2883 Mechanics of Man (3 credit hours)
A study of articulations, movements, and muscular analysis involved with daily activity, exercise, and fitness.

KNES 3113 Sport Psychology (3 credit hours)
An introduction to the field of sport and exercise psychology. This course will examine the psychological factors which affect sport/exercise performance and participation, how involvement in a sport or exercise affects one's psychological makeup, and how to apply these concepts as an athlete, healthcare provider, trainer, or coach.

KNES 3163 Lower Extremity Injury Recognition/Evaluation of the Physically Active (3 credit hours)
The course is designed to introduce the student to the lower extremity injury evaluation skills practiced by a variety of healthcare clinicians. This course will primarily focus on the prevention, recognition and evaluation, and the initial management and treatment of common injuries to the lower extremity. Emphasis is placed on the competency of skills required during the evaluation process and the clinical reasoning required to determine a clinical and differential diagnosis. Fee required.

KNES 3173 Upper Extremity Injury Recognition/Evaluation of the Physically Active (3 credit hours)
The course is designed to introduce the student to the upper extremity injury evaluation skills practiced by a variety of healthcare clinicians. This course will primarily focus on the prevention, recognition and evaluation, and the initial management and treatment of common injuries to the upper extremity. Emphasis is placed on the competency of skills required during this evaluation process and the clinical reasoning required to determine a clinical and differential diagnosis. Fee required.

KNES 3221 Field Experience III (1 credit hour)

This junior-level, one-hour course provides students with a specialized field experience through an internship with a local sports organization in their chosen area of interest. Students will gain hands-on experience in professional sports operations, including marketing, event management, sponsorship, or athlete development. Through direct involvement, students will conduct an analysis of industry trends, organizational structures, and operational strategies within their selected field. Additionally, students will engage in the evaluation of business practices, leadership effectiveness, and overall organizational performance. This course emphasizes career exploration, strategic decision-making, and professional development within the Sports industry.

KNES 3223 Exercise Technique, Testing, & Prescription (3 credit hours)

This course is designed to introduce the student to the skills associated with aerobic & anaerobic exercise technique and testing as well as develop the critical thinking and problem-solving skills needed to develop and prescribe individualized exercise programs. The course will primarily focus on the skills of identifying and correcting exercise technique errors, administering exercise testing procedures, and developing aerobic and anaerobic fitness through development and prescription of exercise programs. Emphasis is placed on the critical thinking and problem-solving skills that are required to appropriately develop, design, and prescribe an individualized exercise program.

KNES 3343 The Modern Olympics (3 credit hours)

An overview of the Olympic movement and the dream of Olympism, Emphasis will be placed on the social settings of each Olympic Game. Particular attention will be given to the historical political climate. An examination will be given of the power structures controlling the Olympics including international governing bodies. Lastly, this course will explore the economic impact of the Olympics.

KNES 3512 Coaching (2 credit hours)

A study of the principles of coaching with an emphasis on organization, coaching strategies, behavioral management, and unique responsibilities involved in coaching.

KNES 3523 School Health/Safety Curriculum: P-12 (3 credit hours)

The course is designed to expose students to the new insights and concepts in curriculum development, teaching strategies, and professional services in school health education grade K-12.

KNES 3532 Health, Safety, Nutrition, & P.E. (2 credit hours)

Theory and laboratory course concerning methods and techniques of teaching health, safety, nutrition, and physical education in the elementary schools. Emphasis on group organization and program planning for instruction in the progression of activities which will improve the Health-Related Fitness Components (Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Flexibility, and Nutritional & Body Composition).

KNES 3533 Methods in Elementary P.E. (3 credit hours)

Theory, observation, participation, and laboratory course concerning methods and techniques of physical education in the elementary schools. Emphasis on group organization and program planning for instruction in progression and sequential curriculum of physical activities. KNES 3543 Methods in Secondary P.E. (3 credit hours) Methods and materials for teaching physical education in the secondary schools. Prerequisite: Admission to professional semester.

KNES 3613 Exercise Physiology (3 credit hours)
Study of the physiological effects of physical exercise. Changes in muscular efficiency, fatigue, recovery, and neuromuscular control, with special references to activity, are studied. Fee required. Prerequisite: HS biology course with A or B grade. Recommended BIOL-2234, Human Physiology.

KNES 3623 Structural Kinesiology (3 credit hours)
This course is designed to provide the student with a basic understanding of the structural components of muscle groups, joints, bones, and neuromuscular system which influence the movement of the human body. Lecture and laboratory experiences will provide a study of physiological, biomechanical, and therapeutic concepts which will be integrated into rationale for efficacious treatment.

KNES 3643 Introduction to Neuroscience (3 credit hours)
The purpose of this course is to introduce components of neuroscience in perspective of structure and function of neuroanatomy. Basic principles of sensory perception, motor control, learning and memory, and common neurological disorders will be examined. Course content will be presented in a Christian perspective through lectures, laboratory experiences, critical thinking discussions, and classroom led exercise activities. Not limited to healthcare/allied health majors.

KNES 3663 Therapeutic Modalities (3 credit hours)
Designed to provide students with basic understanding and application of therapeutic modalities. Lecture and experiences will provide a study of physiological, biomechanical & therapeutic concepts which will be integrated into rationale for efficacious treatment.

KNES 3703 Essentials of Personal Fitness Training (3 credit hours)
As a preparation for the National Academy of Sport Medicine exam for Personal Training, this course is designed to provide students with theoretical and practical knowledge of the physiological, functional, and biomechanical aspects of designing and supervising strength and conditioning programs for various populations. The course will include both lecture and lab format. Lab activities will provide hands-on experience with specific resistance training and conditioning techniques including flexibility, core stabilization, and balance training.

KNES 3712-3 Sociology of Sports (2-3 credit hours)
Survey course dealing with sports known to various social groups and countries; brief glimpses into foreign approaches to games, sports, physical education, etc.; to prepare students to discuss current sport picture in modern world to include all major countries.

KNES 3723 Sport Marketing and Promotions (3 credit hours)
This course is designed for the student preparing for a career in Exercise Science and Sport Management. Emphasis is placed on theories, principles, and practices for developing, implementing, management, and marketing Exercise and Sport Programs.

KNES 3733 Sports 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 3734 Practicum (4 credit hours)
A course designed to give the student first-hand experience in planning, organizing, instructing, and management skills related to Kinesiology and Sport Management. Prerequisite: Approval of advisor and Kinesiology Department Chair.

KNES 3753 Sport Governance (3 credit hours)
The course introduces the student to international, national, amateur, intercollegiate, and interscholastic governing bodies in sport. This course will critique existing policy and examine the development of suggested policies for the management of sport organizations. Additionally, will discuss the ethical issues encountered by today's sport managers. Issues of eligibility, recruitment and compliance are examined through the guideline documents of multiple governing bodies.

KNES 3763 NASM Essentials of Sports Performance Training (3 credit hours)
This course is based on the National Academy of Sports Medicine (NASM) proprietary Optimum Performance Training (OPT) model. This model teaches future sports performance coaches and other trainers how to strategically design strength and conditioning programs to train athletes safely and effectively. Students will learn NASM's systematic approach to program design with sports performance program guidelines and variables; protocols for building stabilization, strength, and power programs; innovative approaches to speed, agility, and quickness drills.

KNES 4003 Special Topics in Kinesiology (3 credit hours)
The content of this course is varied and offered on an irregular schedule, based on student demand. It is offered in classroom format rather than on an individual, arranged schedule.

KNES 4113 Exercise Programming for Special Populations (3 credit hours)
This course is designed to introduce the student to the knowledge required to become a Certified Special Populations Specialist (CSPS). The CSPS assesses, motivates, educates, and trains special population clients regarding their health and fitness needs. The course includes an evidence-based discussion on particular training protocols for a breadth of conditions, including musculoskeletal conditions, cardiovascular conditions, immunologic disorders, and cancer. In addition, the pathology and pathophysiology of numerous conditions and disorders, exercise recommendations for specific conditions, training modifications, precautions, and contraindications, and commonly prescribed medications and their potential effects on exercise responses and adaptations will be discussed.

KNES 4123 Scientific Principles of Strength & Conditioning (3 credit hours)
In this course, students will learn the components of physical fitness, and how to analyze and apply the neuromuscular and physiological knowledge to determine the content and administration of pre-season, in-season, and off-season programs for a variety of athletic teams and patient populations at different levels of competition. Extra focus will be placed on the application of scientific principles to program design for resistance training, plyometric training, speed & agility training, aerobic endurance training, periodization, rehabilitation, and reconditioning.

KNES 4133 Program Design for Strength & Conditioning (3 credit hours)

This course is designed to discuss the most current information, guidance, and protocols from respected scientists and practitioners with expertise in strength and conditioning program design. The course will establish a scientific basis for developing training programs for specific athletes at specific times of year. Special focus will be placed on providing a detailed examination of considerations and challenges in developing a program for each key fitness component and fitness performance goal.

KNES 4223 Developmental Disabilities (3 credit hours)

This course provides an in-depth examination of developmental disabilities across the lifespan, with an emphasis on conditions commonly encountered in occupational and physical therapy practice. Students will explore the etiology, diagnosis, functional implications, and intervention strategies associated with a range of developmental disorders, including but not limited to cerebral palsy, Down syndrome, autism spectrum disorders, and intellectual disabilities. Emphasis is placed on interdisciplinary collaboration, evidence-based interventions, family-centered care, and the promotion of functional independence and participation in daily life. Case-based learning and applied activities will prepare students to support individuals with developmental disabilities in diverse clinical and community settings.

KNES 4333 Professional Certification Preparation (3 credit hours)

This course is designed to equip students with the essential study skills and strategies necessary for success on the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. Through a combination of theoretical insights and practical applications, students will learn to design individualized study plans tailored to their unique learning styles and schedules. Throughout the course, students will engage in collaborative workshops to create personalized study guides that encompass key exam content areas, including exercise science, program design, nutrition, and testing and evaluation. Emphasis will be placed on effective study techniques, time management, and self-assessment to optimize preparation efforts. In addition to structured learning sessions, dedicated study blocks will allow students to apply their study plans in a supportive environment, fostering peer collaboration and accountability. By the end of the course, students will have developed a comprehensive study toolkit and gained the confidence needed to excel on the CSCS exam, enhancing their professional qualifications in the field of strength and conditioning.

This course includes a $600 course which is used to pay for the following products: NSCA Student Membership, CSCS Registration Fee, Scientific Foundations Practice Exam, Practical/Applied Practice Exam, CSCS Exam Study Guide, and access to the Strength Coach Job Network discord server for one year.

KNES 4513 Adapted/Inclusive Phys Education (3 credit hours)

A course designed to acquaint the student with developmental and adaptive physical education and how it is to meet, through physical education methods and activities, the individual needs of persons who are handicapped in some respect; who have functional defects of deficiencies amenable to improvement through exercise; or who possess other inadequacies which interfere with their successful participation in the diversified and vigorous activities of the general physical education program.

KNES 4523 Motor Learning (3 credit hours)
A study of the processes and the organismic and situational factors related to the acquisition and performance of motor skills.

KNES 4533 Research Measurement & Evaluation (3 credit hours)
A study of principles, concepts, and application of measurement and evaluation including test selection, administration, statistical analysis, and interpretation of results. Emphasis will be placed on need for measurement and evaluation in a changing profession in a changing society. Use of computers and computer programs related to careers in teaching, health/wellness management, athletics, and exercise science will be presented.

KNES 4631 Pre-PT/Pre-OT Clinical Experience I (1 credit hour)
This course is designed to give the student first-hand experience in patient management, healthcare, and management skills related to kinesiology and rehabilitation. The student will be assigned to an agency related to the student's area of concentration.

KNES 4641 Pre-PT/Pre-OT Clinical Experience II (1 credit hour)
This course is designed to give the student diverse first-hand experience in patient management, health care and management skills related to Kinesiology and rehabilitation. The student will be assigned to an agency.

KNES 4663 Therapeutic Physical Rehab (3 credit hours)
This course is designed to familiarize the student with the injury management process and provide the student with an introduction to the basic concepts of musculoskeletal rehabilitation. The course will focus on the therapeutic progression of an athlete/patient/client through an injury recovery process. Etiology, symptomatology, pathology, biomechanics, surgical management, and non-surgical management will be discussed as they relate to the rehabilitation process. Counseling, home programs and patient education concepts will be integrated into the lecture experience for the student.

KNES 4664 Strength & Conditioning Field Experience I (3 credit hours)
The strength and conditioning field experience course is designed to provide an opportunity for the student to demonstrate application of areas of instruction listed in CASCE Standard III.C (Human Anatomy & Physiology, Exercise Physiology, Biomechanics/Kinesiology, Sports Nutrition, Sports Psychology, Scientific Principles of Strength & Conditioning, Resistance Training Techniques, Exercise Testing, Exercise Prescription, Anaerobic Conditioning Program Design, Plyometric Training Program Design, Speed & Agility Program Design, Aerobic Endurance Program Design, and Program Organization Administration & Oversight). The field experience is to be completed towards the end of the curriculum within the final year of study and will provide opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning. Strength & conditioning field experience I & II will require a minimum of 300 hours of contact time (150 hours per experience) including: a minimum of two substantially different experiences (that include two or more of the following categories: sport, gender, age range, etc.), two different supervisors, and each experience must be at least 6 weeks in length. Additionally, the field experience will include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.

KNES 4674 Strength & Conditioning Field Experience II (3 credit hours)
The strength and conditioning field experience course is designed to provide an opportunity for the student to demonstrate application of areas of instruction listed in CASCE Standard III.C (Human Anatomy & Physiology, Exercise Physiology, Biomechanics/Kinesiology, Sports Nutrition, Sports Psychology, Scientific Principles of Strength & Conditioning, Resistance Training Techniques, Exercise Testing, Exercise Prescription, Anaerobic Conditioning Program Design, Plyometric Training Program Design, Speed & Agility Program Design, Aerobic Endurance Program Design, and Program Organization Administration & Oversight). The field experience is to be completed towards the end of the curriculum within the final year of study and will provide opportunity for students to demonstrate professional and ethical standards within the field of strength and conditioning. Strength & conditioning field experience I & II will require a minimum of 300 hours of contact time (150 hours per experience) including: a minimum of two substantially different experiences (that include two or more of the following categories: sport, gender, age range, etc.), two different supervisors, and each experience must be at least 6 weeks in length. Additionally, the field experience will include the following key areas: warm-up, flexibility training, exercise technique, spotting, Olympic-style lifting, progressions/regressions, test selection and administration, program design, speed/agility/plyometric training, anaerobic and aerobic program design, and periodization.

KNES 4691 Senior Seminar in PT/OT/AT (1 credit hour)
This seminar is designed to assist the senior level student in their preparation for graduate school application. Additionally, this course will assist the student in developing professional practices and the development of a resume, cover letter, and application materials.

KNES 4693 Biomechanics & Kinesiology (3 credit hours)
A study of articulations and movements, and muscular analysis involved with various sports, exercises, rehabilitative programs, and daily activities. Prerequisite: Human Anatomy (BIOL 2224), Human Physiology (BIOL 2234), Exercise Physiology (KNES 3633), and General Physics I (MATH 1114).

KNES 4713 Organization, Leadership & Management of Kinesiology & Sport Management (3 credit hours)
A study of the challenges and problems associated with planning, organizing, scheduling, and marketing programs for Kinesiology & Sport Management.

KNES 4723 Sport Facility Management (3 credit hours)
A study of the challenges and problems associated with the use, care, and maintenance of indoor and outdoor athletic facilities. Special emphasis will be placed on financing new facilities or renovation, retaining revenue generated by the facility, and event management.

KNES 4741 Senior Seminar in Physical Ed (1 credit hour)
This course is required for the pre-service teacher during the professional semester. Class content will emphasize teaching strategies, problem-solving techniques, and a pedagogical review of literature supporting the physical education profession. Class discussions will assist in challenging, supporting, and developing inquiry with the pre-service teacher during the professional semester.

KNES 4743 Seminar in Kinesiology & Sport Management (3 credit hours)
Directed intensive study on approved selected topics related to Kinesiology & Sport Management. Conferences, oral and written reports required. Prerequisite: Approval of advisor and Kinesiology Department Chair.

KNES 4751-3 Individual Study in Kinesiology & Sport Management (1-3 credit hours)
Individual study in an approved area based on interest and/or needs of the student. May be repeated for credit. Departmental approval required for enrollment.

KNES 4763 Internship (3 credit hours)
This course is designed to give the student first-hand experience in planning, organizing, instructing, and management skills related to Kinesiology and Sport Management. The student will be assigned to an agency related to the student's area of concentration. Prerequisite: Senior standing and Kinesiology Department approval. Fee required.

KNES 4764 Internship I (4 credit hours)
Designed to give students first-hand experiences in patient management skills related to kinesiology and rehabilitation. The student will be assigned to an agency related to the student's area of concentration. KNES 4766 Internship I (6 credit hours) A course designed to give the student experience in program planning, management, instruction, and marketing in Kinesiology and Sport Management. The student will be assigned to an agency related to the student's area of concentration. Prerequisite: Senior standing and Kinesiology Department approval. Fee required.

KNES 4771 Senior Seminar in Sport Management (1 credit hour)
This course is required for all sport management majors and will serve as a culminating experience. Class content will emphasize the importance of a professional disposition and maintaining a professional brand in pursuit of a career in the sport industry. A specific focus will be placed on ethical decision making skills in the sport industry and assessing the sport industry knowledge of each student.

KNES 4774 Internship II (4 credit hours)
Continuation of Internship I. Both courses, Internship I & II, can be taken in the same semester. Prerequisite: Fee required.

KNES 6313 Exercise Physiology (3 credit hours)
A study of the immediate and long-range effects of exercise upon the human body. Emphasis on physiological concepts.

KNES 6323 Athletic Training Techniques (3 credit hours)
This course will introduce the student to advanced sports medical information and provide a basis for injury assessment and field management of athletic injuries. Lecture and laboratory experiences are designed to introduce the student to basic and advanced evaluation skills used by the athletic trainer.

KNES 6333 Applied Exercise Physiology (3 credit hours)
Study of the physiological factors which influence physical performance. Special emphasis on testing, evaluation, and prescription for athletic fitness will be presented.

Mathematics (MATH)

MATH 0510 Prep for College Algebra (0 credit hours)
This course is designed to prepare a student to succeed in college algebra. Topics include the Real number system, equations and inequalities, exponents and polynomials, lines and functions, rational expressions, and radical expressions.

MATH 1113 Math Concepts: Discrete Math (3 credit hours)
A General Education course designed to enhance the students' abilities to analyze and solve problems mathematically and to communicate their results in writing. Topics include: Graph Theory, Financial Management, Counting Methods & Voting Methods. Prerequisite: ACT Math score 15-23; 2-3 years HS math including Geometry & Algebra I.

MATH 1123 Math Concepts: Geometry & Topology (3 credit hours)
A General Education course designed to enhance the students' abilities to analyze and solve problems mathematically and to communicate their results in writing. Topics include: Tilings, Transformations, Polyhedra, and Geometry on 2D Surfaces. Prerequisite: ACT Math score 15-23 and 2-3 years HS math including Geometry & Algebra I.

MATH 1133 Math Concepts: Probability & Stat (3 credit hours)
A General Education course designed to enhance the students' abilities to analyze and solve problems mathematically and to communicate their results in writing. Topics include: Sampling, Descriptive Statistics, Probability, and Statistical Inference. Prerequisite: ACT Math score 15-23; 2-3 years HS math including Geometry & Algebra I.

MATH 1143 Math Concepts: Math Structures (3 credit hours)
A General Education course designed to enhance the students' abilities to analyze and solve problems mathematically and to communicate their results in writing. Topics include: Logic, Numerals, Numeration Systems, Number Theory, Real Number System, and Finite Algebras. Prerequisite: ACT Math score 15-23; 2-3 years HS math including Geometry & Algebra I.

MATH 1503 College Algebra with Integrated Review (3 credit hours)
A study of linear, quadratic polynomial, rational, exponential, and logarithmic functions preparatory to the calculus. Graphical, numerical, and analytical approaches to functions are used. Prerequisite: Two years of high school algebra and grades of A or B and ACT math score of 20 or lower (SAT Math of 520 or lower). If your Act Math score is 21 or higher, you should enroll in MATH 1513 College Algebra.

MATH 1513 College Algebra (3 credit hours)
A study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions preparatory to the calculus. Graphical, numerical, and analytical approaches to functions are used. Prerequisite: Two years of high school algebra with grades of A or B and ACT Math score of 21 or higher (SAT Math of 530 or higher). If the ACT Math score is 20 or lower, you are required to enroll in MATH 1503 College Algebra with Integrated Review.

MATH 1613 Plane Trigonometry (3 credit hours)
A study of trigonometric functions through their properties and graphs. Prerequisite: ACT Math score 21 or higher (SAT Math score of 540 or higher) and 3 years HS math including Algebra I, Algebra II, and Geometry.

MATH 1781-3 Projects in Mathematics (1-3 credit hours)
Individual study in topics of particular interest to the general student. May be repeated. Prerequisite: Permission of the instructor.

MATH 2324 Calculus I (4 credit hours)
An intuitive introduction to the basic concepts of Calculus: limits, derivatives, and integrals, using graphical, numerical, and symbolic points of view. Development of the Calculus of algebraic and elementary transcendental functions. Emphasis will be placed on using Calculus in problem solving. Prerequisite: One of the following: (1) ACT Math score of 25 or higher (or SAT Math score of 590 or higher), or (2) 4 years high school math with average grade of C or better, or (3) permission of instructor.

MATH 2424 Calculus II (4 credit hours)
A continuation of Calculus I (MATH 2324). A rigorous development of differential and integral Calculus. Advanced topics on limits, continuity, differentials, and integration theory. Applications of derivatives and integrals. Infinite series and functions as power series. Prerequisite: Calculus I (MATH 2324) or one year of high school Calculus with permission of the department.

MATH 2524 Calculus III (4 credit hours)
A continuation of Calculus II (MATH 2424). Vectors in the plane, parametric equations, three-dimensional vectors, solid analytic geometry, differential Calculus of functions of more than one variable with applications to directional derivatives, gradients, line integrals, etc. Multiple integrals in rectangular, polar, cylindrical, and spherical coordinates. Elementary differential equations. Prerequisite: Calculus II (MATH 2424).

MATH 3013 Discrete Mathematical Structures (3 credit hours)
Discrete mathematical structures and their applications. Applications to Computing and Information Sciences are emphasized. Algorithms, modular arithmetic, elementary graph theory, Boolean algebra, logic circuits, and elementary probability theory. Prerequisite: College Algebra (MATH 1513 or MATH 1503) and Intro. to Computer Science I (CSNE 2444).

MATH 3103 Number Theory (3 credit hours)
An introduction to elementary number theory including divisibility, primes and their distribution, decompositions and base-representations of integers, congruences, Fermat's theorem, multiplicative functions, and famous classes of numbers. Applications to cryptology. Emphasis on students constructing proofs. Prerequisite: Discrete Math Structures (MATH 3013) or Calculus III (MATH 2524)

MATH 3113 Differential Equations (3 credit hours)
Introductory course in ordinary differential equations with numerous applications from the physical sciences and numerical solution of ordinary differential equations. Prerequisite: Calculus II (MATH 2424) and Linear Algebra (MATH 3133).

MATH 3133 Linear Algebra (3 credit hours)
Study of linear algebra with primary emphasis on the theory of matrices with applications to computer analysis. Prerequisite: Calculus II (MATH 2424) or permission of the instructor.

MATH 3143 Probability and Statistics I (3 credit hours)
Study of discrete and continuous random variables and density functions based on their sample spaces. Also, an introduction to statistical methods and sampling theory. Prerequisite: Calculus II (MATH 2424) or permission of the instructor.

MATH 3153 Probability and Statistics II (3 credit hours)
A continuation of Probability and Statistics I (MATH 3143) with emphasis on correlation and regression, principles for statistical inference, testing goodness of fit and statistical design in experiments. Prerequisite: Probability & Statistics I (MATH 3143).

MATH 3191 Junior Colloquium in Mathematics (1 credit hour)
Directed readings and written reports in Mathematics and Math Education. Required of all majors in mathematics.

MATH 3213 Introduction to Analysis (3 credit hours)
Advanced study of the properties of real numbers and functions. Includes topics in continuity, sequences and series, integration, and differentiation. Prerequisite: Calculus III (MATH 3164).

MATH 3223 History of Mathematics (3 credit hours)
A survey of the historical development of mathematics. The focus of the course is on the progression of mathematical concepts from their origination to the present. Mathematicians who made significant contributions are highlighted. Prerequisite: Calculus II (MATH 2424).

MATH 4103 Introduction to Modern Algebra (3 credit hours)
Definition of such formal algebraic structures as groups, rings, fields, and vector spaces, with a deduction of some of their theoretical properties. Experience in formal proofs and applications. Prerequisite: Calculus II (MATH 2424) or permission of the instructor.

MATH 4123 College Geometry I (3 credit hours)
Introduction to the foundations of geometry: language of sets, logic, and the axiomatic methods. In particular, an advanced study of the Euclidean geometry of two or more dimensions. Prerequisite: Calculus I (MATH 2324) or permission of the instructor.

MATH 4133 College Geometry II (3 credit hours)
A continuation of College Geometry I. A systematic study of geometric structures other than the Euclidean. Prerequisite: College Geometry I (MATH 4123).

MATH 4153 Complex Variables (3 credit hours)
Study of theory and applications of functions of a complex variable. Includes topics in elementary analytic functions, complex integration, series representations, residue theory, and conformal mapping. Prerequisite: Calculus III (MATH 2524).

MATH 4171 Mathematics Seminar (1 credit hour)
An integration and review of all the courses in mathematics completed or in progress. Required of all majors in mathematics.

MATH 4181-3 Topics in Mathematics (1-3 credit hours)
Advanced study of a specific topic in Mathematics. Suggested areas: Topology, Number Theory, Mathematical Models, or others. May be repeated. Prerequisite: Calculus III (MATH 2524) and permission of the instructor.

MATH 4191 Senior Research in Mathematics (1 credit hour)
In-depth individual study of a selected topic in Mathematics or Math Education.

Mass Communication (MCOM)

MCOM 2003 Introduction to Communication & Leadership for Nonprofit Organizations (3 credit hours)
The course is a beginning course designed to expose students to their relationship to the community by examining broad community and societal issues and to develop an understanding of the meaning and nature of community. The course will address topics such as basic communication and relationship skills and the study of and exposure to underserved and under-represented populations.

MCOM 2313 Writing for Mass Media (3 credit hours)
A study of the principles and practices of modern American journalism, especially as they apply to the newspaper. Students practice writing news stories and are provided opportunity to write for the college publications.

MCOM 2323 Survey of Mass Media (3 credit hours)
An overview of American mass media that includes history, issues, and trends. The ultimate purpose of this course is to explore the many facets of the mass communication field as it is known today. There are three major course goals: to give you a background in mass communications theory; to trace the historical development of American mass media; and to examine current trends & issues.

MCOM 2333 Digital Photography (3 credit hours)
This course introduces digital photography as a medium and an integral part of today's digital literacy. The course includes the study of photography as an art form, as well as, exploring hands on manipulation of camera controls and post processing using Adobe Lightroom Software.

MCOM 2353 Interviewing Techniques (3 credit hours)
A practical course in how to conduct an interview as an interviewer. Basic interviewing skills are emphasized. Emphasis is on learning by doing. Skills learned apply to many settings.

MCOM 2361-2 Newspaper Practicum (1-2 credit hours)
Students in this course serve as the writing and reporting staff for the school newspaper: The Echo. The course gives students the opportunity to develop news writing and editing skills. Course may be repeated for additional credit.

MCOM 2371-2 Yearbook Practicum (1-2 credit hours)
The class is made up of the staff of the Arrow. Course may be repeated for additional credit.

MCOM 2381-2 Broadcasting Practicum (1-2 credit hours)
The class is made up of the crew of the campus television studio. Course may be repeated for additional credit.

MCOM 2393 Video Production (3 credit hours)
The course introduces the planning, production, and post-production processes for producing quality video projects in studio and freelance environments. Students produce multiple video projects and learn basic video editing skills using nonlinear editing software.

MCOM 2513 Studio Recording I (3 credit hours)
See CMP 2513

MCOM 2523 Studio Recording II (3 credit hours)
See CMP 2523

MCOM 2813 Introduction to Genre Writing (3 credit hours)
Practice in crafting life-like characters and vivid settings and incorporating these in such genres as the short story, the drama, and the poem.

MCOM 3013 Editing (3 credit hours)
See ENGL 3013

MCOM 3113 Grant Writing (3 credit hours)
Introduces students to the grant writing process and provides experience in writing grant applications for local non-profit organizations. Emphasizes skills for writing in professional and public contexts and in collaborative and virtual environments.

MCOM 3123 Interactive Web Authoring (3 credit hours)
See GDSG 3123

MCOM 3143 Technical Communications (3 credit hours)
Practical experience with major forms of technical communication used in professional fields related to science, business, education, English, mass communication, nursing, sport management, and religion. It will introduce students to the rhetorical principles and documentation practices necessary for writing effective professional communication, such as résumés, letters, reports, instructions, proposals, infographics, and websites.

MCOM 3153 Promotional Strategies (3 credit hours)
An introductory course in promotions which involves analysis of promotional mix alternatives, introduction to each element, and focus on integrating the elements into a cohesive integrated marketing communication plan.

MCOM 3183 Directed Study (3 credit hours)

MCOM 3353 Advanced Video Production (3 credit hours)
This course advances the theory, skills, and techniques learned in Video Production (MCOM 2293) and adapts them to the production of a short film. Additionally, the course includes the study of 5 feature films to demonstrate effective story telling with video. Pre-requisite: Video Production (MCOM 2293) or approval of instructor.

MCOM 3363 Newspaper Editor Practicum (3 credit hours)
A course designed for and limited to the editor of the college newspaper.

MCOM 3372-3 Yearbook Editor Practicum (2-3 credit hours)
A course designed for and limited to the editor of the college yearbook.

MCOM 3383 Publication Design & Production (3 credit hours)
See GDSG 3383

MCOM 4183 Media Law (3 credit hours)
The Media Law course will cover basic legal issues encountered in mass communication. The course will include, but is not limited to, discussion related to freedom of the press, prior restraint, libel, slander, rights of privacy, and freedom of information. Media Law is primarily based on court decisions so cases will be included but will not be the only instructional method.

MCOM 4213 Media Ethics (3 credit hours)
The Media Ethics class will help students develop an ability to think through the ethical problems that professionals encounter in print, broadcast, and online journalism and in other media work. The class emphasizes the media decisions the professional makes as well as the processes of making ethically defensible decisions. At the conclusion of the course, individuals should be more aware of his or her own ethics and how to put them into practice.

MCOM 4333 Social Media Content (3 credit hours)
This course aims to help students critically reflect on the ever shrinking line between online and offline identity and its impact on culture at large. How is the rise of digital culture redefining how we understand ourselves as individuals and as social beings? Who do we become and what does community mean when we're constantly connected to family, friends, and strangers across global space and time? What roles do images, data, and devices play in the construction of our identities and the connections we make in communities. We will read, we will write and create, we will watch, we will discuss and most importantly, we will think about how the digital worlds affects how we treat ourselves, the unknown and each other.
Note: We will explore these issues and questions by looking at different Social Networking Sites (SNS) and games. We will not be operating under the assumption that all function the same nor that they all have the same purpose and impact.

MCOM 4361-3 Special Studies in MCOM (1-3 credit hours)
Treatment of specific problems and trends in the field of mass communication. May be repeated for credit with different subject matter.

MCOM 4381-3 Internship (1-3 credit hours)
This course, primarily designed for seniors, consists of practical application of skills, techniques, and theory through individualized work in the field. It may be repeated for credit; however, there is a limit of six hours that may be counted toward graduation requirements. Grading is on the pass/fail basis. Prerequisite: Senior or permission of division.

Music Education (M ED)

M ED 2300 Recital Attendance (0 credit hours)
Music majors/minors required to attend designated number of live performances each semester.

M ED 3201 Music Production Workshop (1 credit hour)

M ED 3211 Introduction to Vocal Music History (1 credit hour)
This course will survey the development of vocal music and provide a perspective on singing from many cultures and periods.

M ED 3222 Vocal Literature and Diction I (2 credit hours)
A study of the International Phonetic Alphabet, with concentration on English and Italian pronunciation, and combined with a study of solo vocal literature in these languages.

M ED 3231 Vocal Literature and Diction II (1 credit hour)
A study of basic German and French diction with an emphasis on using the International Phonetic Alphabet as a tool to correctly produce the language sounds, combined with a study of solo vocal literature in these languages.

M ED 3302 Music History I: Ancient to 1600 (2 credit hours)
A survey of Western art music from its origins in classical Greek culture through the contrapuntal techniques of the 16th century. Development of awareness of styles and formal procedures through study of representative composers and works.

M ED 3311 Brass Methods (1 credit hour)
An introduction to the fundamental skills and knowledge of the brass instruments for teaching in the public schools.

M ED 3321 Percussion Methods (1 credit hour)
An introduction to the fundamental skills and knowledge of the percussion instruments for teaching in the public school.

M ED 3331 Woodwind Methods (1 credit hour)
An introduction to the fundamental skills and knowledge of the woodwind instruments for teaching in the public schools.

M ED 3341 String Methods (1 credit hour)
An introduction to the fundamental skills and knowledge of the string instruments for teaching in the public schools.

M ED 3352 Keyboard Pedagogy (2 credit hours)
A study of teaching techniques for keyboard instruments. Discussion of individual and class instruction and review of current published teaching methods. Students must enroll concurrently in Keyboard Literature (M ED 3411).

M ED 3362 Vocal Pedagogy (2 credit hours)
Basic principles in training the vocal instrument including specific physiological information and teaching techniques. Practical teaching application included by student-taught lessons.

M ED 3372 Conducting I (2 credit hours)
Basic principles in conducting technique, interpretation, and elements of expression.

M ED 3382 Conducting II (2 credit hours)
The musical scores, rehearsal procedures, concert, competition, and festivals. Separate emphasis on Choral and Instrumental.

M ED 3391 Fundamentals of Instrumental Method (1 credit hour)
Provides the vocal music education student with a functional knowledge of woodwinds, brass, strings, and percussion.

M ED 3411 Keyboard Literature (1 credit hour)
A study of major works of significant keyboard composers from 1600 to the present. Students must enroll concurrently in Keyboard Pedagogy (M ED 3352).

M ED 3422 Instrumental Music Literature (2 credit hours)
A study of major musical works of significant composers specific to the students' primary instrument. Attention will be given to the progression of musical styles and their relationship to historical context and instrumental development.

M ED 3432 Instrumental Pedagogy (2 credit hours)
A study of teaching techniques for the students' primary instrument in both individual and class instruction. Discussion will also include current published teaching methods as well as historical and contemporary pedagogical philosophies.

M ED 3442 String Pedagogy (2 credit hours)
A study of teaching techniques for string instruments. Discussion of individual and class instruction and review of historical and current teaching systems and philosophies.

M ED 3513 History of American Popular Music (3 credit hours)
The course is designed to allow students to gain knowledge of the roots of popular music and an appreciation for musical concepts. The course seeks to chronicle the beginnings, evolution, and styles of our popular American music culture through discussion, listening, and research our normal listening habits. It allows students to become acquainted with the important personalities and important movements of popular American music and to continue the process of becoming critical listeners to all types of music.

M ED 4241 Capstone Project (1 credit hour)
A senior level project culminating the student's experience in the area of music education. To be formulated in conjunction with the School of Music Chairman. The project will demonstrate a synthesis of skills and knowledge developed through the core coursework in Music Education.

M ED 4322-3 Music History II: 1600-1825 (2-3 credit hours)
A continuation of M ED 3302 with emphasis on the Baroque and Classical eras. Can be taken for three hours of credit with addition of a research paper.

M ED 4332-3 Music History III: 1825 to present (2-3 credit hours)
A continuation of M ED 4322-3 with emphasis on the Romantic and 20th Century eras continuing to music of the present day. Can be taken for 3 hr. credit with addition of a research paper.

M ED 4342 Marching Band Techniques (2 credit hours)
Study of special techniques required for organizing and training marching bands in the public schools. Problems of planning and charting football formations for various sized bands; organizational and rehearsal programs.

M ED 4352 Elementary Music Methods (2 credit hours)
Methods for teaching music in the elementary school.

M ED 4362 Secondary Music Methods (2 credit hours)
Methods for teaching music in the secondary school.

M ED 4481-3 Directed Study (1-3 credit hours)

M ED 4965 Student Teaching: Elem (5 credit hours)
A course designed to give the student teacher first-hand experience in the school situation through observation/teaching accredited schools of the surrounding areas. Prerequisite: Senior standing and admission to the Professional Semester. (Liability insurance included in 'Professional Semester' fee).

M ED 4995 Student Teaching: Secondary/7-12 (5 credit hours)
A course designed to give the student teacher first-hand experience in the school situation through observation/teaching accredited schools of the surrounding areas. Prerequisite: Senior standing and admission to the Professional Semester. (Liability insurance included in 'Professional Semester' fee).

Music Ensemble (MENS)

MENS 1551 Concert Choir (1 credit hour)
Concert Choir is a non-auditioned group providing opportunities for a variety of university and community functions. It is dedicated to the study and performance of the finest choral literature (sacred and secular) of all musical eras.

MENS 2501 Jazz Band (1 credit hour)
Audition only. Open to trumpet, trombone, saxophone, and rhythm players. The Jazz Band performs literature from the big band era to contemporary jazz. Performs in schools, special events, and travels regionally and internationally. May be repeated. Prerequisite: Permission of Director.

MENS 2511 Symphonic Band (1 credit hour)
Open to all students by audition. Required for wind and percussion majors. Secular and sacred literature from all periods of music is performed in churches, schools, on-campus, and special events. Tours regionally and internationally. May be repeated. Prerequisite: Permission of Director.

MENS 2521 Orchestra (1 credit hour)
Open to string majors by audition; may be repeated. Appropriate orchestral option will be determined according to arrangements with area ensembles, the student's degree and level of preparation, and in consultation with the Department Chair of the School of Music.

MENS 2531 Sound of the Storm Marching Band (1 credit hour)
(Marching Band meets in the fall semester only). Membership is open to students from all majors. The band appears at all home football games, selected campus and community events, and a selected away game or marching exhibition. The ability to play a wind or percussion instrument or ability to be part of the auxiliary units (color guard or feature twirler) is a prerequisite. Previous high school or home school band experience is preferred. Membership in wind, percussion, and auxiliary groups will be by audition and/or permission of the instructor. All instrumental students are required to play in the Symphonic Band for the spring Semester. All members of the SNU Marching Band are required to attend summer band camp prior to the official class start date.

MENS 2541 Percussion Ensemble (1 credit hour)
Select ensemble of percussionists who perform on campus, in the community, and on the region. Annual audition. Prerequisite: Permission of the instructor.

MENS 2551 Guitar Ensemble (1 credit hour)
Select ensemble of guitarists who perform on campus, in the community, and on the region. Annual audition. Prerequisite: Permission of the instructor.

MENS 2591 Chamber Ensemble (1 credit hour)
Performance opportunities for string, brass, and woodwind students.; wide range of repertoire studied in addition to sight reading.

MENS 3511 Symphonic Band (Upper Division) (1 credit hour)
Prerequisite: Four credit hours in Symphonic Band (MENS 2511).

MENS 3531 Opera Workshop (1 credit hour)
Designed for students who wish to receive elective credit for involvement in the cast or technical crew of an SNU musical stage production.

MENS 3561 SNU Chorale (1 credit hour)
SNU's premier choir, the Chorale is dedicated to the study and performance of the finest choral literature (sacred and secular) of all musical eras. Performances are given for churches and a variety of university and community events. The Chorale tours every Spring, yearly alternating regional and international musical mission tours. Numbering around 45 singers, members are selected by competitive auditions from students across the University.

MENS 3571 University Singers (1 credit hour)
Open to all students by audition. University Singers' repertoire includes contemporary and jazz styles. The group travels on the region and periodically takes international musical missions tours. The group is under the leadership of Prof. Jim Graves.

Management (MGT)

MGT 2113 Principles of Management (3 credit hours)
A study of the functions of a business enterprise, the internal structure of a business organization, and the responsibility of executives. Classical, behavioral, and management science schools are considered. Experiential exercise, computer gaming, and contemporary reading are included in course requirements.

MGT 3003 Introduction to Healthcare Administration (3 credit hours)
This course will explore the components, structure, and organization of the US healthcare system. Utilizing a historical perspective and understanding of current healthcare trends, students will evaluate the components, structure, and organization of the US healthcare system. Students will incorporate knowledge of healthcare finance, HR issues, healthcare provider types, cost, access and quality of care, accreditation and governing bodies, reimbursement and payment systems to assess and critique current healthcare reform.

MGT 3023 Negotiations (3 credit hours)
This course provides students with a practical approach to negotiations within professional environments as well as interpersonal relationships.

MGT 3133 Entrepreneurship (3 credit hours)
The course is designed to acquaint the student with the opportunities and problems encountered in a small business enterprise. Managerial functions and processes related to starting and operating a business., developing a business plan, which includes marketing, legal, location, and financial components. Class sessions are designed on a hybrid basis. A pragmatic approach to the real world environment is followed.

MGT 3143 Diversity in the Workplace (3 credit hours)
This course is designed to expand the student's understanding of diversity within organizations, including cultures that are not derived principally from the European experience. A comparative perspective allows students to explore key racial/ethnic groups as well as protected classes of individuals. The goal of the course is to cultivate insight and respect for diversity by requiring students to explore a world quite different from their own.

MGT 3173 Operations Management (3 credit hours)
The course is designed to provide students with an overview of operations management (OM) and the operational issues that confront managers. Students will examine and analyze an organization from the systems and processes angle, with an exploration of project management.

MGT 3203 Industrial/Organizational Psych (3 credit hours)
A study of the individual and groups in complex organizations: organizational structure, organizational changes, and the organization in society. The course is concerned with motivation, worker satisfaction, and communication in organizations, personnel relations, and other related factors.

MGT 3213 Project Management (3 credit hours)
This course explores fundamental project management concepts, including initiating, planning, performing, and controlling a project. Emphasis will be placed upon roles and responsibilities of a project manager and the skills necessary to see a project to completion.

MGT 3223 Exploring Public Administration (3 credit hours)
This course introduces the intricacies of working and leading in the public sector. Emphasis is placed on strategies to serve stakeholders, such as the community and businesses, and to make informed decisions. Skills necessary to communicate and lead effectively in an ever changing environment will be explored.

MGT 3313 Healthcare Leadership and Ethical Decision Making (3 credit hours)
This course will focus on leadership theories, effectiveness, and evaluation in ethics in order to fulfill the healthcare executive's commitment to high ethical conduct. Corporate and personal codes of ethics will be areas of concentration, as the American College of Healthcare Executives supports the development of healthcare leaders who set ethical models of behavior for their diverse organizations.

MGT 3323 Legal Aspects of Healthcare Administration (3 credit hours)
This course will explore and analyze the basics of the US legal system and healthcare law. Topics include local, state, federal regulatory mandates, Medicare, Medicaid, patient rights, HIPAA, and how they affect delivery of healthcare in the United States.

MGT 3333 Healthcare Operations and Strategic Management (3 credit hours)
Many challenges in healthcare today can be solved with more efficient operations. Increasing costs, decreased profitability, inadequate access and poor quality are examples of the issues that are faced daily in healthcare organizations. This course will challenge learners to explain and analyze healthcare data, develop strategic solutions to common healthcare issues, and problem-solve implementation barriers to these solutions.

MGT 3413 Organizational Change and Systems Analysis (3 credit hours)
This course analyzes the formal and informal functions and problems of organizations. The course also examines the strategies to plan, implement, and manage change in an organization.

MGT 3423 Human Resource Management and Workforce Diversity (3 credit hours)
This course will focus on human resource decision making and address the activities of recruiting, selecting, training, and developing a diverse workforce. Focus will include both internal and external environmental influences which affect the management of human resources and activities such as planning and staffing of the organization, performance evaluation and compensation, labor relations, and qualify of work life.

MGT 3433 Quality and Risk Management in Healthcare (3 credit hours)
This course will examine how risk management and quality assurance are critical components to leading effectively in healthcare. Students will analyze and compare/contrast quality improvement methods and initiatives in order to increase patient safety, improve healthcare outcomes and reduce risk without compromising the quality of healthcare services.

MGT 4113 Management Information Systems (3 credit hours)
This course provides an examination of the conceptual and practical foundations of information system support used for operational, tactical, or strategic decision-making activities, control functions, and organizational operations.

MGT 4123 Business Policy (3 credit hours)
Formation and application of management policy; analysis and solution of cases in which students put to use knowledge acquired in such basic business courses on accounting, economics, finance, marketing, and statistics. Management gaming simulation is an integral part of the learning experience. Simulation teams play a central role as students set goals, monitor, and report performance receiving routine critique from the instructor and professionals within the classroom. Prerequisite: Principles of Financial Accounting (ACC 2113), Managerial Accounting (ACC 2123), Economics (ECO 2223), and Principles of Management (MGT 2113).

MGT 4143 Production & Operations Management (3 credit hours)
A detailed study of manufacturing/operations management. Areas studied include: organizing, product development, production system, and work standards.

MGT 4223 Human Resource Management in Healthcare Administration (3 credit hours)
This course will explore foundational human resource management principles. Students will examine and apply human resource concepts to recruitment, selection, training, and development of a diverse workforce as well as the challenges of retaining qualified healthcare professionals.

MGT 4243 Healthcare Information Technology (3 credit hours)
This course will use basic IT principles to explore topics related to the privacy and security of electronic health records, storage and analysis, telemedicine, cloud computing, documentation, federal and state regulatory issues.

MGT 4333 Healthcare Administration Capstone (3 credit hours)
It is important to have hands-on knowledge to gain real world experience to be an effective leader. This capstone experience gives each student the opportunity to gain experience in their chosen healthcare concentration.

MGT 4153 Contemporary Issues in Management (3 credit hours)
This course covers a selection of issues and specialized topics related to Business, especially management practices, including planning, organizing, leading, motivating, and controlling functions. Exploration of other areas of management such as human resource management, small business management, workplace diversity, or organizational behavior may be included. The course is updated with each offering to ensure relevant topics are considered and explored. A research component is expected. Prerequisite: Principles of Management (MGT 2113).

MGT 4163 Organizational Behavior (3 credit hours)
Course designed for small group interaction and research in behavioral aspects of management and employee relations. Areas studied include: organizational behavior, leadership, organizational environment, social environment, and communication processes.

MGT 4173 International Management (3 credit hours)
This course is designed to develop insight in the strategies and managing the operations of companies crossing national boundaries; to develop knowledge of economic, political, and social perspectives of dealing with transnational organizations; and to create greater comfort in managing in the global environment.

MGT 4181-3 Internship/Directed Study (1-3 credit hours)
Paraprofessional experience or individual study of problems or reading in business and management. Prerequisite: 12 credit hours of business, permission of the instructor, and 3.00 GPA.

MGT 4413-4 Leadership Theory and Practice (3-4 credit hours)
This course examines various theories of management, leadership styles, and motivation theories as applied to the supervision of people in organization. The course includes the study of labor negotiations, performance appraisals, and employee productivity and development.

Missions (MISS)

MISS 1232 Mexican Field Studies (2 credit hours)
A credit course for high school seniors who qualify, this course provides a unique travel-study experience in Mexico during the January interim. It is designed to help the student experience firsthand the culture and environment of a Spanish-speaking country, learn something of the history of Mexico, and advance in personal development toward a broad view of humanity and appreciation for cultures different from our own.

MISS 1380-1 Ministry Intensive (0-1 credit hours)
See PRTH 1381

MISS 2113 Introduction to Christian Missions (3 credit hours)
An introduction to the study of Christian missions. Consideration is given to: 1) the biblical and theological basis of missions; 2) the relation of the missionary to the total Church; 3) the call, personal qualifications, and selection of missionary personnel; 4) the nature and objectives of missionary work.

MISS 2133 Nazarene Missions (3 credit hours)
A survey of the missionary activity of the Church of the Nazarene since its inception, including current programs and policies of the denomination regarding world evangelization.

MISS 2183 Introduction to Cultural Anthropology (3 credit hours)
This is a survey of the cultures of our world with a special look at non-western societies. The course will provide tools for more effective intercultural communications as well as giving us a mirror in which to see our own cultural groups more clearly. Cross-listed as GLBS 2183.

MISS 2243 Modern Missionary Movement (3 credit hours)
A survey of the modern missionary movement from its inception with William Carey in the late 18th century to the present. Emphasis will be given to major personalities and organizations in the movement.

MISS 2253 Missions Strategies (3 credit hours)
The role of various methods in missions as they contribute to evangelism. The purpose and relationships of such methods as agricultural, economic development, educational, literature, medical, and radio missions are explored.

MISS 3053 International Economic Development (3 credit hours)
See ECO 3053

MISS 3113 Perspectives on World Christian Movement (3 credit hours)
A multi-faceted study of the biblical, historical, cultural, and strategic dimensions of the task of world evangelization.

MISS 3181-3 Ministry Experience (1-3 credit hours)
See PRTH 3181-3

MISS 3231-3 Mexican Field Studies (1-3 credit hours)
A unique travel-study experience in Mexico. It is designed to help the student experience first-hand the culture and environment of a Spanish-speaking country, learn something of the history of Mexico, and advance in personal development toward a broader view of humanity and appreciation for cultures.

MISS 3380-1 Ministry Intensive (0-1 credit hours)
See PRTH 3380

MISS 4123 Modern East Asia (3 credit hours)
* See HP 4123. * This course is approved for graduate level credit in Theology and Ministry, with additional reading and research. Prerequisite: Sophomore standing or American Federal Government (HP 1113).

MISS 4133 Church Growth & Christian Mission (3 credit hours)
* A study of the principles of church growth and church planting with special attention to the theological, sociological, and cultural aspects which may affect the rate and patterns of church expansion. * This course is approved for graduate level credit, with additional reading and research.

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. *This course is approved for graduate level credit, with additional reading and research.

MISS 4213 Communication in Conflict Mgt (3 credit hours)
* See SP C 4213. * This course is approved for graduate level credit in Theology and Ministry, with additional reading and research.

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. *This course is approved for graduate level credit, with additional reading and research.

MISS 4233 Intercultural Communication (3 credit hours)
* An introduction to the communication, which takes place when people of diverse cultures interact. This course surveys differences in cultures, which can create obstacles to understanding and communication and offers suggestions for dealing with these obstacles. *This course is approved for graduate level credit in Theology and Ministry, with additional reading and research. Prerequisite: junior standing.

MISS 4273 The English Language: History and Linguistics (3 credit hours)
* See ENGL 3283.
* This course is approved for graduate level credit in Theology and Ministry, with additional reading and research.

MISS 4281-3 Directed Study in Missions (1-3 credit hours)
* This course is approved for graduate level credit, with additional reading and research.

MISS 4343 World Religions (3 credit hours)
Religion is a fundamental organizing structure for human existence, leading to the development of worldviews that drive human action. This course provides participants with an awareness of religion's shaping power on worldview and human behavior through a study involving systematic comparisons of the historical and contemporary doctrines and practices, themes, and impacts of major religious traditions worldwide, including prominent religious systems originating from Europe, the Near East, India, and East Asia. Indigenous ethnic and modern emergent religions will also be examined. Cross-listed as HP 4343 and GLBS 4343 World Religions

MISS 4380-3 Ministry Intensive (0-3 credit hours)
See PRTH 4380-3

Marketing (MKT)

MKT 2113 Principles of Marketing (3 credit hours)
A study of marketing mix elements, trends, and the competitive social, economic, technological, and regulatory influences which affect these factors.

MKT 3113 Effective Communication and Marketing for Healthcare Professionals (3 credit hours)
This course will examine the vital role of external and internal communication and marketing in the overall success in a highly functioning healthcare organization. Students will identify and practice effective communication and marketing campaign strategies to enhance health outcomes. These skills will be developed in the context of health literacy; patient, provider, and family caregiver communication; and how these relate to disparities in health outcomes.

MKT 3123 Professional Sales (3 credit hours)
A study of the principles and application of the sales process, techniques, and sales management.

MKT 3133 Retailing (3 credit hours)
A study of the fundamentals of retailing including retail organization, store location, design, and layout, purchasing, personal selling, operating activities, personnel, merchandising policies, inventory control systems, and opportunities.

MKT 3153 Promotional Strategies (3 credit hours)
An introductory course in promotions which involves analysis of promotional mix alternatives, introduction to each element, and focus on integrating the elements into a cohesive integrated marketing communication plan.

MKT 3163 Consumer Behavior (3 credit hours)
Developing an understanding of the marketing function and applying it to the consumer decision-making process. An explanation of the consumer buying process, the psychological, social, economic, and global influences affecting consumer choices.

MKT 3173 Marketing for Managers (3 credit hours)
The focus of this course is understanding the elements that comprise an effective marketing campaign. From the Four P's to International Marketing issues, this course will assist the student in understanding the role of marketing in the overall success of an organization.

MKT 3223 Digital Marketing (3 credit hours)
This course provides an overview of digital marketing components, including the complex arena of search engine optimization, social media marketing, mobile marketing, and email marketing. Marketing analytics will be explored, and students will be provided with tools to create their own digital brand and presence.

MKT 4133 Supply Chain Management (3 credit hours)
The study of supply chain practices and principles (i.e., the fundamentals of purchasing and logistics management). The dynamic nature of supply chain management for products and services is studied and the impact of the global influences and the environmental factors on supply chain management. Prerequisite: Principles of Marketing (MKT 2113).

MKT 4163 International Marketing (3 credit hours)
A focus on the global economic environment and its impact upon the marketing discipline. Emphasis is placed upon dealing with risks inherent in operating across international boundaries.

MKT 4173 Strategic Marketing (3 credit hours)
An applied marketing course examining the impact of marketing activities on organizational operations and strategic decision making. Marketing problems are explored and analyzed from conceptual, international, legal, and ethical perspectives. Prerequisite: Principles of Marketing (MKT 2113).

MKT 4181-3 Internship/Directed Study (1-3 credit hours)
Paraprofessional experience or individual study of problems or reading in marketing. Prerequisite: 12 credit hours of business, permission of instructor, and 3.0 G.P.A.

MKT 4193 Marketing Research (3 credit hours)
Review and analysis of information for marketing decision-making. Emphasis on hands-on marketing research including questionnaire design, administration, analyzing results, and reporting findings. Prerequisite: Principles of Marketing (MKT 2113).

Music Theory (M TH)

M TH 1322 Survey of Music (2 credit hours)
Designed to introduce various musical components to freshman music majors and minors. Included in the course are discussions about music careers, practice habits, the impact of music on our lives, and the integration of music with faith. The class also contains a listening component, study of historical facts and music periods, and study of musical form.

M TH 1332 Fundamentals of Music (2 credit hours)
Stresses written theory and provides a gradual introduction to aural skill development. It includes the study of foundational musical elements such as rhythm, intervals, triads, key signatures, primary chord structures, and basic harmonic analysis. Students will be tested upon entry to the School of Music with the possibility of waiving this course. Meets 3 days per week. Concurrent enrollment in Survey of Music is recommended.

M TH 1342 Harmony I (2 credit hours)
Introduces part-writing skills, secondary chords, seventh chords, secondary dominants, modulation, analysis of scores, and musical composition. Concurrent enrollment in Aural Theory I required.

M TH 1352 Aural Theory I (2 credit hours)
Applies the study and appreciation of basic music theory to listening and analysis. Experiences include melodic and harmonic dictation and sight singing. Concurrent enrollment in Harmony I required.

M TH 2322 Harmony II (2 credit hours)
Continues the concepts covered in Harmony I and introduces altered chords and microanalysis. Concurrent enrollment in Aural Theory II required.

M TH 2332 Harmony III (2 credit hours)
Extends the study of altered chords and introduces 20th century theory. Concurrent enrollment in Aural Theory III required.

M TH 2342 Aural Theory II (2 credit hours)
Continues the concepts covered in Aural Theory I. Concurrent enrollment in Harmony II required.

M TH 2352 Aural Theory III (2 credit hours)
Advances melodic, rhythmic, and harmonic dictation and sight singing through the study of chord progressions, modulations, and seventh chords. Concurrent enrollment in Harmony III required.

M TH 4241 Capstone Project (3 credit hours)
A senior level project culminating the student's experience in the area of music theory. The project should be formulated in conjunction with the chair of the School of Music. The project will demonstrate a synthesis of skills and knowledge developed through the core coursework in music theory.

M TH 4413 Counterpoint (3 credit hours)
Melodic treatment in two, three, and four part writing, using the principles as set forth in 18th century style.

M TH 4423 Music Analysis (3 credit hours)
Analysis of primary forms, rondo, contain, sonata-allegro, and irregular forms.

M TH 4432 Orchestration (2 credit hours)
Practical introduction of the instruments of the orchestra, including range, transposition, tonal colors, and combination of instruments, arranging music for strings, woodwind, brass, and percussion.

M TH 4442 Arranging (2 credit hours)
Choral and/or Instrumental music arranging. The writing and arranging of choir and/or instrumental music to meet the needs of many types of performing groups.

M TH 4481-3 Directed Study (1-3 credit hours)

Natural Science (N S)

N S 1123 Introduction to Astronomy (3 credit hours)

An introduction to the models and nomenclature of modern astronomy with emphasis on conceptual as well as mathematical comprehension. The history of astronomy and its impact on thought and culture, the description of the instruments and techniques of modern astronomy, and the interpretation of information gained by such is emphasized. The history and composition of our solar system, the evolution of stars and other stellar objects, the formation and structure of galaxies, and the probable origin of the universe itself are described through theories of modern physics and cosmology. Laboratory work includes observations with departmental telescopes.

N S 1143 Earth and Sky (3 credit hours)

A hands-on, integrated, and multi-disciplinary survey of selected topics in chemistry, astronomy, physics, and geology. Instruction features about two-dozen experiments that can be performed with everyday items. Experiments are tied to a "story line" and a set of concepts that relates them to fundamental principles of physical science. The course also includes some discussion of the values, methods, limitations, applications, and philosophy of science.

N S 1213 Physical Geography (3 credit hours)

An introduction to the systematic methods of studying man-land relationships, including physical geography and economics. The course is designed to meet the basic geography course requirements of an Elementary Education major as well as physical science with lab credit for Track II & III students and is a fundamental course for any Social Science major or minor.

N S 2111 STEM Seminar (1 credit hours)

This course will give students a wide exposure to research practices in STEM fields and information on professional development, graduate, and career opportunities, all within the context of the integration of scientific discovery and a committed faith worldview. Students will learn how scientists present their goals, methods, observations, analysis and conclusions clearly and according to disciplinary standards. May be repeated 3x for credit.

N S 2213 Earth's Natural Disasters (3 credit hours)

This course is designed to explore various types of natural events and hazards that lead to loss of human life and property; explore the underlying causes of these events and where they are likely to happen; and, to identify kinds of things people can do to mitigate, prevent, respond to, and recover from them.

N S 2413 Geomorphology (3 credit hours)

This course will introduce students to the physical processes at work in the creation of terrestrial landscapes. In particular, students will be introduced to plate tectonic theory, basic geology, weathering, and the various types of erosion that shape fluvial, glacial, aeolian, and karst landscapes. Additionally, students will develop practical map reading skills.

N S 3043 Science, Technology, & Society (3 credit hours)
The purpose of this course is to examine, with wonder and skepticism, some of the effects of science and technology on our society and on us as individuals. Prerequisite: Junior standing or completion of at least 15 General Education credit hours. Intro to Philosophy and Christian Thought recommended.

N S 3114 General Geology (4 credit hours)
A course designed to introduce students to the fundamentals of earth science including landform development, as seen in internal and surface processes, the identification of rocks and minerals and an examination of earth's resources such as soil, minerals, and energy.

N S 3121 Animal Welfare and Lab Safety (1 credit hour)
A multi-discipline course required for science education majors for dealing with practical ethical, safety and legal issues in the science classroom. One 50 minute class/lab period per week.

N S 3133 Geographical Information Systems (3 credit hours)
Introduction to the concepts and tools related to doing geospatial analysis using Geographical Information System software. Particular emphasis is placed on developing general competency with GIS software and designing meaningful GIS projects. Students studying marketing, geography, politics, the social sciences, environmental science, and history will benefit from having skills in this emerging analytical tool.

N S 3193 Origins (3 credit hours)
See BIOL 3193

Nursing (NURS)

NURS 1111 Introduction to Healthcare Professions (1 credit hour)
The course will enable initial exposure to healthcare science skills; attitudes applicable to healthcare including the concepts of health, wellness, and preventative care; and responsibilities of today's healthcare professionals. Includes exposure to components of professionalism, various roles, and career expectations. Analysis of current trends and issues impacting health at the local, national, and global levels is undertaken. (2 hrs. didactic). Cross-Listed as HSC 1111.

NURS 1222 Healthcare Concepts (2 credit hours)
Concepts will be introduced that provide a foundation for future interaction and practice in the healthcare setting. Basic medical terminology, medication dosage calculation, and concepts of clinical reasoning and framework for clinical problem-solving will be introduced.

NURS 1313 Introduction to Nursing (3 credit hours)
A course to acquaint the student with the development of nursing from its beginning to the present. Major contributors and their contributions to nursing are discussed. Focus is on beginning socialization into nursing. Students are introduced to the major concepts in the Philosophy of the School of Nursing. Concepts basic to nursing are introduced.

NURS 1410 Core Concepts in Nursing (0 credit hours)
The focus of this course is on core concepts of professional nursing. The focus is on skills and resources necessary for success in nursing school, as well as trends in nursing. Students are introduced to the philosophy of the School of Nursing and the Oklahoma Nursing Practice Act.

NURS 2013 Introduction to Professional Nursing in the Global Environment (3 credit hours)
Includes exposure to the history and philosophy of nursing, components of professionalism, various roles, and career expectations. Analysis of current trends and issues impacting health at the local, national, and global levels is undertaken. Involves clinical exposure to health care venues and the role of the nurse.

NURS 2323 Nutrition (3 credit hours)
The principles of basic nutrition and specific nutrients will be discussed. Life cycle nutrition with varied needs will be addressed. Disease states with emphasis on nutrition concerns will be introduced. Cross-listed as HSC 2323.

NURS 2403 Health Assessment (3 credit hours) – *Revised Program (see pg.* *Error! Bookmark not defined.**)***
An introduction to the basic concepts of health assessment for individuals across the lifespan, both in health and in illness. Focus is on patient centered assessment including physiological/pathophysiological, psychomotor, and cultural factors. Instruction in and practice of taking comprehensive health histories. Student will organize, document, and interpret data as well as demonstrate the ability to communicate effectively with the patent and team. Pre-requisite: Acceptance into upper division nursing courses.

NURS 2436 **Foundations of Nursing (6 credit hours) – *Revised Program (see pg.* *Error! Bookmark not defined.*)**
Concepts basic to nursing and direct care are introduced. Basic principles of patient care are presented using the nursing process as a tool to identify interventional strategies and develop plans of care. Principles of therapeutic and professional communication are examined. Includes cognitive, affective, and psychomotor domains of learning in order to accomplish course outcomes. Best practices approaches are analyzed and applied to maximize nurse/patient interaction. Pre-requisite: Admission into the upper division nursing program.

NURS 2444 **Psychosocial & Psychiatric Nursing (4 credit hours) – *Revised Program (see pg.*** *Error! Bookmark not defined.*)

Designed to engage the student in techniques for providing appropriate care to those experiencing alterations in mental or emotional health. Provides a theoretical basis for holistic understanding of the physical, intellectual, emotional, spiritual, and social aspects of psychosocial nursing practice across the lifespan and in all areas of professional practice. [The focus is on best practice, patient centered, culturally sensitive care that assists individuals and families in maintaining psychosocial integrity.]

NURS 3403 **Health Assessment (3 credit hours)**
An introduction to the basic concepts of health assessment for individuals across the lifespan, both in health and in illness. Focus is on patient centered assessment including physiological/pathophysiological, psychomotor, and cultural factors. Instruction in and practice of taking comprehensive health histories. Student will organize, document, and interpret data as well as demonstrate the ability to communicate effectively with the patent and team. Pre-requisite: Acceptance into upper division nursing courses.

NURS 3112 **Pathophysiology & Pharmacology I (2 credit hours) – Note: Pharmacology I in *Original Program***
First in a two course series that presents principles of pharmacology for use in therapeutic regimes. Responsibilities of the nurse including safe and patients centered administration of drugs, as well as monitoring and evaluating therapeutic effectiveness are covered. Information regarding each of the major drug categories is included along with methods for dosage calculation. Pre-requisite: Admission into upper division nursing courses.

NURS 3116 **Foundations of Nursing (6 credit hours) – *Original Program (see pg. 137)***
Concepts basic to nursing and direct care are introduced. Basic principles of patient care are presented using the nursing process as a tool to identify interventional strategies and develop plans of care. Principles of therapeutic and professional communication are examined. Includes cognitive, affective, and psychomotor domains of learning in order to accomplish course outcomes. Best practices approaches are analyzed and applied to maximize nurse/patient interaction. Pre-requisite: Admission into the upper division nursing program.

NURS 3122 **Pathophysiology & Pharmacology II (2 credit hours) Note: Pharmacology II**
Second in a two course series that presents principles of pharmacology for use in therapeutic regimes. Responsibilities of the nurse in safe and patient centered in administration of drugs as well as monitoring and evaluation therapeutic effectiveness are covered. Information regarding each of the major drug categories is included along with methods for dosage calculation. Prerequisites: Pharmacology I.

NURS 3224 Psychosocial and Psychiatric Nursing (4 credit hours) – *Original Program (see pg. 137)*
Designed to engage the student in techniques for providing appropriate care to those experiencing alterations in mental or emotional health. Provides a theoretical basis for holistic understanding of the physical, intellectual, emotional, spiritual, and social aspects of psychosocial nursing practice across the lifespan and in all areas of professional practice. [The focus is on best practice, patient centered, culturally sensitive care that assists individuals and families in maintaining psychosocial integrity.] Pre-requisites: Foundations, Health Assessment, and Pharmacology I & II

NURS 3236 Acute and Chronic Nursing I (6 credit hours)
First in a two course series that covers nursing care for individuals dealing with selected pathological processes. Pre-requisites: Health Assessment, Foundations of Nursing, Gerontological Nursing, and Pharmacology I

NURS 3323 Maternal-Infant Nursing (3 credit hours)
A study of the spiritual, intellectual, physical, emotional and social concepts applicable to basic needs of the family, including childbearing and neonatal care. Clinical reasoning and a systematic problem-solving approach will be used to plan and manage basic care needs of the childbearing family during the prenatal, intrapartum, and postpartum periods.

NURS 3333 Community Health Nursing (3 credit hours)
Concepts related to issues in caring for community, state, national, and international populations are discussed. Emphasis is placed on the role of the nurse to promote wellness within populations. Community agencies and international opportunities are utilized for clinical practice. Cross-listed as HSC 4123.

NURS 3416 Adult Nursing I (6 credit hours)
Building upon concepts presented in prerequisite courses, the nursing process, critical thinking, and current research are applied in caring for adults with increasingly complex disturbances of health in the following systems: integumentary, eye/ear, reproductive, musculoskeletal, endocrine, gastrointestinal, and urinary. Nursing care focuses on enabling individuals and their families to achieve the highest possible level of wellness.

NURS 3423 Gerontological Nursing (3 credit hours)
The focus of this course is on the older adult in various settings. Specialized approaches for various populations will be applied in the development of care strategies for older adults dealing with physiological issues related to age or chronic illness. Biological and psychosocial theories of aging within a wellness-based model will be examined for value in clinical practice. Pre-requisites: Pharmacology I, Health Assessment, and Foundations of Nursing

NURS 3443 Family-Centered Nursing Care of Children (3 credit hours)
Applying a family centered approach, this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of children. Emphasis is placed on spiritual, intellectual, physical, emotional and social concepts applicable to the child within the family unit. Using clinical reasoning and a systematic problem-solving approach, strategies are formulated for promoting and maintaining optimal functioning of the child-family unit and for enhancing the strengths of the family unit.

NURS 3532 Evidence-Based Practice (2 credit hours)
Prepares the health care professional to apply findings from critical inquiry, analysis, evaluation, and synthesis of health care research literature to current nursing practice. In addition, students are introduced theories which guide practice and research in the health sciences. Students design strategies to integrate research evidence into various health care settings to improve safety, quality, care management, and client outcomes at a beginning level. Pre-requisites: Computer Packaged Statistics and admission to upper level nursing courses. Cross-listed as HSC 3532.

NURS 4001 Nursing Strategies (1 credit hour)
This course will assist students to develop NCLEX-RN test taking skills, study strategies, critical thinking methods, remediation of nursing content, and self-evaluation.

NURS 4115 Nursing Care of the Maternal, Infant, and Child Client (5 credit hours)
Principles of caring for mothers, infants, and children are presented. Concepts range from well mother/ baby/child clients to experiences of acute illness in the same populations. Spiritual, intellectual, physical, emotional, and social concepts which affect families and family members are identified and applied. Pre-requisites: Foundations of Nursing, Health Assessment, Acute and Chronic Illness I, Pharmacology I & II.

NURS 4123 Community and Global Health (3 credit hours)
Concepts related to issues in caring for communities, state, national, and international populations are discussed. Emphasis is applied on the role of the nurse to design programs and promote wellness within populations. Community agencies and international opportunities are utilized for clinical practice. Pre-requisites: Foundations of Nursing, Health Assessment, Gerontological Nursing, Acute and Chronic Illness I, Pharmacology I & II, Psychosocial & Psychiatric Nursing. Cross-listed as HSC 4123.

NURS 4236 Acute and Chronic Nursing II (6 credit hours)
Second in a two-course series that covers nursing care for individuals dealing with selected pathological processes. Concepts of health and illness are taught using a systems approach and a focus on the application of evidence based person-centered care. Application of best practice approaches to patient centered care is achieved. Concepts or health and illness are taught using a systems approach. Pre-requisites: Pharmacology I, Health Assessment, Foundations of Nursing, Gerontological Nursing, Acute and Chronic Nursing I.

NURS 4246 Critical Care Nursing in Complex Environments (6 credit hours)
Course is designed to provide concepts related to caring for the individual with complex and acute variations in physiological status as well as practical experience at the bedside. The nursing process, critical thinking and evidence based practice is used to develop plans of care for adults with increasingly complex illness which affect multiple organ systems. Plans of care include not only assisting the patient to navigate life threatening illness but also aiding in restoration from and adaptation to the illness with a return to the highest quality of life possible. Includes exposure to technology used in hospital settings providing such care. Pre-requisite: Acute and Chronic Nursing II

NURS 4325 Maternal-Child Nursing (5 credit hours)
Review of the spiritual, intellectual, physical, emotional, and social concepts which occur in the care of maternal and pediatric clients. The development of the family within the context of the culture is explored, both from an individual, family, and group perspective. Health maintenance and promotion will be studied. Disease process and health problems common to childhood are studied. Those theories and concepts are then applied in the process of nursing care to promote wellness in the life span through clinical experiences, care plans.

NURS 4332 Transition to Professional Nursing Practice (2 credit hours)
Review of concepts required for licensure examination and entry into the practice of professional nursing. Includes review of application process of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of knowledge deficits, and remediation.

NURS 4336 Transformation to Professional Nursing (6 credit hours)
Designed as a capstone professional course requiring syntheses of all previously learned course material. The course is designed to promote successful transition from student to professional nurse. Emphasis is placed on preparing the new graduate for the practice of professional nursing. Focus will be placed on application of concepts in the areas of professional role expectations, responsibilities, and continued professional development. Integration of topics related to interpersonal communication skills, group dynamics, point-of-care decision making, ethical and legal influences on nursing practice, and safe, patient centered care will be stressed and incorporated into a precepted clinical immersion experience. Pre-requisite: Acute and Chronic Illness II

NURS 4346 Integration of Nursing Practice (6 credit hours)
Designed as a capstone professional course requiring syntheses of all previously learned course material. The course is designed to promote successful transition from student to professional nurse. Emphasis is placed on preparing the new graduate for the practice of professional nursing. Focus will be placed on application of concepts in the areas of professional role expectations, responsibilities, and continued professional development. Integration of topics related to interpersonal communication skills, group dynamics, point-of-care decision making, ethical and legal influences on nursing practice, and safe, patient centered care will be stressed and incorporated into a precepted clinical immersion experience. Pre-requisite: Acute and Chronic Illness II. Cross-listed as HSC 3333.

NURS 4342 Nursing Research (2 credit hours)
The scientific approach to nursing practice is explored. Knowledge of the research process is expanded through critical analysis of nursing research articles. The course is designed to assist the student to apply research findings appropriately in nursing practice and education.

NURS 4366 Nursing Leadership (6 credit hours)
Concepts of leadership and management as they relate to nursing practice, nursing service, and the delivery of health care are explored. Emphasis is on application of these concepts within the clinical setting. Organization and role theories are analyzed within the assigned clinical area. Researchable problems are identified.

NURS 4372 Professional Trends and Issues (2 credit hours)
Legal ethical and economic trends and issues and current events affecting the delivery of health care and nursing practice are explored and analyzed. Emphasis is on socialization of the new graduate into the practice of professional nursing.

NURS 4416 Adult Nursing II (6 credit hours)
Building upon concepts presented in prerequisite courses, the nursing process, critical thinking, and current research are applied in caring for adults with complex disturbances of health in all body systems, both acute and chronic. Nursing care focuses on enabling the individual and his/her family to achieve the highest possible level of wellness.

NURS 4436 Adult Nursing III (6 credit hours)
Building upon concepts presented in prerequisite courses, the nursing process, critical thinking, and current research are applied in caring for adults with increasingly complex disturbances of health, which are life threatening and effect multiple organ systems. Nursing care focuses on enabling the individual and his/her family to achieve the highest possible level of wellness.

NURS 4800 Nursing Seminar (0 credit hour)
A one credit hour evaluation of nursing student preparedness for the NCLEX-RN exam. Content will be comprised of synthesis and comprehension testing on overall content of the nursing program.

NURS 4903 Health Assessment & Promotion Across Lifespan (3 credit hours)
This course provides the comprehensive knowledge base for health assessment skills in performing system and region-specific examinations of infants, children, adults, and older adults. Documentation and interpretation of findings is discussed along with health promotion opportunities in the following areas: nutrition, activity/exercise, sleep/rest, medication/substance use, self-care responsibilities, social and occupational activities, family relationships, stress levels/coping styles and environment.

NURS 4913 Community Health Nursing: Family & Local Environment (3 credit hours)
Concepts of health maintenance are studied with the focus on the family throughout the life span. The nursing process is applied to family and community health. An in-depth family study is done as well as a beginning community assessment to identify resources for health and safety available to the study family. Local health agencies will be utilized in providing experiences for the clinical portion.

NURS 4923 Nursing Research (3 credit hours)
The scientific methods of problem solving and theory development is explored through nursing research. Knowledge of the research process and critical thinking are expanded by critiques of nursing research articles. Emphasis is given to research utilization in practice.

NURS 4933 Gerontology & Disability Care (3 credit hours)
The focus of the course is best practices in gerontology and chronic disease nursing care. Also, care of individuals with various disabilities living in a variety of settings is examined. Clinical time will be spent where geriatric and chronic disease patients are seen. In addition, visits will be made to community settings where individuals living with disabilities reside.

NURS 4934 Gerontology, Chronic Disease & Disabilities (4 credit hours)
The focus of the course is best practices in gerontology and chronic disease nursing care. Also, care of individuals with various disabilities living in a variety of settings is examined. Clinical time will be spent where geriatric and chronic disease patients are seen. In addition, visits will be made to community settings where individuals living with disabilities reside. Theory and clinical components.

NURS 4945 Community Nursing (5 credit hours)
This course provides the comprehensive knowledge base for health assessment skills in performing system and region-specific examinations of infants, children, adults, and older adults. Documentation and interpretation of findings is discussed along with health promotion opportunities in the following areas: nutrition, activity/exercise, sleep/rest, medication/substance use, self-care responsibilities, social and occupational activities, family relationships, stress levels/coping styles and environment. The role of nursing in promoting health in the local community, state, national, and international arenas is studied. The nursing process is utilized in studying a community and a national health-related agency. Epidemiology and population needs are identified and the use of these in planning healthcare programs is explored. A clinical portion of this course will emphasize working with large groups of persons with a multicultural background. Theory and clinical components.

NURS 4953 Leadership (3 credit hours)
This course will focus on the concepts of leadership and management as they relate to nursing practice, nursing service, and the delivery of health care. Opportunity to apply the concepts is the focus of the clinical component. Organization and role theories will be analyzed. Theory and clinical components.

NURS 4955 Nursing Leadership (5 credit hours)
This course focuses on the concepts of leadership and management as they relate to nursing practice, nursing service, and the delivery of health care. Organization and role theories will be analyzed, as well as examining general principles of economics at work in the American system. The application, implications, and ethical ramifications of these principles for the American healthcare system are also discussed. Opportunity to apply the concepts is the focus of the clinical component. Theory and clinical components.

NURS 4963 Professional & Bioethics in Nursing (3 credit hours)
Growing and thriving as a professional nurse in a dynamic and changing health care field is examined. Considered are the role of theories in nursing as a basis for practice, bioethics, the political and legal areas, and issues that concern the nursing profession now and in the future.

NURS 4964 Bioethical & Legal Issues in Nursing (4 credit hours)
Growing and thriving as a professional nurse in a dynamic and changing health care field is examined. Considered are the roles of theories in nursing as a basis for practice, bioethics, the political and legal areas, and issues that concern the nursing profession now and in the future.

Organizational Leadership (OL)

OL 2113 Introduction to Leadership (3 credit hours)

This course is an introduction to leadership. It will explore the different theories of leadership, the different styles of leadership, and the different skills that are necessary for effective leadership. The course will also focus on the importance of personal strengths, the value of understanding others, and the intersections of cultural responsiveness and leadership.

OL 3013 Fundamentals of Non-profit Organizations (3 credit hours)

The nonprofit sector plays a vital role in a community by providing essential services and acting as advocates raising awareness about critical social issues. This course provides a fundamental understanding of the nonprofit sector and nonprofit organizations in the United States. The course will explore the history and purpose of the nonprofit sector, as well as the distinct characteristics and functions of nonprofit organizations such as NPO governance, management, fundraising, and strategic planning. Through case studies and practical exercises, learners will gain a comprehensive understanding of how to effectively lead and manage nonprofit organizations.

OL 3113 Leading Diverse and Inclusive Organizations (3 credit hours)

This course is designed to expand the understanding of leading a diverse workforce, to promote substantial benefits such as deeper levels of innovation and creativity. A focus will be to explore how organizational leaders must increase their overall cultural awareness and cultural sensitivity, to examine managerial implications of increasing diversity and inclusion in the organization. The goal of the course will be to prepare leaders to effectively lead a diverse organization by applying Cultural intelligence (CQ) principles.

OL 3143 Technical Communication in the Workplace (3 credit hours)

Practical experience with major forms of technical communication used in professional fields related to science, business, English, mass communication, sport management, and religion. It will introduce students to the rhetorical principles and documentation practices necessary for writing effective professional communications, such as letters, reports, instructions, and proposals.

OL 3413 Managing Change in Organizations (3 credit hours)

This course analyzes the formal and informal functions and problems of organizations. The course also examines the strategies to plan, implement, and manage change in an organization.

OL 4123 Leadership and Professional Ethics (3 credit hours)

This course explores contemporary ethical dilemmas as it relates to leadership situations in organizations. It will focus on frameworks for ethical judgement and fundamental issues with the purpose of developing analytical skills and discernment in ethical decision making. Learners will also discuss the ways in which faith informs the motivation and structure of ethical decisions, with a focus on how to lead with integrity and accountability.

OL 4233 Leading Through Organizational Crisis (3 credit hours)
Organizations are susceptible to a range of crises including operational failures, financial dilemmas, reputational damage, ethical and legal issues, as well as large-scale emergencies. Such setbacks can place considerable strains on organizations and can have potentially devastating effects. This course equips students with the knowledge and skills necessary to positively manage organizations in times of crisis and will explore leadership strategies needed to foster growth and resilience.

OL 4333 Negotiation and Conflict Management in the Workplace (3 credit hours)
This course will focus on the principles and techniques of effective negotiation and conflict resolution within the workplace. Emphases will be on understanding the dynamics of workplace conflict, various conflict management styles, fostering collaboration, and creating positive outcomes for decision making. Through various discussions, activities, and role-playing, learners will develop practical skills in conflict and negotiation strategies and dispute resolution processes.

OL 4403 Human Resources Administration (3 credit hours)
This course presents the policies of recruitment, selection, training, development, and compensation of employees. Attention is given to affirmative action, equal employment opportunity, and the Office of Safety and Health Administration (O.S.H.A.) legislation.

OL 4413 Leadership Theory and Practice (3 credit hours)
This course examines various theories of management, leadership styles, and motivation theories as applied to the supervision of people in organization. The course includes the study of labor negotiations, performance appraisals, and employee productivity and development.

OL 4423 Strategic Thinking and Decision Making (3 credit hours)
This course provides for the study and application of principles, methods, and techniques required to conduct and report applied research. The course also emphasizes the skills needed to report the research in both written and oral presentation.

Physical Education General (PEG)

PEG 1002 Health and Wellness (2 credit hours)

The purpose of this course is to critically examine wellness concepts within the context of a spiritual (distinctively Christian) dimension. From this perspective, students will be encouraged to adopt attitudes and make behavioral choices that support a lifestyle of healthy stewardship. Course content will be presented through lectures, laboratory experiences, critical thinking discussions, and classroom led exercise activities.

PEG 1003 Health and Wellness (3 credit hours)

The purpose of this course is to critically examine wellness concepts within the context of a spiritual (distinctively Christian) dimension. From this perspective, students will be encouraged to adopt attitudes and make behavioral choices that support a lifestyle of healthy stewardship. Course content will be presented through lectures, laboratory experiences, critical thinking discussions, and classroom led exercise activities.

PEG 1011 Cardio Fit I (1 credit hour)

A course designed to develop and maintain aerobic fitness through vigorous exercise workouts using music to create an atmosphere of motivation and fun. Related topics covered are: Fitness Assessments, Personal Training Strategies, Body Composition, Nutrition and Diet. Emphasis on low impact.

PEG 1021 Aerobic Circuit Exercise I (1 credit hour)

A course designed to develop and maintain aerobic fitness through vigorous exercise workouts using various exercise modes of training. Exercise may include walking/jogging, rope jumping, calisthenics, stretching, light weightlifting, and specific exercises for each individual.

PEG 1031 Aqua Cardio Fit I (1 credit hour)

Instruction and techniques involving development of muscular strength, endurance, stamina, flexibility, agility, and development of aerobic fitness through water exercises.

PEG 1041 Beginning Swimming (1 credit hour)

Basic instruction of beginning strokes and skills. Additional skills: surface dives, turns, underwater swimming, and lifesaving assists. Lap swimming for aerobic fitness is emphasized.

PEG 1051 Weight Training I (1 credit hour)

Instruction in weight training techniques for developing strength and endurance with emphasis on correct techniques for proper lifting and spotting, beginning overload, progression, maintenance, frequency, duration and rest, proper warm-up and cool down procedures. The relationship between strength training and heath/wellness related benefits is emphasized.

PEG 1061 Self-Defense I (1 credit hour)

Instruction in basic techniques and skills for self-defense. Course includes the history and traditions of the martial arts as they evolved into self-defense. The relationship between self-defense and health/wellness related benefits is emphasized.

PEG 1071 Tennis I (1 credit hour)
Instructions in basic tennis skill, rules, etiquette, history, strategies for singles, doubles, and mixed doubles. Includes demonstration, match play experience, and class tournament play.

PEG 1081 Badminton I (1 credit hour)
Instruction in basic badminton skills, rules, history, terminology, etiquette, and playing strategies for singles, doubles, and mixed doubles.

PEG 1091 Intercollegiate Sports I (1 credit hour)
Instruction, practice, and current participation in an intercollegiate sports team sponsored by the university. These are activity courses. This course can only be completed once for credit.

PEG 1101 Personal Fitness I (1 credit hour)
Taught by a personal trainer, this course enables the student to assess their fitness level, design a fitness program and maintain optimal fitness level. The instructor will supervise and advise in the development of a personal training program.

PEG 1221 Golf I (1 credit hour)
Fundamental instruction for inexperienced and beginning golfers including true theory, mechanics, and basic fundamentals of golf, rules, etiquette, and use of irons and woods.

PEG 1231 Volleyball I (1 credit hour)
Beginning skills, strategy, rules, and game experience in volleyball.

PEG 1241 Backpacking I (1 credit hour)
Instruction in basic wilderness backpacking including equipment, food preparation, cooking, walking the trails, route finding, backpacking essentials, trail and camping ethics. Recent innovations in backpacking gear and clothing will be covered. Three day backpacking trip required as part of the course.

PEG 1251 Sailing I (1 credit hour)
Instructions and practice in learning to sail a lateen sailboat safely. Includes emphasis on reading the wind, points of sailing, right-of-way rules, and learning to sail a triangular course, equipment care, safety, and rigging and unrigging.

PEG 1271 Basketball I (1 credit hour)
Fundamental instruction for the beginner and experienced basketball player. Student will cover the basic fundamentals to increase skill level.

PEG 1281 Floor Hockey I (1 credit hour)
Fundamental instruction for the beginner and experienced hockey player. Student will cover the basic fundamentals to increase skill level.

PEG 1291 Indoor Soccer I (1 credit hour)
Fundamental instruction for the beginner and experienced soccer player. Student will cover the basic fundamentals to increase skill level.

PEG 1301 Elementary Horsemanship I (1 credit hour)
Instruction in basic Western riding techniques in an arena and trail setting, care and management procedures, with emphasis placed on safety for both the rider and the horse. Basic vocabulary and fundamentals of horsemanship will be stressed. Riding labs will provide opportunity for hands on proficiency to learn the basic riding maneuvers.

PEG 1311 Elementary Horsemanship II (1 credit hour)
This course is designed to include an introductory academic view of horsemanship emphasizing horse training, selection, and care/maintenance. The fieldwork will provide actual hands-on practical experience of the academic area emphasized. Overall goal is to enable the student to gain knowledge concerning buying, owning, and caring for a horse. Emphasis will be placed on improving the student's ability to ride and handle a horse.

PEG 1321 Intercollegiate Sports II (1 credit hour)
Instruction, practice, and current participation in an intercollegiate sports team sponsored by the university. These are activity courses. This course can only be completed once for credit.

PEG 1331 Intercollegiate Sports III (1 credit hour)
Instruction, practice, and current participation in an intercollegiate sports team sponsored by the university. These are activity courses. This course can only be completed once for credit.

PEG 1341 Canoe/Kayak (1 credit hour)
Taught by USA Canoe & Kayak and American Canoe Association Instructors, this course enables the student to participate in variety of canoe and kayak disciplines, including: recreational, competitive sprint, whitewater, and Dragon Boating. The instructor will supervise and instruct the following topics: boat & gear selection, safety issues, stroke technique, training and race strategies, and “Eskimo roll” techniques. Students will be given access to boats at the Route 66 Boathouse during the 10 week session. Lab Fee $50.00.

PEG 1411 Bowling I (1 credit hour)
Fundamental skills of bowling including stance, approach, delivery, aiming, and follow through. Practice in etiquette, scoring terminology, and some forms of competition.

PEG 1421 Racquetball I (1 credit hour)
Instruction in fundamental skills including proper stroke techniques, safety, court position, rules history, strategies for singles, doubles, and mixed doubles.

PEG 1431 Ice Skating I (1 credit hour)
Fundamental instruction for inexperienced and beginning ice skaters. Instruction will include history, mechanics, and techniques in the various forms of ice skating.

PEG 1441 Lifesaving (1 credit hour)
Instruction in American Red Cross life saving techniques. A review of the nine styles of swimming. Prerequisite: Ability to swim one-quarter mile using front crawl, side and breaststroke, ability to perform front dive, surface dive, tread water, and swim underwater.

PEG 1452 Scuba Diving (2 credit hours)
Upon successful completion of the course and exams, the student will receive Open Water certification through PADI (Professional Association of Dive Instructors). The course includes classroom and pool instruction as well as open water dives. Additional class fee.

PEG 1461 Walking I (1 credit hour)
A course designed to develop and maintain aerobic fitness through walking. Related topics covered are: Biomechanical Analysis, Fitness Assessments, Personal Training Strategies, Body Composition, Nutrition and Diet. Fee Required.

PEG 1471 Target/Field Archery I (1 credit hour)
Instructions in fundamentals, rules, safety, history, essential tackle, and language of Target and Field Archery. Target Archery first eight weeks indoors; Field Archery second eight weeks outdoors on a seven target outdoor range of distances from 10 to 60 yards.

PEG 1481 Geocaching/Orienteering (1 credit hour)
Geocaching is a high-tech terrestrial geographical treasure hunting game played throughout the world by adventure seekers equipped with GPS devices. The basic idea is to locate hidden containers, called geocaches, outdoors and then share your experiences online. Geocaching incorporates navigational skills, basic GPS coordinates, compasses, and map work in order to find and locate distinguished points of interest.

PEG 1491 Mat Pilates I (1 credit hour)
Mat Pilates is taught by a personal trainer, enables the student to improve their fitness levels using mat Pilates exercises to achieve gains in flexibility and strength. The instructor will supervise the development of personal fitness through the planning of specific exercise routines.

PEG 1661 Special Topics in Physical Education General (1 credit hour)
The content of this course is varied and offered on an irregular schedule, based on student demand.

PEG 2011 Cardio Fit II (1 credit hour)
Continuation of instruction in aerobic exercise principles, techniques, and practices. Student is encouraged to explore a variety of movements for developing and maintaining the highest fitness level possible.

PEG 2021 Aerobic Circuit Exercise II (1 credit hour)
Continuation of instruction in aerobic exercise principles, techniques, and practices. Student is encouraged to explore a variety of movements for developing and maintaining the highest fitness level possible.

PEG 2031 Aqua Cardio Fit II (1 credit hour)
Continuation of Water Exercise I. Emphasis on improving student aerobic fitness and endurance status. Water jogging and innovative water exercise techniques will be stressed.

PEG 2041 Water Exercise- Lap Swimming (1 credit hour)
Continuation of Beginning Swimming. Emphasis on improving student aerobic fitness and endurance status through lap swimming.

PEG 2051 **Weight Training II (1 credit hour)**
Continuation of Weight Training I. Greater emphasis placed on circuit training and aerobic endurance.

PEG 2061 **Self-Defense II (1 credit hour)**
Continuation of Self-Defense I. Intermediate techniques and skills for self-defense will be introduced.

PEG 2071 **Tennis II (1 credit hour)**
Stroke improvement, stroke and game analysis, game strategy, match challenges, and tournament play. Review of tennis rules, history, and etiquette.

PEG 2081 **Badminton II (1 credit hour)**
Advanced skills and strategy in singles, doubles, and mixed doubles play. Knowledge and application of rules, etiquette, and tournament play.

PEG 2091 **Intercollegiate Sports IV (1 credit hour)**
Instruction, practice, and current participation in an intercollegiate sports team sponsored by the university. These are activity courses. This course can only be completed once for credit.

PEG 2101 **Personal Fitness II (1 credit hour)**
A continuation of instruction of personal fitness with emphasis placed on cross training to enhance exercise compliance.

PEG 2221 **Golf II (1 credit hour)**
Continuation of instruction and participation in golf strokes, strategies, skills, and etiquette. Student will experience stroke practice, games, and matches at nearby ranges and courses.

PEG 2231 **Volleyball II (1 credit hour)**
Advanced skills, strategy, plays, defense, and team play. Review of rules. Knowledge and application of officiating techniques.

PEG 2241 **Backpacking II (1 credit hour)**
Continuation of instruction in basic wilderness backpacking including equipment, food preparation, cooking, walking the trails, route finding, backpacking essentials, trail and camping ethics. Recent innovations in backpacking gear and clothing will be covered. Three day backpacking trip required as part of the course.

PEG 2251 **Sailing II (1 credit hour)**
Continuation of Sailing I. Study of advanced sailing techniques, sail open waters on Lake Hefner, and sail the triangular course. Opportunity to assist students in Sailing I.

PEG 2271 **Basketball II (1 credit hour)**
Continuation of instruction and participation of the game of basketball. Student will continue to cover the basic fundamentals to increase skill level.

PEG 2281 Floor Hockey II (1 credit hour)
Continuation of instruction and participation of the game of hockey. Student will continue to cover the basic fundamentals to increase skill level.

PEG 2291 Indoor Soccer II (1 credit hour)
Continuation of instruction and participation of the game of soccer. Student will continue to cover the basic fundamentals to increase skill level.

PEG 2321 Intercollegiate Sports V (1 credit hour)
Instruction, practice, and current participation in an intercollegiate sports team sponsored by the university. These are activity courses. This course can only be completed once for credit. This course can only be taken if it will count toward the student's academic major.

PEG 2331 Intercollegiate Sports VI (1 credit hour)
Instruction, practice, and current participation in an intercollegiate sports team sponsored by the university. These are activity courses. This course can only be completed once for credit. This course can only be taken if it will count toward the student's academic major.

PEG 2341 Canoe/Kayak (1 credit hour)
A continuation of instruction of canoe and kayak with emphasis placed on a specific sport.

PEG 2391 Mat Pilates II (1 credit hour)
This course is a continuation of instruction to enable the student to improve his/her fitness level by using mat Pilates exercises to achieve gains in flexibility and strength.

PEG 2411 Bowling II (1 credit hour)
Continuation of Bowling I. League play and advanced forms of competition.

PEG 2421 Racquetball II (1 credit hour)
Advanced skills and strategy in singles, doubles, and mixed doubles match play. Knowledge and application of rules, etiquette, and tournament play.

PEG 2431 Ice Skating II (1 credit hour)
Continuation of Ice Skating I. Intermediate techniques will be taught and practiced. Students will be required to combine techniques learned into a three to five minute performance.

PEG 2441 Water Safety Instruction (1 credit hour)
Lecture, demonstration, and practice in nine styles of swimming, diving, lifesaving skills, as well as skill and knowledge in class organization and management, and teaching techniques. Must hold a current American Red Cross Lifesaving Certificate. Prerequisite: Swimming skills.

PEG 2461 Walking II (1 credit hour)
Continuation of Walking I. Speed walking will be introduced.

PEG 2471 Target/Field Archery II (1 credit hour)

Continuation of instruction and practice to become more proficient in Target/Field Archery. Target Archery first eight weeks indoors; Field Archery second eight weeks outdoors on a seven-target outdoor range of distances from 10 to 60 yards.

Philosophy (PHIL)

PHIL 2113 Philosophy for Theological Studies (3 credit hours)
A survey and study of the central issues and thinkers in philosophy as reflected from the classical Greek, Medieval, Modern, and Contemporary eras. Discussion of each era's influence and dialogue with theological themes is emphasized throughout the course.

PHIL 2013 Introduction to Philosophy (3 credit hours)
A course designed to get students to "do" philosophy by considering relevant issues and problems in the human pursuit of a rational understanding of the cosmos. Prerequisite: Composition II (ENGL 1213) or one freshman semester completed. The Modern World, 1500-present (HP 1533) recommended.

PHIL 3003 Special Studies in Philosophy (3 credit hours)
General Studies Elective course in special topics.

PHIL 3103 History of Ancient & Medieval Phil (3 credit hours)
A historical survey and analysis of the emerging and persistent problems of philosophy beginning with the Pre-Socratics, Plato and Aristotle, and concluding with St. Augustine, St. Thomas, and other medieval thinkers.

PHIL 3113 History of Modern Philosophy (3 credit hours)
A survey and study of the central, enduring problems of philosophy as reflected by thinkers of the Renaissance, Continental Rationalism, British Empiricism, Kantian Transcendentalism, Hegelian Absolutism, Idealism, and early Existentialism. Prerequisite: At least one philosophy class, (pref. PHIL 2013 Introduction to Philosophy)

PHIL 3123 Logic (3 credit hours)
An explication of the processes of inductive and deductive logic. There is emphasis on terms, propositions, syllogistic and inferential procedures, fallacies, propaganda, and the methods of scientific inquiry. Modern symbolic logic is also introduced.

PHIL 3181-3 Readings in Philosophy (1-3 credit hours)
Study in approved subjects and literature in the field of philosophy is permitted. The procedure represents an intense interest and diligent research on the part of the student guided by the instructor with regular weekly class sessions. Junior standing required. Prerequisite: one philosophy class and one science class.

PHIL 3193 Special Topics in Philosophy (3 credit hours)

PHIL 3223 Ethics (3 credit hours)
A course which extends the centuries-old debate about "How does one determine the morality of any action?" and "How can one resolve ethical dilemmas?" Prerequisite: sophomore standing.

PHIL 3233 ISM: Ethics (3 credit hours)
This ISM extends the centuries-old debate about "How does one determine the morality of any action?" and "How can one resolve ethical dilemmas?" This course is structured as a guide to helping students develop and clarify their personal value systems and is intended to open minds and inform.

PHIL 4003 Special Studies in Philosophy (3 credit hours)
General Studies Elective course in special topics.

PHIL 4113 Developments in Contemporary Phil (3 credit hours)
* The main problems of Pragmatism, Neorealism, Logical Positivism, Phenomenology, Existentialism and Analytic Philosophy are carefully surveyed and analyzed. *This course is approved for graduate level credit, with additional reading and research.

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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: Introduction to Philosophy (PHIL 2013).

PHIL 4181-3 Directed Study (1-3 credit hours)

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 makes 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. *This course is approved for graduate level credit, with additional reading and research.

PHIL 4273 The English Language: History and Linguistics (3 credit hours)
See ENGL 3283

Physics (PHYS)

PHYS 1011 Careers in Physics & Applied Physics (1 credit hour)
Surveys the range of careers made accessible with the bachelor's degree in physics. Such careers include but are not limited to physics, engineering, medicine, education, biological physics, technical law, geophysics, applied mathematics, and actuarial science. Comparison of the scope, professional culture, and problem-solving approaches of various professions. Overview of the history of physics, and research topics of current interest. Introduction to undergraduate and advanced degree programs, professional societies, research environments, peer review, publications, the international physics community, relationships between physics-related professions and the larger society. Course activities include guest lectures and interviews with alumni and other professionals.

PHYS 1114 General Physics I (4 credit hours)
A trigonometry-based survey of physics, including kinematics and Newtonian dynamics, gravitation, wave motion, and optics. Three lectures and one lab session per week. Prerequisite: C or better in College Algebra or College Algebra with Integrated Review OR an ACT Math score of 23 or better.

PHYS 1123 Introduction to Astronomy (3 credit hours)
See G S 1123

PHYS 1214 General Physics II (4 credit hours)
Continuation of Physics 1114, including electricity and magnetism, thermodynamics, and topics in atomic and nuclear physics. Three lectures and one lab session per week. Prerequisite: General Physics I (PHYS 1114).

PHYS 2114 General Physics for Scientists and Engineers I (4 credit hours)
A calculus-based survey of physics, including kinematics and Newtonian dynamics, gravitation, harmonic motion, waves and superposition, interference and diffraction, geometrical optics. Three lecture periods and one lab session per week. The lab is used to introduce concepts as much as possible; lecture is devoted to explicit instruction in the art of mathematical modeling. Prerequisite: Calculus I (MATH 2324) or high school equivalent.

PHYS 2214 General Physics for Scientists and Engineers II (4 credit hours)
A continuation of Physics 2114, emphasizing electromagnetism, including Maxwell's equations, radiation produced by an accelerated point charge, waves in the electromagnetic field. Introduction to special relativity, deBroglie waves, atomic spectra, the Bohr model of the hydrogen atom, and the nucleus. Three lecture periods and one lab session per week. Prerequisite: General Physics for Scientists & Engineers I (PHYS 2114).

PHYS 2313 Introduction to Atomic & Nuclear Physics (3 credit hours)
An introduction to physics paradigms developed in the 20th century, including the special theory of relativity; wave-particle duality; elementary quantum mechanics including the Bohr atom and applications of the Schrodinger equation in one dimension; Rutherford scattering and atomic structure; nuclear structure and reactions. Orbitals in chemical bonding, energy gaps in semiconductors, population inversions and lasers. Statistical mechanics, electron microscopes, and scanning tunneling microscopes as windows into the atom. Applied nuclear physics includes MRI and PET scans in medical physics, nuclear reactors and weapons. Introduction to elementary particle physics, cosmology, and the very early universe. Incoming freshmen Physics Department advisees, and students majoring in other fields, are encouraged to enroll. Prerequisite: College Algebra (MATH 1513 or MATH 1503) and High School Physics.

PHYS 3113 Astronomical Basis of Life on Earth (3 credit hours)
Examines the connections between astronomical realities and the conditions necessary for life on a planet. Begins with elementary connections such as the day/night biological cycles, moves on to less elementary ones, such as: mean interstellar distances and the probability of stellar collisions; the "life zone" of a star; stellar lifetimes and element synthesis; astronomical planet-building processes; the role of tidal forces in the history of life. The course will feature astronomy lectures and hikes during the day, and astronomical observations at night. For example, a discussion of stellar energy production is followed by a hike through the forest of the Talamanca Mountains to see how diverse tropical species use solar radiation; studies of cratering features a visit to the Arenal Volcano to examine craters made by projectile bombardment. These and other examples offer a unique interdisciplinary study in astronomy, biology, and geology. Spring Break, with pre- and post-trip meetings and assignments. Prerequisite: College Algebra (MATH 1513 or MATH 1503).

PHYS 3123 Physics of Music (3 credit hours)
Physics of Music explores and applies the principles of wave physics that enable the production and recording of music. Topics will be explored from both the theoretical and the practical perspective and will include the physical origin of musical scales and their role in superposition as basis wave modes, the interactions of sound waves with matter at boundaries and absorbers, mechanical and electric amplifications, sound recording and playback technologies, concert hall acoustics, and broadcasting mechanisms.

PHYS 3173 Waves and Optics (3 credit hours)
An in-depth study of waves in general. Acoustic and electromagnetic waves; phonons and photons. Maxwell's equations and waves in the electromagnetic field. The linear wave equation and its stationary states; superposition and interference; polarization. Fourier series and transforms; propagator theory and dispersion. Fraunhofer and Fresnel diffraction; geometrical optics; lasers and holography; topics in nonlinear optics. Prerequisite: General Physics for Scientists & Engineers II (PHYS 2214) and Calculus III (MATH 3164).

PHYS 3191-3 Selected Topics in Physics (1-3 credit hours)
Introduction to a selected topic, such as: Astrophysics, Biological Physics, Philosophy of Science; Nuclear Reactors and Weapons; Elementary Particle Physics; Musical Acoustics; Relativity; Fluid Mechanics; and other topics on demand. Offered except when General Relativity (PHYS 4311-2) is offered. May be repeated. Prerequisite: General Physics for Scientists & Engineers II (PHYS 2214) or permission of the instructor.

PHYS 3213 Quantum Mechanics I (3 credit hours)
Introduction to quantum theory, including crucial anomalies from Newtonian physics and fundamental postulates of the quantum paradigm; wave functions and superposition; operators, commutation relations, and their interpretations for measurement; position and momentum space; Fourier transforms. The Schro dinger equation; its stationary states and eigenfunctions; approximation methods, especially perturbation theory. Central potentials and the hydrogenic atom. Prerequisite: General Physics for Scientists & Engineers (PHYS 2214) and Calculus III (MATH 3164).

PHYS 3223 Quantum Mechanics II (3 credit hours)
A continuation of Quantum Mechanics I. Angular momentum, spin, and Clebsch-Gordon addition of angular momentum; multi-electron atoms and the periodic table. Perturbation theory applied to atomic physics such as atoms in external fields and the spin-orbit interaction. Quantum statistics for indistinguishable particles. Introduction to relativistic electron theory via hypercomplex numbers and the Dirac equation. Prerequisite: Quantum Mechanics I (PHYS 3213).

PHYS 4114 Phys Chem, Heat & Thermodynamics (4 credit hours)
A systematic treatment of classical thermodynamics with an emphasis on the application of the first and second laws to chemical and physical changes. Applications are made to chemical equilibrium, electrochemical cells, and other spontaneous processes. Three lectures and one laboratory per week. Prerequisite: General Physics II (PHYS 1214) and Calculus II (MATH 2424).

PHYS 4123 Electricity & Magnetism I (3 credit hours)
The theory of electrostatic and magnetostatic fields in vacuum, including the Coulomb and Biot-Savart fields, the theorems of Gauss and Stokes, scalar and vector potentials, multipole expansions, and solutions of Poisson's and Laplace's equations via Green's functions and expansions in terms of orthogonal functions. Time-dependent electric and magnetic fields, Maxwell's equations, gauge invariance, Poynting's theorem, conservation of energy and momentum. Solutions and applications of Maxwell's equations include wave equations and their plane-wave solutions, polarization, and the fields produced by accelerating charges, especially electric and magnetic dipole sources. Prerequisite: PHYS General Physics for Scientists & Engineers II (PHYS 2214) and Calculus III (MATH 3164).

PHYS 4133 Classical Mechanics I (3 credit hours)
Comprehensive survey of the principles of classical mechanics, including Newtonian dynamics and conservation laws; oscillations; central force motion; the calculus of variations; Lagrangian and Hamiltonian formalisms, Noether's Theorem relating invariances to conservation laws. Prerequisite: General Physics for Scientists & Engineers II (PHYS 2214) and Calculus III (MATH 3164).

PHYS 4143 Classical Mechanics II (3 credit hours)
Continuation of Classical Mechanics I. Hamilton-Jacobi theory; rigid body dynamics and the inertia tensor; motion in non-inertial reference frames; coupled oscillations and waves; fluid mechanics through the Navier-Stokes equation. Prerequisite: Classical Mechanics I (PHYS 4133).

PHYS 4151 Advanced Physics Laboratory (1 credit hour)
Advanced experiments selected from mechanics, electromagnetism, optics, atomic physics, or nuclear physics. The student will repeat selected "classic" physics experiments and may design and execute experiments related to original research. May be repeated. Prerequisite: 10 credit hours of Physics.

PHYS 4181-3 Directed Research (1-3 credit hours)
An independent research project, theoretical or experimental. Results of the research will be presented by the student at a regional or national physics conference. Prerequisite: General Physics for Scientists & Engineers II (PHYS 2214).

PHYS 4213 Statistical Mechanics (3 credit hours)
Relates macroscopic thermodynamic observables to the structure of atoms and molecules. The macroscopic view is developed through thermodynamics and its applications, the microscopic view through Hamilton's equations and phase space. The macro-micro connection is realized through the partition function and the statistical interpretation of entropy through Boltzmann's H theorem. From microscopic models, thermodynamic observables and equations of state are calculated from the partition function. Identical particles and Bose-Einstein and Fermi-Dirac statistics are discussed, including applications such as blackbody radiation and Bose-Einstein condensation. Prerequisite: General Physics for Scientists & Engineers (PHYS 2214) and Calculus III (MATH 3164).

PHYS 4223 Electricity and Magnetism II (3 credit hours)
A continuation of Electricity and Magnetism I. Electric and magnetic fields in matter; conductors and waveguides; scattering; multipole radiation fields; synchrotron radiation; special relativity and covariant electrodynamics. Prerequisite: Electricity and Magnetism I (PHYS 4123).

PHYS 4311-2 General Relativity (1-2 credit hours)
A rigorous introduction to Einstein's General Theory of Relativity. Review of Special Relativity and Minkowski Spacetime; the metric tensor; covariant and contravariant tensors; the affine connection and covariant derivatives; the Principle of Equivalence, Principle of General Covariance; the Riemann and Ricci curvature tensors; Einstein's field equations. Applications to gravitational red shift; deflection of starlight by the Sun, precession of perihelion, the Schwarzschild metric, cosmology. With the second credit hour, we also examine gravity waves, Kerr metrics, stellar collapse, and black holes. Spring semester, alternate years. May substitute for PHYS 3191-2 (Selected Topics in Physics). Prerequisite: General Physics for Scientists & Engineers II (PHYS 2214) and Calculus III (MATH 2524).

Practical Theology (PRTH)

PRTH 1113 Introduction to Ministry (3 credit hours)
A THEOLOGY & MINISTRY SCHOOL CORE REQUIREMENT. An introduction to the theology of the church and ministry with selected readings and discussion of the integrity between one's view of ministry and one's preparation for ministry. Understanding and using the resources for spiritual formation as preparation for ministry will be cultivated. Required of all students majoring in Pastoral Ministry.

PRTH 1380-1 Ministry Intensive (0-1 credit hours)
This is a required course for students engaged in the SNU Ministry Internship Scholarship Program. Weekly classroom meetings will offer reflection upon actual ministry situations which are overseen by a supervising pastor. Specific learning outcomes and ministry experiences in alignment with the Course of Study for ordination in the Church of the Nazarene will be the focus of each semester.

PRTH 2380-1 Ministry Intensive (0-1 credit hours)
This is a required course for students engaged in the SNU Ministry Internship Scholarship Program. Weekly classroom meetings will offer reflection upon actual ministry situations which are overseen by a supervising pastor. Specific learning outcomes and ministry experiences in alignment with the Course of Study for ordination in the Church of the Nazarene will be the focus of each semester.

PRTH 3023 Ministry, Church, & Society (3 credit hours)
The preparation of active, purposeful lay leaders in the local church. Specific topics for study will include the theology of the church, spiritual leadership, the concept of ministry, servanthood, self-assessment skills and tools, churchmanship, stewardship of personal resources, devotional life development, volunteerism, avenues of ministry, and models for future church ministry. Prerequisite: Junior OR 15 or more Gen. Ed. foundations credit hours passed.

PRTH 3113 Fundamentals of Preaching (3 credit hours)
A study of the principles of sermon construction. Attention is given to the various types of sermon outlines and methods of delivery. Assigned readings and lectures will precede clinical opportunity for preaching. Prerequisites: Intro to Speech, and Methods in Biblical Study.

PRTH 3153 Ministry in a Multi-Cultural Context (3 credit hours)
An investigation into the principles and methods necessary for teaching children, youth, and adults in the multi-cultural context. Special attention will be given to developing strategies for cross-cultural Christian education visioneering, programming, and implementation.

PRTH 3163 Formation Ministries of the Local Church (3 credit hours)
This course is an introductory course in the foundations, principles, and practices of the worship, Christian education, and service ministries of the local church. A comprehensive investigation will be made into the foundational structures upon which these key local church ministries are supported. The thorough examination will include an extensive look into the Biblical, theological, and historical aspects of worship, Christian education, and Christian service ministries along with principles that guide the proper administration of these ministries within the local church.

PRTH 3222 Survey of Worship (2 credit hours)
Survey of Worship explores the theology and practice of worship. Biblical, theological, and historical perspective is provided as a basis for informing and guiding worship leadership and practice for the church. Attention will be given to effective worship leadership in a congregational setting.

PRTH 3323 Evangelism & Discipleship (3 credit hours)
This course will explore the biblical, historical, theological, and practical foundations of evangelism, Christian discipleship and formation. Topics include evangelism, Christian education, spiritual formation practices for congregational life, and theories of human development and formation. Emphasis is on the dynamic interplay of evangelism and discipleship in the context of the local church, as students will develop a strategy for evangelism and discipleship ministries. Prerequisite: Junior Standing.

PRTH 3380-1 Ministry Intensive (0-1 credit hours)
This is a required course for students engaged in the SNU Ministry Internship Scholarship Program. Weekly classroom meetings will offer reflection upon actual ministry situations which are overseen by a supervising pastor. Specific learning outcomes and ministry experiences in alignment with the Course of Study for ordination in the Church of the Nazarene will be the focus of each semester.

PRTH 4003 Special Studies (3 credit hours)

PRTH 4103 Expository Preaching (3 credit hours)
* An advanced course in Biblical preaching with a definite emphasis on expository homiletics. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: Senior Standing, Fundamentals of Preaching (PRTH 3113), 9 credit hours of Biblical Literature, and 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: Familiarity with the basic vocabularies of theology and psychology, Psychology of Personality (PSY 4153) recommended.

PRTH 4122 Church Administration
This course is designed to train persons for leadership in local churches. Administration and leadership skills will be addressed as the students learn how to work with staff, lay leaders and the congregation to build a viable church in the contemporary world. This course is designed to help students identify and develop leadership competencies.

PRTH 4133 Church Growth & Christian Mission (3 credit hours)

* A study of the principles of church growth and church planting with special attention to the theological, sociological, and cultural aspects which may affect the rate and patterns of church expansion. *This course is approved for graduate level credit, with additional reading and research.

PRTH 4143 Pastoral Care & Counseling (3 credit hours)

* A study of the place of pastoral counseling in the Christian ministry, utilizing both the historic Christian sources on care of souls and contemporary understandings of personality problems and the counseling process. Emphasis is placed upon the personal and professional self-understanding as a pastor and caregiver as well as on the theological assumptions informing the practices of pastoral care and counseling. Prerequisite: Junior standing.

PRTH 4163 Pastoral Leadership & 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. *This course is approved for graduate level credit, with additional reading and research. Prerequisite: Junior Standing.

PRTH 4181-3 Ministry Experience (1-3 credit hours)

* Active work in a ministry setting under supervision, along with classroom study directed towards reflection upon and understanding of the actual ministry situations and experiences. May be repeated for up to three hours credit. *This course is approved for graduate level credit, with additional reading and research.

PRTH 4380-1 Ministry Intensive (0-1 credit hours)

This is a required course for students engaged in the SNU Ministry Internship Scholarship Program. Weekly classroom meetings will offer reflection upon actual ministry situations which are overseen by a supervising pastor. Specific learning outcomes and ministry experiences in alignment with the Course of Study for ordination in the Church of the Nazarene will be the focus of each semester.

Psychology (PSY)

PSY 1113 General Psychology (3 credit hours)

This course is an introductory course that explores contemporary psychology as a science, as a profession, and as a means for promoting human wellness. Topics include the philosophical and historical as a science, as a profession, and as a means for promoting human wellness. Topics include the philosophical and historical background of psychology, its predominant methodologies, and a survey of the major areas of study in psychology such as motivation, learning, physiology, personality, social psychology, abnormal behavior, perception, memory, cognitive thought, and treatment.

PSY 1123 Careers in Psychology (1 credit hour)

The course is designed as an overview of the field of psychology. There are two foci of the course. One is exploring psychology as a career option. The other is practical considerations in furthering one's career in psychology beyond the level of an undergraduate major. Prerequisite: General Psychology (PSY 1113) or concurrent enrollment.

PSY 1131 General Psychology Laboratory (1 credit hour)

One primary focus of the laboratory experience is introduction to methodology and measurement in psychology. Research design and practice will be an aspect of this introduction. This will be partially realized through peer-mentoring utilizing students enrolled in Research Design and Senior Thesis. Another primary focus of the laboratory course is an introduction to and practice in using the Publication Manual of the American Psychological Association (APA). The laboratory experience is required concurrently with General Psychology for majors in the psychology department but is optional for others in the course. This course is designed for concurrent enrollment in General Psychology; nevertheless, those who have previously completed a general psychology course would qualify to enroll.

PSY 2102 Self-Concept Development (2 credit hours)

A course designed to assist students in developing a wholesome self-concept and understanding their role in society. Specific assistance will be given to the student in establishing positive self-identity, self- orientation, and self-direction.

PSY 2173 Developmental Psychology Across the Lifespan (3 credit hours)

This course is an introduction to theories and research in human development across the lifespan. Topics Include physical, cognitive, emotional, social, and moral development of the person from conception through death. Emphasis is placed on understanding the importance of and relationships among cooccurring developmental processes across the many contexts of life, including home, school, and work.

PSY 2352-3 Interviewing Techniques (2-3 credit hours)

A practical course in how to conduct an interview as an interviewer. Basic interviewing skills are emphasized. Emphasis is on learning by doing. Skills learned apply to many settings.

PSY 3013 Psychology of Human Flourishing (3 credit hours)
This course is an introduction to theories and research in the burgeoning field of positive psychology. Topics will include biological, emotional, cognitive, behavioral, developmental, interpersonal, cultural, and spiritual approaches to understanding human flourishing. Emphasis is placed on thoughtful examination of theories pertaining to the good life, critical analysis of contemporary psychological research, exploration of well-being in light of cultural context, and application of psychological concepts to the pursuit of meaningful living.

PSY 3113 Social Psychology (3 credit hours)
This course offers a broad introduction to social psychology, the scientific study of human social influence and interaction. We will explore the ways in which people's thoughts, feelings, and behaviors are influenced by the real or implied presence of other people (Aronson, 2012). The course will cover topics such conformity, propaganda and persuasion, social cognition, self-justification, human aggression, prejudice, and interpersonal relationships (e.g. liking, loving, and interpersonal sensitivity) Prerequisite: General Psychology (PSY 1113) or Introduction to Sociology (SOC 1113).

PSY 3133 Human Development (3 credit hours)
A course designed to study the human organism of the entire life span, rather than one stratified area. Specific emphasis is given to the interrelatedness of early, middle, and later life, and the dynamic influences of environment, genetics, psychosocial and personal experiences. Special areas such as death and dying are included.

PSY 3153 Research Design (3 credit hours)
The purpose of the course is to address the research process from design of a study through a publishable product. Familiarity with the concepts of conducting research, with various research designs, and conformity to the written style requirements of the American Psychological Association are also included. Prerequisite: General Psychology (PSY 1113) and Statistical Methods (STAT 3143)

PSY 3163 Senior Thesis (3 credit hours)
A continuation of an individual research project planned in Research Design (PSY 3153). Enrollment is contingent upon the completion of Research Design (PSY 3153) in the previous semester and concurrent enrollment in Computer-Packaged Statistics. Focus will be placed on working with survey software, downloading, cleaning, and scoring research data, statistical analysis of research data, and preparation of data for conference presentation. Pre-requisite: STAT 3143 Statistical Methods and PSY 3153 Research Design. Co-Requisite: STATS 3243 Computer-Packaged Statistics.

PSY 3173 Physiological Psychology (3 credit hours)
Physiological processes involved in the execution of behavior are examined. Various levels of explanation are employed, ranging from molecular and cellular involvement in movement and sensation to physiological correlates of learning, emotion, and perception. A laboratory experience is included. Prerequisite: General Psychology or permission of instructor.

PSY 3183 Psychological Testing (3 credit hours)
The course is an introductory course in psychometrics. The course is designed to acquaint the student with a wide range of psychological tests, including training in administering and scoring and the more commonly used tests of intelligence, personality, and aptitudes. Prerequisite: Statistical Methods (STAT 3143).

PSY 3193 Learning & Cognition (3 credit hours)
The course is an introduction to the research and theories in learning and cognition. Basic types of learning and the variables which influence the learning and cognitive processes will be included. In the learning component, the focus will be on instrumental and operant conditioning and issues growing from these basic types of learning. In the cognitive component topics covered will be information processing, memory, language, comprehension, and thought. Prerequisite: General Psychology (PSY 1113) or permission of instructor.

PSY 3203 Industrial/Organizational Psych (3 credit hours)
A study of the individual and groups in complex organizations: organizational structure, organizational changes, and the organization in society. The course is concerned with motivation, worker satisfaction, and communication in organizations, personnel relations, and other related factors.

PSY 3333 Multicultural Psychology (3 credit hours)
This course is designed to immerse the student in literature, theory, research, and experience associated with cultural differences. The course will survey topics of interest within the field of multicultural psychology, including the following: cultural issues involving research and testing, cultural differences in worldviews and communication, the acculturation process, stereotyping and discrimination, cultural identity development, the impact of cultures on physical and mental health, building multicultural responsiveness, and fostering intercultural relationships in light of Christian virtues. Emphasis will be placed on developing personal awareness of the ways in which we are shaped by our cultural backgrounds and promoting reconciling relational engagement with others across cultural differences.

PSY 3412-3 Personal & Professional Development (2-3 credit hours)
This course examines adult learning theory and various learning styles. This course provides a model that is used to analyze life experience.

PSY 3421 Prior Learning & Portfolio Development (1 credit hour)
This course is designed for adult students who are enrolled in the RN/BSN or FSG Programs. Experiential and adult learning theories are applied to analyzing prior learning experiences. The student is required to prepare a personal portfolio of prior learning experiences. The course also provides instruction in the process for evaluation and the possible awarding of credit for prior learning.

PSY 3423 Introduction to Counseling (3 credit hours)
This course combines the relevant principles and techniques of counseling and is designed to develop counseling competency.

PSY 3433 Death and Dying (3 credit hours)
The course will identify modern concepts of death in contemporary society and available coping alternatives. It attempts to serve as a catalyst in helping students identify interpersonal concepts of death and dying as social issues.

PSY 4103 Abnormal Psychology (3 credit hours)
A presentation of the biological, psychological, and sociological factors which are correlated with maladaptive behavior. Prerequisite: General Psychology (PSY 1113) or permission of instructor.

PSY 4113 Psychology of Religion (3 credit hours)
This course is primarily concerned with the psychology of traditional Christian experiences, beliefs, and action, but also explores the diversity of world religions and their respective psychological and cultural elements. Death and existentialism, fundamentalism, human nature, human evolution, and human sexuality are some of the primary themes that will be explored. The relationship between religious life and traditional virtues will be examined and issues related to contemporary discourse and psychotherapy will be presented.

PSY 4142 Survey of the Exceptional Child (2 credit hours)
A general introductory course designed to acquaint the student with all the various types of exceptionality in children. Emphasis is placed on an understanding of the psychological characteristics and the educational needs of the exceptional child. Prerequisite: Two courses in psychology.

PSY 4153 Psychology of Personality (3 credit hours)
Psychology of personality is the study of the whole human person, including what it means to be a person (Boree, 2006). This is a large task! As such, this course will provide an overview of some of the major theories and research in personality with emphasis upon factors affecting personality development. Special emphasis is given to the roles of history, religion, and society on personality development. In addition, philosophical and theological understandings of human nature are addressed throughout the course and students will be asked to put into conversation the various personality theories with Christian and Wesleyan understandings utilizing the Christian virtues of compassion, humility, truthfulness, and courage in that dialogue. Prerequisite: General Psychology (PSY 113) and one other course in psychology or philosophy.

PSY 4213 Principles of Counseling (3 credit hours)
An introduction to major approaches to counseling related to the problems for which they are best suited and to the personality theory and the assumptions about man on which they are based. Prerequisite: General Psychology (PSY 1113) or permission of instructor.

PSY 4263 Techniques of Counseling (3 credit hours)
This course is an introduction to the basic skills and values associated with the vocation of professional counselor. The course is designed to develop competencies in using basic helping skills and applying basic theoretical knowledge to the counseling process. Emphasis is also given to developing self-awareness, understanding the purpose and process of counseling, valuing the therapeutic relationship, and understanding the therapeutic process in light of Christian virtues.

PSY 4273 History & Systems of Psychology (3 credit hours)
A survey of developments and trends in general psychology, with emphasis on research methods and theoretical issues. An attempt is made to provide an overview of psychology as an ongoing scientific discipline. Prerequisite: General Psychology (PSY 1113). Research Design (PSY 3153) recommended.

PSY 4333 Perspectives and Professional Ethics (3 credit hours)
This course expands ethical theories, perspectives, and principles essential for helping professionals and advances their applications thereof. It is designed to cultivate ethical decision-making through a diverse range of andragogical approaches, addressing personal, social, and professional responsibility. Upon completion of the course, learners will demonstrate an understanding of the complex ethical considerations specific to their respective fields, as well as resources necessary to navigate ethical dilemmas.

PSY 4371-4 Special Studies in Psychology (1-4 credit hours)
The content of this course is varied and offered on an irregular schedule, based on student demand. It is offered in a classroom format rather than on an individual, arranged schedule.

PSY 4381-3 Directed Study (1-3 credit hours)
Designed to permit intensive study by psychology majors and minors in areas of special interest. May be either readings and reports, or first-hand investigation. The work will be done with individual guidance of the instructor. Prerequisite: Permission of the instructor.

PSY 4391-3 Practicum in Psychology (1-3 credit hours)
Active work in a community setting, under supervision. May be taken by permission of the Department Chair only. Usually involves two consecutive semesters. May be repeated for credit.

PSY 4433 Adulthood and Aging (3 credit hours)
This course provides a study of development from young adulthood through later life. An introduction to the field of gerontology is also given.

PSY 4493 Senior Colloquium in Psychology (3 credit hours)
A capstone course which will examine views and models of how Christianity/faith and psychology/science might dialogue with each other. The development of a conversation that allows both Christianity and psychology to ask questions of the other with the intention of creating space for emerging views of how we can make meaning out of the conversation between faith and science will be the focus. Part of this process will include discussion and conversation of how meaning is made of the conversation between faith (loosely defined) and psychology. Prerequisite: Required of seniors majoring in psychology.

PSY 4522 Assessment and Wellness (2 credit hours)
This course examines the techniques for assessing the physical, mental, social, and emotional status of the adult in later life. Emphasis will be given to the development of appropriate methods for optimizing the functioning of the aging individual.

Physical Therapist Assistant (PTA)

PTA 1113 The Profession of Physical Therapy

This course introduces the history of the PTA Profession and common practice settings. Students will learn and perform fundamental physical therapy assessments, interventions, documentation, and procedures of patient care including transfer training, gait training, and fitting assistive devices. The scope of practice of the PTA and PT, HIPPA, and documentation will be emphasized. Delineation of professional roles and responsibility in physical therapy, development of a team approach to healthcare delivery, and the psychosocial and interpersonal skills needed to function as a healthcare team are presented. Students will have laboratory time to apply, practice, and demonstrate the technical skills taught.

PTA 1124 Musculoskeletal I for the PTA

This course will cover upper extremity human anatomy specific to the biomechanics of the musculoskeletal system with an emphasis on kinesiology principles and an understanding how structure determines function. Identification of anatomical structures and their relationship to normal biomechanical function will be explored. The course will further explore human motion specific to the musculoskeletal system through the identification of anatomical structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns. Emphasis will be on the study of musculoskeletal pathologies, determination of appropriate physical therapy assessment, posture, and a review of related anatomical structures. Laboratory time will be utilized to introduce upper extremity surface anatomy, palpation, dermatomes, myotomes, peripheral reflexes, and master skills and techniques including posture assessment, goniometry, manual muscle testing, joint play assessment, and joint mobilization.
Prerequisite for this course: All previous PTA technical coursework with a grade of 75% or better or program director approval. Contains a lab component.

PTA 1134 Musculoskeletal II for the PTA

This course will cover lower extremity human anatomy specific to the biomechanics of the musculoskeletal system with an emphasis on kinesiology principles and an understanding how structure determines function. Identification of anatomical structures and their relationship to normal biomechanical function will be explored. The course will further explore gait and human motion specific to the musculoskeletal system through the identification of anatomical structures and their relationship to function, normal and abnormal biomechanical principles of joint patterns. Emphasis will be on the study of musculoskeletal pathologies, determination of appropriate physical therapy assessment, and a review of related anatomical structures. Laboratory time will be utilized to introduce lower extremity surface anatomy, palpation, dermatomes, myotomes, peripheral reflexes, and master skills and techniques including goniometry, manual muscle testing, joint play assessment, and joint mobilization.
Prerequisite for this course: All previous PTA technical coursework with a grade of 75% or better or program director approval. Contains a lab component.

PTA 1141 Clinical Procedures I

This course provides exposure to simulated patients and scenarios for the student to develop clinical problem solving, and practice skills related to semester 1 course content with instructor guidance. This course is designed to demonstrate clinical readiness and will focus on simulated patient assessment and treatment scenarios to prepare students for clinical education, in which they will perform specific assessment techniques and treatment interventions in simulated patient scenarios. In addition, this course includes a weekly online assignment consisting of a class discussion or reflection on related topics. By the end of the course, the student will appropriately epitomize the role and responsibilities of the physical therapist assistant in a variety of physical therapy settings.

PTA 1214 Pathophysiology

This course is a study of how the human body functions and the physiological effects of disease. Building a clear, foundational understanding of normal physiology aids in illuminating how abnormal physiological function leads to human disease. Physiological response to exercise, etiology, signs and symptoms, red flags, diagnosis and prognosis, pharmacological intervention, and implications for physical therapy will be discussed. Case studies will be provided for critical thinking and application of theory to practice for the physical therapist assistant.

PTA 1223 Physical Agents

This course investigates the anatomy and physiology of the nervous system, with emphasis on the functional relationship between the nervous system and the presentation of pain in the musculoskeletal system. This course prepares the student for safe and effective application of a variety of rehabilitative agents and techniques for patient treatment. Procedures, mechanisms of action, theory, indications, precautions, and contraindications are discussed for the following: electrical stimulation, EMG, biofeedback, diathermy, aquatic therapy, laser, superficial heat, cryotherapy, traction, therapeutic ultrasound, therapeutic massage, mechanical compression, and soft tissue mobilization. The basic physics of electromagnetic radiation and electricity are presented along with skin assessment and wound care using electrotherapy.

PTA 1233 Therapeutic Exercise

This course is a study of general and specific exercises for conditions commonly treated in physical therapy. Principles will be discussed involving the theory and practical applications of specific therapeutic exercise as preventative treatment and for pathological conditions influencing strength, endurance, neuromuscular control, and flexibility of the human body. Emphasis is placed upon the body's physiological response to exercise, design and application of exercise, the developmental sequence of exercise, types of exercise, and the use of exercise equipment.

PTA 1241 Clinical Procedures II

This course provides exposure to simulated patients and scenarios for the student to demonstrate competent performance of physical therapy procedures and behaviors for the semester level. This course is designed to show clinical readiness by performing skills listed below through the use of simulated patient scenarios. In addition, a weekly online assignment of a group discussion board or reflection on selected topics, emphasizing principles and techniques of basic physical therapy interventions, with emphasis on assessment skills including: identifying red flags, performing joint mobilizations, identifying fundamental physical therapy interventions, and demonstrating values based and professional behaviors. This course will also include several guest lectures, in which the students will reflect upon the information using research. The student will appropriately epitomize the role and responsibilities of the PTA in all physical therapy settings. This course is intended to strengthen clinical problem-solving and provide an opportunity for students to practice skills with instructor guidance and feedback through patient scenarios. Laboratory practice with emphasis on positioning, patient safety, and manual skills. The course included a comprehensive written examination.

PTA 2113 Ethics in Physical Therapy

This course is a study of physical therapy ethics, physical therapist assistant roles and responsibilities, and diversity. Delineation of professional roles in physical therapy and the health care team, as well as psychosocial and interpersonal skills needed to function as a health care provider and team member will be discussed. Principles and ethics of patient care, medical documentation, and HIPPA are covered. Activities associated with preparing students for future clinical education will be included.

PTA 2122 Clinical Education I

This course provides the student with experiences to apply, integrate, and perform learned clinical skills on patients under continuous supervision of a licensed Physical Therapist in a physical therapy clinical environment. Skills, knowledge, and attitudes learned in all first-year Physical Therapist Assistant (PTA) courses will be applied to direct patient care in selected clinical settings over a full-time five-week period. Emphasis is placed on the clinical application and integration of the knowledge and skills learned during the first year of the PTA program, with the objective of students providing quality care with uncomplicated to moderately complex patients, and a moderate degree of supervision and guidance that will vary with the complexity of the patient or the environment. In addition, a weekly group discussion of selected topics, an individual weekly journal, and an in-service. This course is graded on a pass/fail basis.

PTA 2133 Conditions & Treatments Across the Lifespan

Treatment of pediatric, pelvic health, and geriatric populations will be covered in this course. Theory and clinical application of normal and abnormal physical and cognitive development in the aging process as well as concepts of human growth and development will be covered in this course. Dysfunctions, interventions, common physical therapy treatments, and treatment progression will be the emphasis of content. Cultural diversity of older and younger populations and psychosocial impacts of aging will be discussed through a global perspective.

PTA 2143 Cardiopulmonary

This course provides introduction to physical therapy interventions used in the management and prevention of cardiopulmonary conditions. Students will apply knowledge from this course and prior courses to both inpatient and outpatient care settings. Course content will include pulmonary hygiene, breathing techniques, cardiac rehabilitation, and principles of aerobic exercise. Information will be presented in lecture and laboratory settings.

PTA 2153 Neuroscience I

This course provides information necessary for the physical therapist assistant to safely and competently treat patients with neurological diagnoses. This course will present the neuroanatomy of the CNS and PNS as it relates to physical therapy treatment, motor control, and motor learning. Neurological dysfunctions, neurological assessments, and the impact of neurological conditions on culturally relevant topics, such as gender, sexuality, communication, and socioeconomic factors will be explored.

PTA 2213 Neuroscience II

This course is a continuation of Neuroscience I with emphasis on the application of exercise techniques, assessment, and the treatment of long-term disabilities and neurological conditions. This course will introduce common interventions and progressions used in neurological settings. The information, discussion, and treatment considerations for neurologically-based and other debilitating conditions will be applied in lab scenarios, in which the students will monitor the effectiveness of the exercise program.

PTA 2233 Advanced Physical Therapy Interventions

This course focuses on the utilization of advanced physical therapy assessments and interventions. Topics covered include prosthetics and orthotic devices, rehabilitation techniques for amputations, wound care, and work hardening. Expected administration functions and activities of the physical therapist assistant will also be included.

PTA 2222 Clinical Education II

This course provides the student with experiences to apply, integrate, and perform learned clinical skills on patients under the supervision of a licensed Physical Therapist in a physical therapy clinical environment. Skills, knowledge and attitudes learned in semesters 1, 2, and 3 Physical Therapist Assistant (PTA) courses will be applied to direct patient care in selected clinical settings over a full-time five week period. Emphasis is placed on the clinical application and integration of the knowledge and skills learned during semesters 1, 2, and 3 of the Physical Therapist Assistant (PTA) program, with the objective of students providing quality care with uncomplicated to complex patients, and a degree of supervision and guidance that will vary with the complexity of the patient or the environment. This course is graded on a pass/fail basis.

PTA 2243 Clinical Education III

This course provides the student with experiences to apply, integrate, and perform learned clinical skills on patients under minimal to no supervision of a licensed Physical Therapist in a physical therapy clinical environment. Skills, knowledge, and attitudes learned in all Physical Therapist Assistant (PTA) courses will be applied to direct patient care in selected clinical settings over a full-time eight-week period. Emphasis is placed on the clinical application and integration of the knowledge and skills learned during the entire PTA program, with the objective of students providing quality care with uncomplicated to highly complex patients, and minimal to no degree of supervision and guidance that will vary with the complexity of the patient or the environment. In addition, a weekly group discussion of selected topics, an individual weekly journal, and an in-service are required. This course is graded on a pass/fail basis.

QERC (QERC)

QERC 3105 Tropical Ecology and Sustainability (5 credit hours)

Ecology is the study of relationships between organisms and their environment. A study of ecology in a biological hotspot like Costa Rica is an act of sampling type of organisms and focusing on how they live and interact with other environmental elements. The approach taken in this course is to bring together students and expert faculty guides to explore tropical ecology in the Costa Rican context. Expert faculty guides will rotate into the QERC community and lead students in the study of particular ecological elements as defined by their own specialization. Students will also observe the interactions of humans, as an organism in the environment, and examine the ways humans construct relationships with the environment that foster varying degrees of sustainability. Topics may include botany, microbial biology, ornithology, herpetology, stream biology, invertebrate biology, conservation, etc.

QERC 3182 Environmental Monitoring (2 credit hours)

Environmental monitoring is the act of measuring changes in the quality of the environment in order to guide decisions of policy or activity, and in order to detect improvements as a result of actions taken or degradation as a result of human activity. In this course students will participate in ongoing environmental monitoring studies in the San Gerardo area conducted by QERC. QERC monitors elements of local weather, water quality, plant succession, aquatic invertebrates, quetzal nesting, Lauraceae phenology, and human/ livestock populations. Students will rotate through a program in which they will have opportunity to learn appropriate monitoring methodology and collect data and record it in the environmental database maintained by QERC.

QERC 3263 Biblical Theology & Global Stewardship (3 credit hours)

The intent of this course will be to discern what the Bible and Christian Theology articulate about the nature of the world and the place of Human Persons in the world. Specific attention will be given to texts in the Bible and to dimensions of God's sovereignty. The "rule" and "role" of humans persons in creation will be discerned with special attention to issues of agrarian practices, land economies, and sabbath principles. A variety of resources will be used to discern how to be good stewards of creation in response to modern day concerns and dilemmas in various habitats, ecological situations, and in the politics and economic practices of governments as human persons address the contemporary situation. As an extension of the theological issues, the course will attempt to faithfully, critically, and intentionally integrate the relation with the natural sciences as experts, resources (print and media), and lectures are available.

QERC 3333 Applied Cultural Int: Hispanic Area (3 credit hours)

Applied Culture Integration gives students necessary tools and opportunities to integrate meaningfully into a culture that is different from their own. This course engages the students in participating in Latin American culture while simultaneously examining political, social, environmental, religious, and related issues through the eyes of Latin America. It also challenges students to integrate their studies, experiences, and observations into a Christian worldview.

QERC 4003 Tropical Field Research (3 credit hours)

This course is designed to engage the student in the processes of planning, proposing, completing, and presenting a scientific research project. The research process is an integral experience in teaching science students how to implement the scientific method in order to answer a specific research question. By practicing the scientific method, students will gain an understanding of the research process and then be able to present their findings to the local community and to fellow students and research scientists in a conference type setting.

QERC 4122 Tropical Medicine (2 credit hours)

This course introduces students to the most important bacterial, viral, parasitic, and mycotic pathogens in the tropics and to clinical features of the associated diseases. The course will focus on diseases not ordinarily covered in depth in a microbiology course, such as cholera, tuberculosis, leprosy, arboviral infections, and hemorrhagic fevers, among others. Topics covered will include geographic distribution, etiology, transmission, pathogenesis, clinical features of relevant diseases, immunologic considerations, diagnosis, treatment, control, and the social determinants of health. The class will also focus on the Costa Rican health system and the social determinants of health. Moreover, human behavior associated with the transmission of infection and of local perceptions of the disease will be included.

Religion (REL)

REL 2123 Introduction to World Religions (3 credit hours)

Introduction to World Religions gives learners an introduction to some of the major world religions like Hinduism, Islam, Buddhism, Judaism, and Sikhism, and briefly covers the tenets of faith of Zoroastrianism and Jainism. This course surveys the basic beliefs and practices of these religions. It is designed to help the learner be aware of other religious traditions in our community and so be better informed of the religious melting pot around us.

REL 3413 Biblical Perspectives-Western Culture (3 credit hours)

This course reflects the mission statement and the goals of Southern Nazarene University. It is committed to fostering increased awareness of the Bible which is foundational to understanding Western culture and history. The three major western faiths-Judaism, Christianity, and Islam-are rooted within the Holy Scriptures. The course content and format are not designated to intimidate, indoctrinate, or to evangelize. The course is designed to set the Bible in its historical and literary context. The Biblical heritage will then provide the student with rich resources to creatively understand his/her faith in the contemporary world.

Network Management (SNM)

SNM 3673 Network Administration I (3 credit hours)

The course is designed to provide students with the introductory knowledge and skills on the Linux operating system for basic administration on a client machine operating in a multiple operating system networking environment. Prerequisite: Computer Hardware and Networking (CSNE 2913)

SNM 4233 Network Security I (3 credit hours)

The class examines network and computer security defense mechanisms, and offers practical tools, tips, and techniques to counter attackers. This includes many hands on projects to assist in the learning. Prerequisite: Network Administration I (SNM 3673)

SNM 4333 Network Security II (3 credit hours)

This class is a continuation of Networking Security I with an advanced look at intrusion detection design and implementation. The class equips the student with tools necessary to deter attacks, detect intrusion attempts, respond to break-ins, and assess the damage of hack attacks. VPN's, packet filters, and network traffic signatures are also investigated. Prerequisite: Network Security I (SNM 4233)

Sociology (SOC)

SOC 1113 Introduction to Sociology (3 credit hours)
A general survey of the field and issues in sociology.

SOC 1123 Introduction to Criminal Justice (3 credit hours)
An overview of the components of the U.S. criminal justice system - police, courts, corrections, probation, and parole - with a general survey of current problems, trends, and cross-cultural comparison. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 2113 Social Problems (3 credit hours)
A systematic analysis of some of the significant social problems of our world today, emphasizing the contributions which social science can make toward the understanding of these problems. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 2153 Sociology of the Family (3 credit hours)
A study of the origin, development, functions, and problems of a basic social institution of our culture, the family. The effect of modern social and economic conditions on contemporary family life are reviewed. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3003 Special Studies in Sociology (3 credit hours)
General Studies Elective course in special topics. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3063 Punishment in the United States (3 credit hours)
Punishment has always been a part of the fabric of American society. The purpose of this course is to study the nature, functions (and dysfunctions), and causes of punishment within the United States. We examine the interrelationships between penal control, corrections and other means of punishment and the role of race, poverty, the media, corporations, and state agents in shaping all of them.

SOC 3103 Race and Ethnicity (3 credit hours)
An analytical consideration of the ethnic issues of the United States including African Americans, Jewish, Mexican, Indian, Japanese, Chinese, and European immigrants. Prerequisite: Introduction to Sociology (SOC 1113) Permission to waive SOC 1113 may be granted by instructor.

SOC 3113 Social Psychology (3 credit hours)
A study of the nature of the social structures which man has developed and their influences on the functioning of human individuals and groups. Prerequisite: General Psychology (PSY 1113) or Introduction to Sociology (SOC 1113).

SOC 3153 Urban Sociology (3 credit hours)
The study of urbanization as a social process. Consideration will be given to urban structure and various social institutions. The course also deals with selected urban topics such as housing, finance, planning, and the urban poor. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3163 Introduction to Social Work (3 credit hours)
A survey of the profession and field of social work. The course also focuses on basic knowledge, values, and skills needed by the beginning social worker. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3173 Juvenile Delinquency (3 credit hours)
An overview of the US Juvenile Justice System with an emphasis on the history and development of philosophical approaches to juvenile delinquency. Examination of theoretical paradigms, current issues, and social problems. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3183 Special Topics in Criminal Justice (3 credit hours)
Elective seminar in Criminal Justice.

SOC 3193 Criminology (3 credit hours)
A summary of research pertaining to crime, including historical and modern theories of criminal behavior. Modern trends in criminal law and rehabilitation are reviewed. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3203 Industrial/Organizational Psych (3 credit hours)
A study of the individual and groups in complex organizations: organizational structure, organizational changes, and the organization in society. The course is concerned with motivation, worker satisfaction, and communication in organizations, personnel relations, and other related factors. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3213 Political and Social Philosophy (3 credit hours)
A study of ideas from ancient through modern times from such major thinkers as Aquinas, Augustine, Machiavelli, Hobbes, Locke, Rousseau, Montesquieu, Marx, Smith, and John Stuart Mill. Themes of study will include such topics as wisdom, virtue, the just society, the good society, equality, property, natural rights, liberty, power, and human nature. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3223 Sociology of Religion (3 credit hours)
An overview of the social dimensions of human religious experience, including both classical theories and contemporary research. Topics may include religiosity, conversion, organizational structure, denominational growth and decline, secularization, the evangelical and fundamentalist movements, civil religion, prophecies, and televangelism.

SOC 3353 Deviant Communities (3 credit hours)
This course is the study of current sociological theories of deviant behavior in groups and subgroups of society, including focus on crowd and mob behavior, gangs, and collective behavior. It includes individual centered approaches through larger groups such as families, neighborhoods, etc. with application of theories focusing on factors contributing to deviance and crime in America.

SOC 3433 Death and Dying (3 credit hours)
The course will identify modern concepts of death in contemporary society and available coping alternatives. It attempts to serve as a catalyst in helping students identify interpersonal concepts of death and dying as social issues. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3442 Death, Grief, and Loss (2 credit hours)
This course explores the modern concepts of death and loss in contemporary society. The course examines the symptoms of grief and loss, and available coping strategies. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 3553 Medical Sociology (3 credit hours)
An introduction to the field of Medical Sociology, including both social epidemiology and an examination of medicine as a social institution. Special attention is paid to introducing sociological concepts covered on the MCAT. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 4131-4 Sociology Internship (1-4 credit hours)

SOC 4143 Social Theory (3 credit hours)
A systematic overview of classical and contemporary social theory with emphasis on the theorists and the historical development of the major theoretical paradigms. Application of theory to current research issues is stressed. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 4163 Punishment in the United States (3 credit hours)
Punishment has always been a part of the fabric of American society. The purpose of this course is to study the nature, functions (and dysfunctions), and causes of punishment within the United States. We examine the interrelationships between penal control, corrections and other means of punishment and the role of race, poverty, the media, corporations, and state agents in shaping all of them.

SOC 4183 Cultural Anthropology (3 credit hours)
A study of the beliefs, practices, and major institutions of selected groups around the world, with attention to how the physical and social environment has helped shape the history and culture. The impact of cross cultural contact, planned change, and missionary effort are considered.

SOC 4193 Methods of Social Research (3 credit hours)
An analysis and evaluation of methods and techniques for collecting, classifying, and analyzing social data; detailed study of the scientific method. A study of the models, methods, and techniques of social work practice focusing on case studies. Prerequisite: Introduction to Sociology (SOC 1113) and Statistical Methods (STAT 3143)

SOC 4223 Colloquium in Sociology (3 credit hours)
A capstone course designed to integrate the academic program in sociology and general education with an emphasis on the interface between the discipline and essential Christian beliefs and practices. Prerequisite: Introduction to Sociology (SOC 1113) and junior standing.

SOC 4371-3 Special Topics in Sociology (1-3 credit hours)
The content of this course is varied and offered on an irregular schedule, based on student demand. It is offered in a classroom format rather than on an individual, arranged schedule.

SOC 4383 Social Stratification (3 credit hours)
An examination of status, class, and power with an emphasis on historical foundations and contemporary social concerns. Analysis of social stratification will focus on critique and evaluation, as well as current social inequality research issues. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 4442 Family: Dynamics & Structure (2 credit hours)
This course studies the origin, development, functions, and problems of the basic social institution of our culture-the family. A systems approach is used to study the relationship and dynamics of family functioning. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 4453 Family: Coping with Crises (3 credit hours)
This course examines the various crisis and transitions which a family can experience throughout its various stages, as well as the dynamics of relationships and coping strategies for times of transition and crisis. Prerequisite: Introduction to Sociology (SOC 1113)

SOC 4533 Social Service Resources/Practicum (3 credit hours)
This course examines the social, economic, and legal services that are relevant to the family and later life adults. Special coverage will be given to availability of public and private resources. This course involves work in a community setting. Prerequisite: Introduction to Sociology (SOC 1113)

Spanish (SPAN)

SPAN 1113 Elementary Spanish I (3 credit hours)

An introduction to the study of the Spanish language. Although some students will have studied a little Spanish before this course, no background in the language is expected. Special emphasis is placed on listening and speaking skills.

SPAN 1123 Elementary Spanish II (3 credit hours)

A continuation of Elementary Spanish I (SPAN 1113). Continued emphasis on listening and speaking skills.

Speech Communication (SP C)

SP C 1133 Introduction to Speech Communication (3 credit hours)
A beginning course which stresses that communication is an essential element of human existence. Basic communication theory, interpersonal skills, and public speaking skills are addressed. A 'C' or better in this course meets the oral proficiency requirement for admission to teacher education.

SP C 1233 Introduction to Professional Speaking (3 credit hours)
An introductory course in professional speaking that meets the General Education requirement in communication for honors students.

SP C 2323 Survey of Mass Media (3 credit hours)
See MCOM 2323

SP C 2353 Interviewing Techniques (3 credit hours)
A practical course in how to conduct an interview as an interviewer. Basic interviewing skills are emphasized. Emphasis is on learning by doing. Skills learned apply to many settings.

SP C 2393 Video Production (3 credit hours)
Practice of planning and executing quality video projects in studio and freelance environments using Final Cut Pro non-linear editing software.

SP C 3462 Family Communication (3 credit hours)
This course is a study of communication and the factors that influence its effectiveness in the context of the family. The course explores alternatives to typical problem areas in communication that occur among family members.

SP C 3473 Group & Organizational Communication (3 credit hours)
This course examines group and organizational functioning and the factors that influence effectiveness in informal and formal groups and organizations. Emphasis is placed on leadership, decision-making, and conflict management.

SP C 4183 Media Law (3 credit hours)
See MCOM 4183

SP C 4203 Media Ethics (3 credit hours)
See MCOM 4213

SP C 4213 Communication in Conflict Management (3 credit hours)
The 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.

SP C 4223 Group Interaction & Leadership (3 credit hours)
A study of the theories and techniques of problem solving and decision making by means of group process. Emphasis is given to the application of relevant communication theory from the literature of small groups. A functional group-centered approach to leadership is also emphasized.

SP C 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.

SP C 4423 Effective Interpersonal Communication
This course examines interpersonal communication and the factors that influence its effectiveness in both professional and personal relationships.

Statistics (STAT)

STAT 3143 Statistical Methods (3 credit hours)

A study of methods for organizing and interpreting quantitative data, with emphasis on methods commonly used in any situation requiring the analysis of information recorded in numerical form. A survey of statistical description, including measures of central tendency, dispersion, and correlation; an introduction to methods of hypothesis testing.

STAT 3243 Computer-Packaged Statistics (3 credit hours)

This course is a transition from the basic concepts of statistics, as learned in Statistical Methods, towards the way applied statistical work is typically done at the present time. The course covers common statistical procedures as they are done in the Statistical Package for the Social Sciences (SPSS). Prerequisite: Statistical Methods (STAT 3143)

STAT 3423 Data Analysis Methods (3 credit hours)

This course provides a survey and application of the basic data analysis methods used in the process of evaluation, including a study of both descriptive and inferential statistical methods.

Theology (THEO)

THEO 1513 Christian Faith and Life (3 credit hours)

A one semester course in which students are introduced to how a Christian perspective creates and deepens meaning in cultural, personal, social, and aesthetic issues; how to evaluate moral and ethical choices in light of sound interpretations of Christian scriptures, Christian traditions, and the Wesleyan theological perspective; and how Christians operationalize that analysis through active stewardship and service.

THEO 2163 Introduction to Theology (3 credit hours)

An introduction of Christian theology. An attempt will be made to understand Christian convictions in light of the long-standing arguments within the theological discourse of the Christian Church. Pays special attention to the Wesleyan tradition and the theological significance of that vision for theology. Also pays particular attention to the relationships of Christian theological studies, biblical studies, philosophy, and church history. Prerequisite: Introduction to Biblical Literature (B LT/GS 1163) and Methods in Biblical Study (B LT 2163). Introduction to Philosophy (PHIL 2013) recommended.

THEO 2233 Introduction to Christian Thought (3 credit hours)

An approach to basic concepts of Christian theology via the perspective of Biblical tradition, historical development, and contemporary relevance. Specific attention will be given to addressing current social and ethical issues. Prerequisite: Intro. to Biblical Literature (B LT/GS 1163) or one freshman semester completed.

THEO 3003 Biblical Theology (3 credit hours)

A beginning course in Biblical Theology that will explore the main storyline of the Old and New Testaments. This course will acquaint students with a theological perspective of the narrative continuity of the Bible as a whole. The major theological themes from both the Old and New Testaments will be introduced and explored.

THEO 3053 Foundations of Christian Belief (3 credit hours)

A study of the doctrines, traditions, and foundations which inform Christian belief. Emphasis will be placed either on Philosophical Theology, Classic Theology, or Contemporary Culture. Prerequisite: Christian Faith and Life (THEO 1513); Old Testament Literature and Life (B LT 2013) OR New Testament Literature and Life (B LT 2023).

THEO 3113 Old Testament Theology (3 credit hours)

A THEOLOGY & MINISTRY SCHOOL CORE REQUIREMENT. A beginning course in Biblical Theology. The methodologies of Old Testament Theology and the theological insights of the Old Testament will be introduced. Prerequisite: Old Testament Literature and Life.

THEO 3123 New Testament Theology (3 credit hours)

A THEOLOGY & MINISTRY SCHOOL CORE REQUIREMENT. An introduction to the development of contemporary New Testament Theology. Theological issues and insights related specifically to the New Testament are developed. Prerequisite: New Testament Literature and Life.

THEO 3133 Doctrine of Holiness (3 credit hours)
A THEOLOGY & MINISTRY SCHOOL CORE REQUIREMENT. The Biblical foundations of the doctrine of holiness are explicated and the place of the holiness tradition in the stream of historic Christianity will be examined. Special attention is given to the explication and proclamation of the doctrine of holiness. Prerequisite: Intro to Theology.

THEO 3223 Ideology Land: Arab & Jewish Perspectives (3 credit hours)
See B LT 3223

THEO 3263 Biblical Theology & Global Stewardship (3 credit hours)
See QERC 3263

THEO 4111 Senior Colloquium (1 credit hour)
A capstone experience for senior ministry students designed to integrate the work in their overall program of study. Students are required to compose a comprehensive essay, meet at various points during the semester for faculty presentations and group discussions, and be involved in an intensive weekend learning experience as a part of the course.

THEO 4133 Systematic Theology I (3 credit hours)
A THEOLOGY & MINISTRY SCHOOL CORE REQUIREMENT. An intensive study of the Christian Faith as a systematic structure in which the various doctrines are perceived as integral parts of an organic whole and examined in the light of their biblical foundations, historical development, and philosophical implications. The following doctrinal areas will be covered: revelation and inspiration, the being and nature of God, creation and providence, man and sin. Prerequisite: Old Testament Theology (THEO 3113), New Testament Theology (THEO 3123), History of Modern Philosophy (PHIL 3113).

THEO 4143 Systematic Theology II (3 credit hours)
A THEOLOGY & MINISTRY SCHOOL CORE REQUIREMENT. A continuation of Systematic Theology I (THEO 4133). The following doctrinal areas will be covered: Christ, salvation, the church, and eschatology.

THEO 4173 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 17th century Reformed theology. Special consideration will be given to the events which led to the Synod of Dort. The second half of the semester examines John Wesley's theology against the background of 18th century theology. Special attention is paid to Wesley's doctrine of Christian Perfection. Extensive readings in primary source materials will be required on both men.

THEO 4181-3 Directed Study (1-3 credit hours)
*This course is approved for graduate level credit, with additional reading and research. Prerequisite: approval of the school. Prerequisite: Approval by M.A. coordinator and Theology professor.

Chapter 11 – Academic Personnel

SNU offers undergraduate programs leading to various associate and baccalaureate degrees. The curricula are designed to meet the educational needs of students drawn from a wide geographical area, representing diverse preparatory backgrounds, and having different vocational, professional, and cultural goals. The administration reserves the right to make such minor adjustments in stated curriculum requirements as may (in an individual case) be justified. Any deviation from a stated requirement, however, may be made only by the Office of Academic Affairs. Any such adjustment must also fulfill the purpose of the stated curriculum and be in harmony with generally accepted educational practice.

Academic policy questions for traditional undergraduate programs should be directed to the Office of Academic Affairs (Bresee 200, 405-491-6600).

Student life or conduct rules questions for traditional students should be directed to the Office of Student Life (Webster Commons, lower level, 405- 491-6336).

Academic policy questions for professional or graduate studies should be directed to the College of Professional and Graduate Studies (Bethany Campus, 405-491-6332).

In This Chapter

Senior Leadership Team
Administrators
Faculty
Directors and Administrative Staff
Emeriti Faculty

Senior Leadership Team

Keith Newman, Ed.D., University President (2017)
B.A., Houston Baptist University
M.M., Southern Nazarene University
Ed.D., Spalding University

Mark Winslow, Ph.D., Senior Vice President and Chief Academic Officer (2004)
B.S., Greenville College
M.S., University of Kansas
Ph.D., Kansas State University

Gary Cummings, B.S., CPA, Vice President for Business and Finance (2023)
B.S., Southern Nazarene University

Steve Betts, Ph.D., Vice President for Traditional Enrollment (2001-2011; 2015)
B.A., MidAmerica Nazarene University
M.M., Wichita State University
Ph.D., The University of Oklahoma

Michael Redwine, Ed. D., Executive Vice President (2007)
B.A., MidAmerica Nazarene University
M.Ed., MidAmerica Nazarene University
M.B.A., MidAmerica Nazarene University
Ed.D., St. Louis University

Melissa Lewis, D.M.A., Ed.D., Vice President of Academic Affairs for Professional & Graduate Studies (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
Ed.D., Southern Nazarene University

Rev. Larry Morris, M.A., Vice President for University Relations (2021)
B.A., Southern Nazarene University
M.A., Olivet Nazarene University

Tollya Spindle, M.A., Director of Administration and Communications (2002)
B.S., Southern Nazarene University
M.A., Southern Nazarene University

Faculty

Joshua Achipa, M.S.L.S., Associate Professor/Director, Library (1997)
B.A., Washington Bible College
M.R.E., Liberty Baptist Theological Seminary
M.S.L.S., Clarion University

Rebekah Ambrosini, M.P.A., Associate Professor, School of Music (2006)
B.Mus., Oklahoma City University
M.P.A., Oklahoma City University
Graduate Study, University of Oklahoma

Monica Bowie, D.N.P., R.N., Assistant Professor, School of Nursing (2024)
A.A.S.N., Oklahoma State University
A.A., Rose State College
B.S., Southern Nazarene University
M.S.N., Oklahoma Wesleyan University
D.N.P., Oklahoma Wesleyan University

Jennifer Boyett, M.S., Assistant Professor/Director, School of Physician Assistant Studies (Developing program, Fall 2024) (2023)
B.S., East Central University
M.S., University of Oklahoma Health Sciences Center

Elicia Brannon-Little, D.M., Associate Professor, School of Business (2024**)**
B.B.A., University of Central Oklahoma
M.B.A., Kennesaw State University
D.M., University of Phoenix

Brett Bradley, Ed.D., Assistant Professor/Director, Educator Preparation, School of Education (2022)
A.A., Seminole State College
B.S., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Abilene Christian University

Nathan Brown, Ed.D., Assistant Professor, School of Business (2024)
B.A. MidAmerica Nazarene University
M.A.T. Olivet Nazarene University
M.B.A. Olivet Nazarene University
Ed.D. United States Sports Academy

Seth Carley, M.S.N., Assistant Professor, School of Nursing (Fall 2021)
B.S., Southern Nazarene University
M.S.N., Frontier Nursing University

Stephoni Case, Ed.D., Professor/Director, Graduate Studies in Education & Leadership (2014)
B.A., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Oklahoma State University

Charles Chitwood, D.Min., Professor/Registrar (2008)
B.S., University of North Carolina/Chapel Hill
M.Div., Church of God Theological Seminary
M.A., Sam Houston State
D.Min., Dallas Theological Seminary

Heather Clemmer, Ph.D., Professor/Director, General Education/Chair, Department of History, Politics, and Law (2006)
B.S., Southern Nazarene University
B.A., Southern Nazarene University
M.A., University of Oklahoma
Ph.D., University of Oklahoma

Jason Coles, Ph.D., Associate Professor/Chair, School of Kinesiology (2015)
B.S., Sterling College
M.S., Ohio University
A.T.C., Certified Athletic Trainer
Ph.D., Nova Southeastern University

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

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D.N.P., Oklahoma City University

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B.S., Southern Nazarene University
B.S., Southern Nazarene University
M.S.N., University of Texas at Tyler
Ed.D., Nova Southeastern University

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

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B.S., Wichita State University
M.H.R.D., Friends University
Ed.D., Southern Nazarene University

Emir Esparza, Ed.D., Associate Vice President of Academic Affairs for Professional & Graduate Studies (2025)
A.A., Central Christian College
B.A., Tabor College
M.S., Cairn University
M.Ed., Columbia International University
Ed.D., Grand Canyon University

William Fairbanks, M.M., Assistant Professor/Director of Bands, School of Music (2024)
B.M.Ed., West Texas State University
M.Div., Boston University
M.M., Steven F. Austin State University

James Fitzgerald, Ph.D., Professor/Chair, School of Theology and Ministry (2017)
B.A., Olivet Nazarene University
M.Div., Nazarene Theological Seminary
Ph.D., Vanderbilt University

Caio França, Ph.D., Professor/QERC Director, Department of Biology (2017)
B.S., Federal University of Rio Grande Do Norte
B.S., Biology, Oklahoma Baptist University
Ph.D., University of Oklahoma

Joel Frees, D.P.T., Associate Professor, School of Kinesiology (Spring 2020)
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D.P.T., University of Oklahoma Health Sciences Center

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Ph.D., University of Oklahoma

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Anne Ghost Bear, Ed.D., Professor, SNU Tulsa Site Director (2002)
B.S., East Central University
M.S., Oklahoma State University
Ed.D., Oklahoma State University

Sylvia Goodman, Ed.D., Professor/Director, Graduate Studies in Rehabilitation and Sport Sciences (2001)
B.S., Taylor University
A.T.C., Certified Athletic Trainer
M.A., Miami University
Ed.D., Boston University

Jim Graves, D.M.A., Professor/Director of Choral Activities, School of Music (2008)
B.M.E., Boise State University
M.M., University of North Texas
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Alison Hawanchak, Ph.D., Assistant Professor, School of Theology and Ministry (2022)
B.S., University of New England
M.Div., Asbury Theological Seminary
Ph.D., Asbury Theological Seminary

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B.S., University of Oklahoma
B.A., University of Louisville
M.Ed., University of Oklahoma
Ph.D., University of Oklahoma

Mary Hibbert, Ph.D., Professor, School of Nursing (1995)
B.S., Pittsburg State University
M.S.N., University of Kansas
Graduate Study, University of Kansas
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B.S., Southern Nazarene University
M.Ed., Azusa Pacific University
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B.S., Southern Nazarene University
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M.Acc., Emporia State University
D.B.A., Anderson University
Graduate Study, Olivet Nazarene University

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B.S., Southern Nazarene University
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B.A., Bethany Nazarene College
M.Ed., Central State University
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B.A., Southern Nazarene University
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B.S., Bethany Nazarene College
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B.S., Ball State University
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Wesley Lee, Ph.D., Professor/Director, Graduate Programs in Counseling (2007)
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Graduate Study, Walden University
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B.M.E., Southern Nazarene University
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B.A., Johnson University
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M.B.A., Wilmington University
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Ed.D., Southern Nazarene University

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D.B.A., Capella University

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Ph.D. (in progress), Fuller Theological Seminary

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

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

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M.A., Rice University
Ph.D., Rice University

Lauren Wilson, M.M.S., PA-C, Assistant Professor, School of Physician Assistant Studies (Developing program, Fall 2024) (2023)
B.S., University of Oklahoma
B.A., Lincoln Memorial University
M.M.S., Lincoln Memorial University

Christina Winkle, Assistant Professor, Library (2024)
B.S., Southern Nazarene University
M.A., University of Phoenix
M.L.S., Texas Woman's University

Leah Wooten, D.P.T., Assistant Professor/PTA Clinical Education Director, **School of Rehabilitation and Sport Sciences** (2023)
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D.P.T, The University of Oklahoma Health Sciences Center
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B.S., Southern Nazarene University
M.S., University of Oklahoma
Ph.D., University of Oklahoma

Nicholas Zoller, Ph.D., Professor/Chair, Department of Computing, Mathematics and Physics (2009)
B.A., Messiah College
M.S., Lehigh University
Ph.D., Lehigh University

Directors and Administrative Staff

Academic Support Programs and Centers

Academic Grants—Karen Poteet, Director
Center for Global Engagement— Prof. Courtney Turner, Director
Center for Student Success—Dr. Twyler Earl, Associate Vice President for Student Success
Disability Services—Sylvia Lott, Accommodations Specialist
General Education, College of Undergraduate Studies—Dr. Heather Clemmer, Director
General Education, College of Professional Studies—Prof. Felecia Moriels, Director
Honors Program—Dr. Gina Weaver Yount, Director
Student Support Services—Angela Rhodes, Director
Library— Joshua Achipa, Director
Library—TBD, Research and Instruction Librarian
Library—Christina Winkle, Catalog and Collections Librarian
Center for Learning & Innovation—Dr. Lynn Lease
Ronald E. McNair Postbaccalaureate Scholars Program—Dr. Kim Rosfeld, Director
Office of Christian Formation—Dr. Blair Spindle, Campus Pastor and Dean of the Chapel
Teacher Education—Dr. Ron Titus, Director
VETS Center—Mark Nadig, Director

Professional Studies Program Directors

Business Administration— Dr. Cathy Hutchings-Wedel
Cybersecurity and Information Systems—Dr. Jeff Slattery
Criminal Justice – Prof. Ty Wardlow
Family Studies and Gerontology and Prior Learning Assessment—Dr. Delilah Joiner-Martin
General Education – Prof. Felecia Moriels
Healthcare Administration – Prof. Susie Dobbs
Organizational Leadership—Dr. Cathy Hutchings-Wedel
Physical Therapist Assistant—Dr. Loren Martin

Emeriti / Retired Faculty

Davis Berryman, Ph.D., Professor of Business Emeritus (2002-2018)
George A. Biggs, M.S., Associate Professor of Business Emeritus (1979-2002)
Pamela Bracken, Ph.D., Professor of English Emeritus (1994-2020)
Pamela S. Broyles, Ph.D., Professor of Speech, Education & Leadership Emerita (1979-2024)
Kenneth L. Bryant, Ph.D., Chair, Dept. of Modern Languages/Professor of Spanish Emeritus (1994-2005)
Hal Cauthron, Ph.D., Professor of Theology/Ministry Emeritus (1995-2017)
Howard R. Culbertson, D.Min., Professor of Missions Emeritus (1988-2013)
Lou Dennard, Ed.D., Professor of Business Emerita (1976-1982; 1991-1997; 2008-2017)
Beverly DeVries, Ed.D., Professor of Education Emerita (1993-2016)
Don Dunnington, D.Min., Professor of Theology & Ministry Emeritus (1991-2017)
Mary Eskridge, Ed.D., Professor of Education Emerita (1996-2015)
Doug Forsberg, M.A., Associate Professor of Philosophy Emeritus (2003-2023)
Leo R. Finkenbinder, Ph.D., Professor of Biology Emeritus (1968-2003)
Richard W. Gaddis, Ed.D., Professor of Management Emeritus (1992-2004)
Rendall Garrett, Professor of Marketing Emeritus (1976-2025)
Sylvia Goodman, Professor of Rehabilitation and Sport Sciences Emerita (2001-2025)
Stephen G. Green, D. Min., Professor of Theology/Ministry Emeritus (1998-2022)
Loren Gresham, Ph.D., Professor of Political Science Emeritus and President Emeritus (1967-2017)
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)
Kep Keoppel, Ed.D., Professor of Education Emeritus (1981-2022)
Forrest E. Ladd, Ph.D., Professor of Psychology Emeritus (1955-1995)
Gwen Ladd Hackler, Ph.D., Professor of English Emerita (1983-2022)
Gary Lance, M.S., Associate Professor of Mathematics Emeritus (1968-2008)
Wesley C. Lee, Ph.D., Associate Professor of Student Success Emeritus (1999- 2018)
Robert John Lively, Ph.D., Professor of History, Politics & Geography Emeritus (1980-2015)
Sue Anne Lively, Ed.D., Professor of Professional Studies Emerita (1980-2016)
Larry Mills, Ph.D., Professor of Business Emeritus (1969-2016)
Linda Miner, Ph.D., Professor of Professional Studies Emerita (1990-2014)
Philip A. Moore, D.M.A., Professor of Music Emeritus (1981-2014)
Nila West Murrow, M.T., Associate Professor of Art Emerita (1968-1998)
Wayne L. Murrow, Ph.D., Dean, Graduate & Adult Studies/Professor of Speech Communication & Education Emeritus (1968-2002)
Koshy Muthalaly, Ph.D., Professor of Religion, Professional Studies Emeritus (1999-2024)
Dwight Neuenschwander, Ph.D., Professor of Physics Emerita (1986-2023)
Joy E. Pauley, M.L.Sc., Assistant Professor of Library Science Emerita (1980 –2012)
Peggy Poteet, Ph.D., Professor of English Emerita (1973-1978; 1988-2016)
Cindy Powell, M.B.A., C.P.A., Assistant Professor of Business Emerita (1985-2020)
Mark Reighard, D.M.A., Professor of Music Emeritus (1969-2017)
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)
Gwen Rodgers, M.S., Assistant Professor of Online Learning Emerita (2007-2015)
Doug Samples, D. Min., Professor of Theology and Ministry Emeritus (1998-2023)
Stephane Shellenberger, M.A., Assistant Professor of Kinesiology Emerita (1977-1985; 1992-2020)

Randall Spindle, Ed.D., J.D., Professor of Business Emeritus (1978-1993; 1999-2020)
Dorothy A. Stasser, Ed.D., Professor of Psychology Emerita (1967-2013)
Sheila Stout, M.A.F.T., Associate Professor of Speech Communications Emerita (1999-2020)
Jimmie D. Tabers, M.S., Associate Professor of Computer Science Emeritus (1980-2014)
Jirair Tashjian, Ph.D., Professor of New Testament Emeritus (1983-2008)
Tim Taylor, Ed.D., Professor of Education Emerita (1995-2023)
Betty Lou Thompson, M.A., Associate Professor of Education Emerita (1986-2019)
Rex Tullis, Ed.D., Professor of Education Emeritus (1995-2014)
Virgil Lee Turner, Ph.D., Professor of Mathematics Emeritus (1978-2016)
Carolyn Waterman, M.A., Associate Professor of English Emerita (1979-2005)
Sharon Young, Ph.D., Professor of Biology Emerita (1968-2008)

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