Southern Nazarene University
2026-2027 Graduate 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. Here you will be surrounded by a caring team of professionals who are ready to partner with you to help you achieve a high-quality education in a Christ-centered environment.

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

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

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

Believing in you and praying big prayers for you!



Dr. Keith Newman
President
Southern Nazarene University



Chapter 1 – General Information

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

Founded in 1899, Southern Nazarene University is a private, Christian, liberal arts university affiliated with the Church of the Nazarene. Located on a 44-acre campus just west of Oklahoma City, SNU grew out of several small colleges committed to training people for service to God and their fellow man. More than 32,000 alumni work and serve throughout the United States and the world.

In This Chapter

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- SNU Graduate Studies Philosophy
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Catalog Information

1. This catalog is for informational purposes for the general public and does not constitute a contract.
2. Southern Nazarene University reserves the right to change, delete, supplement, or otherwise amend any information as necessary without prior notice or obligation. The official and current SNU policies, procedures and academic offerings are housed in the Office of Academic Affairs (Bresee 200).
3. It is intended that the program and graduation requirements and policies contained in this catalog will remain in force during the period for which it is issued (July 1, 2025- June 30, 2026).
4. Program and graduation requirement changes and changes in policies will be implemented annually on July 1; however, SNU reserves the right to make whatever changes in curricula and policies when it is appropriate and necessary.
5. Changes implemented before a revision of the graduate catalog is published online are recorded and housed in the Office of Academic Affairs and are considered part of the official Southern Nazarene University catalog.

Academic Calendar

FALL TERM — 2026 (July 2026 to December 2026)

Independence Day - Campus Closed	July 3 (F)
Labor Day Holiday - Campus Closed	Sept. 7 (M)
Board of Trustees Meeting	Oct. 1-2 (Th–F)
Fall Break	Oct. 15-16 (Th-F)
Alumni Homecoming	Nov. 6-7 (F–Sa)
Thanksgiving Break - Campus Closed	Nov. 25-27 (W–F)
Winter Commencement, 2 p.m.	Dec. 5 (Sa)
Christmas Break - Campus Closed	Dec. 22 – Jan. 1 (M–F)

SPRING TERM — 2027 (January 2027 to June 2027)

Martin Luther King, Jr. Day - No Classes	Jan. 18 (M)
Board of Trustees Meeting	March 4-5 (Th–F)
Spring Break	March 15-19 (M–F)
Campus Closed for Spring Break	March 17-19 (W–F)
Good Friday - Campus Closed	March 26 (F)
Spring Commencement - 2 p.m.	May 2 (Sa)
Memorial Day - Campus Closed	May 31 (M)
Juneteenth – Campus Closed	June 18 (F)

List of Graduate Programs

Doctoral Programs

Graduate Studies in Education and Leadership Programs

- Doctor of Education in Administration and Leadership Program (DEAL)

Master's Programs

Graduate Programs in Counseling

- Master of Science in Counseling Psychology (MSCP)
- Master of Arts in Applied Psychology (MAAP)

Graduate Studies in Education and Leadership Programs

- Master of Arts in Educational Leadership (MAEL)
- Master of Arts in Administration of Special Education (MAASE)
- Master of Arts in Teaching (MAT)

Graduate Programs in Instructional Design and Technology

- Master of Science in Instructional Design and Technology (MS-IDT)

Graduate Programs in Rehabilitation and Sport Sciences

- Master of Arts in Sport Management and Administration (MASMA)
- Master of Science in Exercise Science (MSES)

Graduate Program in Leadership

- Master of Organizational Leadership (MOL)

Graduate Programs in Business

- Master of Business Administration (MBA)
- Master of Business Administration – Healthcare Administration (MBA-HA)
- Master of Science in Management in Strategic Operations (MSM)

Graduate Program in Physician Assistant Studies

- Master of Science in Physician Assistant Studies (MS-PAS)

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

- Master of Arts in Theology

Defining Values

Mission

Our mission in Graduate Studies at Southern Nazarene University is to foster academic excellence through research, scholarship, and practice, to prepare for professional success, to promote diversity and inclusion, and to encourage Christ-centered ethical leadership and service.

Purpose

Southern Nazarene University is the church at work in higher education; it is the primary postsecondary educational institution for the Church of the Nazarene in the South-Central Region of the United States. We derive our mission and core values *ex corde ecclesiae* - from the heart of the church. A deep and vital relationship with the Church of the Nazarene is essential to SNU's mission and a nonnegotiable starting point in all we do. While governance and support 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 in 2020-2021 in the strategic planning document entitled “LiveLast,” to “refining Character, creating Culture, serving Christ.”

Vision

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

Statement of Non-Discrimination and Equal Employment Opportunity

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

Title IX Disclosure

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.

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

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

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6729 NW 39th Expressway,
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Bethany, OK 73008
405-491-6333/ Email: gcollier@snu.edu

Confidentiality of Student Records

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

Freedom of Expression

SNU seeks to maintain an appropriate balance between freedom of expression and respect for all members of the community. As a Christ-centered community*, we endeavor to foster a supportive environment of dignity and inclusivity in which all stakeholders are treated with respect and engaged with charitable discourse. Actions or communications that constitute harassment, disrespect, retaliation, the use or threat of physical violence, intimidation, stalking or hate violence directed toward a member of the SNU faculty, staff, student body, and/or a visitor to the campus and/or a member of the community are prohibited. The University's ability to accomplish its educational purpose and mission is fundamental. Therefore, any activity or behavior that is disruptive of appropriate respect and civility in classes, Chapel or University approved events may result in disciplinary action.

* Southern Nazarene University is an integral part of the Church of the Nazarene and an expression of the church. Per Manual paragraph 400, Southern Nazarene University will function within the philosophical and theological framework of the Church of the Nazarene as established by the General Assembly and expressed through the Manual.

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.

Inclusivity and Respect

Southern Nazarene University values each person created in the image of God, therefore, we also desire to be a community that reflects representation of diversity. We care about inclusion and equity through the refining of our character, the way we create culture and the way we serve Christ. Our University values reconciliation through God's love. In light of this commitment, we endeavor to foster a supportive environment of dignity and inclusivity in which all stakeholders, regardless of their perspectives and individual differences, are treated with respect and engage in charitable discourse.

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.

Focus on Excellence in Academics

We are committed to providing students with the best possible graduate education. We see no conflict between academic excellence and Christian commitment. We work at living out and acting upon the affirmation that all truth is God's truth. That affirmation allows us to explore fully any area of human knowledge while recognizing that human knowledge always has its limitations. We pursue higher learning within the framework of our confession that ultimate Truth is available only to God, who allows

human beings to catch glimpses of that truth. Graduate education as carried out at SNU thus has the first goal of honoring God. Only when that is done can its second goal, serving and helping humankind, have the genuine potential for fulfillment.

At its heart, the graduate school is a gathering of scholars, supported by a corps of distinguished faculty and administration. Each graduate student pursues their own specialized area of inquiry by engaging in one or more forms of scholarship—research, integration, engagement, and teaching. Advanced, sustained scholarship, when combined with effective teaching and learning opportunities, provides depth and challenge in the curriculum. As students participate in scholarly work with faculty, they experience another dimension of intellectual life and pursue advanced academic work themselves.

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

The focus of Graduate Studies is to teach, to inspire, and to prepare. We intend for our graduates to be persons of Christian integrity, direction, and purpose, with a keen sense of vocation and a theology of everyday life that will guide their work and shape their involvement in service and ministry wherever they find their place—around the corner or around the world.

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

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

SNU Graduate Studies Philosophy

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

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

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

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

Graduate Studies Learning Outcomes

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

1. Articulate, interpret, and evaluate the theoretical constructs and research of their disciplines.
2. Exhibit advanced levels of analysis and synthesis in research, professional presentations, and written communication.
3. Make professional decisions within a framework of Christian principles.
4. Model ethical leadership in a variety of professional contexts.
5. Demonstrate principles of lifelong learning by participating in and contributing to professional communities and roles.

Intercultural Learning and Engagement

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 SNU community 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.

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

In collaboration, the SNU community 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, we work to create spaces of belonging and give 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.

Disability Services

The mission of Disability Services is to provide and coordinate support services that enable students with disabilities to receive equal access to all aspects of university life. Students needing assistance with a learning, physical or psychological disability that may affect his or her academic progress are encouraged to contact Disability Services. Students with temporary injuries (such as a broken limb, concussion, or surgery recovery) can receive services and accommodations through Disability Services on a temporary basis. Location and contact information can be found on the Disability Services website.

Disability Services offers the following services:

- Accommodations for students with documented disabilities
- Institution wide education

- SNU provides services for all students with disabilities as defined by the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008 (ADA). A qualified person with a disability means: "an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and service, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity: (Public Law 101-336, Sec. 201). Students are required to self-identify and to provide documentation of their disability prior to the provision of services.
- In the case of medical disability, documentation from a physician is appropriate. In the case of learning disability, acceptable documentation includes a psycho-educational evaluation performed by a licensed clinical psychologist if the diagnosis was made after the completion of high school or psycho-education evaluation from an accredited high school. Documentation provided to request academic accommodations must be less than three years old and must contain specific recommendations for accommodations appropriate to the diagnosed disability. Students with a disability that may affect a student's success are encouraged to contact Disability Services for more information.

For more information, please contact:

Disability Services Advisor
Southern Nazarene University
Library Third Floor, Rm 333
405-717-6272
disabilityservices@mail.snu.edu

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 http://renew.snu.edu/ RENEW works with individuals, couples (dating, premarital, and married), families, children, and at times offers specialized groups. Psychological testing is also available. RENEW's staff is uniquely equipped to work with nearly every concern a client might have due to the specialized training of our licensed staff. RENEW is 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

Reserve Officer Training Corps Program (ROTC)

Army ROTC

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

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

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

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

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

Contracted Army ROTC scholarship recipients either receive full Tuition and Fees or Room and Board capped at $10,000 (scholarship recipient chooses), a $420.00 monthly stipend, and $600.00 per term 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/

Accreditations and Memberships

Southern Nazarene University is...

- an approved four-year senior college for the South-Central region of the Church of the Nazarene.
- accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Doctorate program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604; phone number 800-621-7440).
- accredited for Doctoral degree program in Education; Master of Arts degree programs inApplied Psychology, Educational Leadership, Administration of Special Education, Teaching, Sport Management and Administration; Master of Business Administration; Master of Business Administration – Healthcare Administration; Master of Organizational Leadership; and Master of

Science degree programs in Management, 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 achieving Accreditation-Provisional status at the September 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 graduation of 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).
- accredited by the Commission on Collegiate Nursing Education (CCNE).
- accredited by the National Association of Schools of Music (NASM).
- accredited by the Association of College and Business School Programs (ACBSP).
- approved by the Oklahoma Board of Nursing (Conditional Approval).
- approved for Teacher Education by the Oklahoma State Board of Education.
- a member of the International Board of Education (Church of the Nazarene).
- a member of the American Association of Colleges of Nursing.
- a member of the Association of Governing Boards of Universities and Colleges.
- a member of the Oklahoma Independent Colleges and Universities.
- a member of the American Association of Colleges for Teacher Education.
- a member of the Council for Christian Colleges and Universities (CCCU).
- a member of the Association for Continuing Higher Education (ACHE).
- a member of the Christian Adult Higher Education Association (CAHEA).

Heritage

Institutional History

Southern Nazarene University is the recognized university for the South-Central field 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:

1.	A.K. Bracken	1920 - 1928
2.	S.S. White	1928 - 1930
3.	A.K. Bracken	1930 - 1942
4.	S.T. Ludwig	1942 - 1944
5.	Oscar J. Finch	1944 - 1947
6.	Roy H. Cantrell	1947 - 1972
7.	Stephen W. Nease	1972 - 1976
8.	John A. Knight	1976 - 1985
9.	Ponder W. Gilliland	1985 - 1989
10.	Loren P. Gresham	1989 - 2017
11.	J. Keith Newman	2017- Present

Main Campus Facilities

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

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

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

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

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

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

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

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

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

The Royce Brown Building built in 1981, provides classrooms, conference rooms, and office space for the Professional and Graduate Studies (PGS) team of Enrollment, and Student Services, 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, McNair Scholars Program, Fred Floyd Archives, Center for Student Success, Student Support Services, Testing Services, Faculty Resource Center, and School of Theology and Ministry offices. 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 provide 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. and Mary West Science Laboratory, built in 2014, as part of the multi-year, multiphase Campaign for the Sciences, is located south of the W. Don Beaver Science Hall. The 26,000 square foot building houses the offices and lab facilities for the Biology and Chemistry Departments of the Division of Science, Technology, Engineering, and Mathematics.

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

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

The Webster Commons houses a variety of student services, including the SNU Dining, the 405 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.

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

Satellite Locations

Southern Nazarene University-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 is named the Quetzal Education Research Center (QERC) and is located in the heart of Costa Rica. QERC is in tropical mountain cloud forest, high in the Talamanca Mountains.

In addition to our locations listed above, we have active, temporary locations across Oklahoma.

Academic Organization of SNU

Senior Leadership Team

- Keith Newman, Ed.D., University President
- Mark Winslow, Ph.D., Senior Vice President and Chief Academic Officer
- Michael Redwine, Ed.D., Executive Vice President
- Steve Betts, Ph.D., Vice President for Traditional Enrollment
- Gary Cummings, B.S., Vice President for Business and Finance
- Melissa Lewis, D.M.A., Ed.D., Vice President for Academic Affairs (VPAA) for the College of Professional and Graduate Studies
- Shelley Groves, Ph.D., Vice President for Academic Affairs (VPAA) for the College of Undergraduate Studies
- Rev. Larry Morris, M.A., Vice President for University Relations
- Tollya Spindle, M.A., Director of Administration and Communication

Academic Leadership

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

- Registrar's Office
- Information Technology (IT)
- Federal Grants
    - SSS Program
    - McNair Program
- Veteran Educational Transition Success (VETS Center)
- Library
- RENEW Counseling Center

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

- Graduate Studies
- Professional Studies
- Institutional Review Board
- Academic Grants Office

Shelley Groves, Ph.D., Vice President for Academic Affairs (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 Computer Science, Mathematics, and Physics
- Division of Social and Behavioral Science
    - Department of Global Studies

    - Department of History, Politics and Law
    - Department of Psychology
- School of Kinesiology
- School of Nursing
- Honors Program
- General Education
- Center for Student Success
- Disabilities Services

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

Chapter 2 – Admission Policies

Applicants seeking admission to any graduate degree program or coursework in any graduate degree program, must process their application materials through the Enrollment Services which works closely with the programs to which they are making application. Details for each program and individuals associated with each degree program can be found at snu.edu, or applicants may use the following contact information:

Program/Resource	**Telephone**
Enrollment Services	1-800-SNU-GRAD
Counseling	1-405-491-6360
Education & Leadership	1-405-491-6414
Instructional Design and Technology	1-419-786-9950
Rehabilitation and Sport Sciences	1-405-491-6371
Leadership	1-405-491-6624
Business	1-405-491-6671

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

In This Chapter

- Graduate School Admission
- Graduate Transfer Credit
- Re-Entry Admission
- Second Master's Degree
- International Students

Graduate School Admission

Southern Nazarene University offers one Doctoral degree (Doctor of Education) and four master's degrees (Master of Arts, Master of Organizational Leadership, Master of Science and Master of Business Administration). For a full list of all programs, please see pg. 4. Admission and degree requirements for each major are listed individually in the programs' descriptions.

Provisional Admissions Standard

Applicants must meet the minimum standard of a 3.0 GPA in order to attain admittance to graduate programs. Provisional acceptance may be attained upon approval by the program's graduate director and will require that provisionally accepted students must attain the grade of B- or above in each of the first two courses (6 hours) of their respective graduate program. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions, incomplete courses and financial implications. Provisional admission is granted on an individual basis by graduate program directors.

Conditional Admissions Policy

Upon approval by the program's graduate director, applicants may be accepted conditionally upon attaining senior status of a bachelor's degree program. This conditional acceptance will be made full acceptance upon receipt of final transcripts showing an awarded bachelor's degree from a regionally-accredited university and with all other admissions requirements met as stipulated by the program. Conditional admission is granted on an individual basis by graduate program directors.

Re-Admission

All graduate students who have previously attended an SNU graduate program must submit an application and transcripts of any courses taken since leaving SNU. A student dismissed academically or for failure to comply with university policies set forth in the catalog must wait twelve (12) months before applying to begin a graduate program at SNU. The applicant will be required to demonstrate an improvement in motivation or preparation for graduate work. A dismissed student's application for readmission will be referred to the relevant graduate program director or admissions committee for review. If readmittance is granted, the student will re-enter under the academic program/curriculum in effect at the time of re-entry.

Visiting Graduate Student

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

- Being at least within 15 hours of completing the requirements for their undergraduate degree (e.g., have earned a minimum of 105 credit hours for SNU undergraduates)
- 3.0 or higher cumulative GPA.

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

Note that financial aid for visiting graduate students is peculiar to the individual's situation, whether the graduate course credit satisfies undergraduate degree requirements, and other potential factors. Some visiting graduate students may not be eligible for financial aid for their graduate coursework but only for the undergraduate courses in the term. Prospective visiting graduate students should contact their financial aid counselor early in the process of discussing possible graduate coursework with a program director.

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.

Veterans/Military Service Member Admission

Veterans and Military Service Members are required to meet the graduate college admissions requirements. Credit hours listed on regionally-accredited official transcripts will be accepted pursuant to the University's transfer acceptance policies. Veterans and/or children of Veteran's should contact the VETS Center on campus for assistance at 405-491-8295 or 405-717-6299.

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.

Readmission Following Military Service

Southern Nazarene University will readmit eligible students whose enrollment was interrupted by qualifying military service in accordance with 34 CFR § 668.18. Students who meet the applicable federal requirements will be readmitted to their academic program with the same academic status they held when their enrollment was interrupted. If the original program is no longer offered, the University will

provide readmission to the most similar available program, consistent with federal requirements. Readmission under this provision will not require the student to submit a new application for admission.

Notification of Military Service
Students whose enrollment will be interrupted by qualifying military service should notify the University's Registrar's Office or VETS Center as far in advance as reasonably possible. Written notification is preferred for documentation purposes; however, oral or written notification will be accepted, and no particular format is required. Notification may be provided by the student or an authorized military officer or Department of War official. Advance notification is not required when precluded by military necessity. A student who did not provide advance notification may satisfy the notification requirement upon seeking readmission by attesting that qualifying military service necessitated the interruption of enrollment. Notification of military service does not require the student to declare an intention to return to the University.

Notification of Intent to Return Following Military Service
Students seeking readmission following qualifying military service must notify the PGS Enrollment or VETS Center of their intent to return, either orally or in writing. Ordinarily, this notification must be provided within three years following completion of military service. Students who are hospitalized or recovering from an illness or injury incurred or aggravated during military service must provide notification within two years after the period necessary for recovery has ended. Students who do not provide notification within these periods do not automatically forfeit eligibility for readmission but will be subject to the University's general readmission practices, consistent with federal requirements. Eligible students will be promptly readmitted to the next class or classes in their academic program beginning after notification, unless the student requests a later date or unusual circumstances require a later date of readmission.

Cumulative Length of Military Service
Eligibility for readmission under this policy generally requires that the cumulative length of the student's absence from SNU due to qualifying military service, including all previous such absences from the University, not exceed five years. Only time actually spent performing qualifying military service is counted toward this limitation. Certain periods of military service are excluded from the five-year calculation under federal law, including circumstances in which military service obligations extend beyond the student's control. SNU will apply all applicable exclusions and exceptions in accordance with 34 CFR § 668.18(e).

Documentation of Eligibility for Readmission
Students seeking readmission following qualifying military service must provide documentation sufficient to establish that they have not exceeded the applicable military service limitation and that their eligibility for readmission has not been terminated under federal law. Acceptable documentation may include a DD Form 214, military duty orders, a letter from an appropriate military official, or other records verifying the student's service and eligibility. The documentation required will depend on the student's circumstances, and no single form of documentation is required in every case. SNU will not delay or deny readmission by requiring documentation that does not exist or is not readily available at the time of readmission, consistent with 34 CFR § 668.18(g). The Director of the VETS Center, in coordination with the Registrar and the Professional & Graduate Studies Executive Director of Operations, is responsible for reviewing military-service documentation and determining whether the applicable federal readmission requirements have been satisfied.

Termination of Federal Readmission Eligibility
In accordance with 34 CFR § 668.18(h), a student's eligibility for federally protected readmission terminates under the following circumstances:

1. Dishonorable or bad conduct discharge: The student is separated from the Armed Forces, including the National Guard or Reserves, with a dishonorable or bad conduct discharge.
2. Dismissal of a commissioned officer: The student is dismissed from the Armed Forces through a sentence of a general court-martial or, in certain circumstances, by order of the President.
3. Removal from military rolls: The student is a commissioned officer dropped from the rolls under the circumstances specified in federal law.

Students who are no longer eligible for federally protected readmission may still seek admission or readmission under SNU's otherwise applicable policies and procedures.

Academic Status Upon Readmission
Students eligible for readmission following qualifying military service will be readmitted with the same academic status they held when their enrollment was interrupted, consistent with 34 CFR § 668.18. This includes readmission to the same academic program, or the most similar available program if the original program is no longer offered, with the same number of credit hours previously completed, the same academic standing, and the same full-time or part-time enrollment status, unless the student requests or agrees to a different enrollment status.

SNU will make reasonable efforts, at no additional cost to the student, to help returning students become prepared to resume their studies at the point where they left off. If the University determines, in accordance with 34 CFR § 668.18(a)(2)(iv), that reasonable efforts cannot prepare the student to resume or complete the program, or that such efforts have been unsuccessful, the University may determine that federally protected readmission is not required. Such a determination must be reviewed by the appropriate VPAA and the Chief Academic Officer, in consultation with the VETS Center and Registrar's Office.

Tuition and Fee Protections Upon Readmission
In accordance with 34 CFR § 668.18(a)(2)(iii)(E), students readmitted to the same academic program following qualifying military service will be assessed, for their first academic year of return, the tuition and fees they were assessed or would have been assessed during the academic year in which they left SNU. When qualifying veterans' education benefits or other servicemember education benefits will pay all or part of the difference between those charges and the current tuition and fees for the same program, SNU will assess the applicable current charges up to the amount covered by those benefits, not to exceed the charges assessed to other students in the program. For subsequent academic years, or when a student is readmitted to a different academic program, tuition and fees will not exceed those assessed to other students in that program for the applicable academic year.

Graduate Transfer Credit

Master's Programs: A maximum of nine (9) credit hours of equivalent master's-level graduate credit is eligible for transfer into a specific program and only for coursework that is required for the specific program. No course credit may be transferred unless the grade received was at least a "B-" from a regionally-accredited university including the Association of Theological Schools (ATS) Commission on Accreditation. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.

Doctoral Programs: A post-master's doctoral student must take no less than a minimum of thirty (30) credit hours of SNU doctoral-level courses. No course credit may be transferred unless the grade received was at least a "B" from a regionally-accredited university including the Association of Theological Schools (ATS) Commission on Accreditation. Please see the individual program's handbook and/or section in this Catalog for nuances regarding the program's specific transfer policy. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.

All Programs: All coursework transferred towards a degree to substitute for specific program coursework must be no more than ten years old from the time the coursework was completed from a regionally-accredited university (including SNU). Correspondence and nonstandard courses (e.g., MOOC, Boot Camps) are not eligible for transfer unless they are associated with a regionally-accredited university and clearly transcripted.

Transcripts are evaluated on an individual basis. All transferred coursework must also be approved by the program director and the VPAA of PGS. Once a student has been admitted to an SNU graduate program, courses cannot be taken elsewhere to count toward the SNU graduate degree.

Second Master's Degree

A student who holds a master's degree from a regionally-accredited university (including the Association of Theological Schools (ATS) Commission on Accreditation; and SNU) may earn a subsequent master's degree by completing all program requirements required for the subsequent degree including the number of prescribed credit hours. A student may transfer up to nine credits from previous graduate coursework that is not associated with a conferred degree; a course may only be counted for one degree. All coursework transferred into the second degree must be no more than ten years old from the time the coursework was completed.

The transcript from the most recently completed degree will be used for GPA evaluation with admission at the discretion of graduate program directors.

International Students

Southern Nazarene University is glad to welcome international students on the Bethany home campus and Tulsa satellite campus for face-to-face programs. International students need to pay careful attention to remain in compliance with all federal regulations. In all situations, international students 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 student 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:

- Students are required to attend face-to-face instructions at all times. The Zoom or online option is ***only*** available to students who may face temporary illness or a short-term extenuating circumstance. In all cases, international students should notify and provide an explanation to the DSO anytime they are absent from a face-to-face class.
- Students must be verified at the beginning of each term based upon classroom recorded attendance.
- Any changes in a student'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 student's VISA.
- Students nearing the completion of their program who may have to repeat a class should notify the DSO. This may require updates on the SEVIS interface.
- Students who struggle financially with living and tuition costs should notify the DSO.
- Students who are eligible for CPT (Curricular Practical Training) are only students whose program requires working internships, or practicums. A student must contact the DSO for CPT.

After program completion:

- A student 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 student must contact the DSO for information regarding this program.
- A student 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.
- Students 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 student and must be reported in the SEVIS interface.
- Students 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 student, then the student will be in violation of the VISA program and are subject to deportation.

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

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

International students 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

Chapter 3 – Academic Policies and Procedures

The majority of policies & procedures are the same across graduate programs; however, because of the nature of the programs, some policies apply only to a particular program or delivery system. Some graduate programs publish their own program-specific handbooks that contain program-specific policies and procedures. These handbooks function as official extensions of this catalog.

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

In This Chapter

- Graduation Requirements
- Academic Limitations
- Class Attendance
- Grades and Grade Point Averages
- Appeals
- Course Numbering
- Thesis Defense/Exit Evaluation
- Commencement and Degree-Granting
- Online Learning Policies
- Computer Use and Ethics
- Academic Integrity
- Institutional Review Board

Graduation Requirements

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

- Certificate—12 semester credit hours
- Associate's Degree—60 semester credit hours
- Bachelor's Degree—120 semester credit hours
- Master's Degree—30 semester credit hours beyond the bachelor's degree
- Doctoral Degree—57 semester credit hours post master's degree

Note: The word "semester" used here is in the general sense. At SNU, a "term" is a six-month period; Fall term: July to December, and Spring term: January to June.

The following requirements must be met when applying for graduation:

1. Admission to full standing for each program.
2. Completion of a planned program of the required semester credits (programs vary from 30 to 60 credits—see program sections). Minimum grade requirements for graduation are given in the Grade Policy section on pg. Grades and Grading Policy.
3. For the student following a non-thesis plan, satisfactory performance on the exit evaluation.
4. For those taking the thesis option, submission and defense of an acceptable thesis.
5. All students must complete and pass a capstone assignment that assesses overall minimum professional competencies as a requirement for graduation from any respective graduate program.
6. Submission of an application for graduation early in the term before expecting to complete requirements for graduation. Graduate students will work with their appropriate program office to submit applications at the appropriate point in the program sequence.

Academic Limitations

Statute of Limitations
Coursework for the Master's degree must be completed within six years of the date of the first registration in a degree program.

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

- 6911 Continuing Internship
- 6991 Continuing Thesis/Capstone
- 7991/7993 Continuing Dissertation

Each will be a one credit hour course (except for the 7993 option for three credits) that will be billed at the normal rate per credit hour for the particular program. If thesis/capstone work is not completed at the end of the 4 terms, students may petition for an extension to be granted by the Program Director and the VPAA for Professional and Graduate Studies.

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

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

Independent and Directed Study
An independent or directed study operates under the direct supervision of a faculty member and is available to individual students under the following circumstances:

- **Independent Study**: An independent study is an intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research,

and/or other structured learning activities. Work assignments will be designed by the student and faculty member who will supervise the study. The independent study option is not intended to duplicate an existing course within the University's curriculum.

- **Directed Study**: When an unresolvable schedule conflict occurs for a regularly scheduled course, a directed study under the supervision of a faculty member may be undertaken. For courses with a face-to-face component, additional work must be provided to offset the class seat time. A directed study is forward facing for an upcoming schedule conflict; it is not intended to retroactively replace a grade for an already completed course.

Generally, an independent and directed study requires a student to invest at least 45 hours for each credit hour of the study. A maximum of six credit hours of independent or directed study can be used toward a degree unless the program allows fewer.

Full-Time Course Load
Full-time, normal course load is at least six credit hours during a 6-month term without any overlapping accelerated courses. Any exceptions made to the regular course sequence and normal load requires the Program Director's approval.

Class Attendance

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

International Students
International students 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 student 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 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 course forms of religious observance (dress, fasting, specific prayer times) that may affect their full participation in the course.

Students 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 student expects to be absent due to the observance of a religious holiday. Students 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 student 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 student is expected to make up all work according to an instructor-emailed timetable and plan. 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. 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 and Class Attendance

Southern Nazarene University is committed to supporting students who fulfill military service obligations, including members of the United States Armed Forces, Reserve components, and National Guard. The University provides appropriate academic accommodations for military-related absences and protects the readmission rights of eligible students whose enrollment is interrupted by military service, in accordance with applicable federal law, including 34 CFR § 668.18.

Temporary Military-Related Absences and Course Reentry
Students whose military service obligations require temporary absences from an enrolled course will be provided appropriate academic accommodations to support their continued enrollment and successful completion of the course. Such accommodations include excused absences and opportunities to complete missed coursework without late penalties attributable to military service.

Students should notify their instructors in writing as early as reasonably possible. However, oral notification will also be accepted when circumstances prevent written notification, consistent with federal requirements governing military service. Advance notification is not required when military necessity prevents it.

Instructors will work with students to establish reasonable arrangements and timelines for completing missed coursework while maintaining the academic requirements and learning outcomes of the course. Certain essential learning activities, including clinical experiences, laboratories, and field experiences, may require alternative arrangements when the original activities cannot reasonably be replicated.

Duration of Temporary Military-Related Absences
For Graduate Studies courses (including doctoral courses) offered during a standard 6-week course, a temporary military-related absence is defined as an absence equivalent to no more than 25% of instructional time or of scheduled instruction. For courses offered in shorter or longer terms, the corresponding period will be determined proportionally based on the scheduled duration of the course (25% of military-sanctioned absence). Military-related absences within the applicable period will not count toward the student's ordinary attendance allowance and will not result in attendance-related grade penalties.

When a student's combined ordinary and military-related absences raise concerns about the successful completion of a course, the instructor, in consultation with the Program Director, will determine whether the student can reasonably fulfill the essential academic requirements and learning outcomes of the course through appropriate accommodations.

Qualifying military-related absences will not, by themselves, trigger administrative withdrawal under the University's general nonattendance policy. Military-related absences exceeding the applicable period will require an individualized review of available academic options, including continued enrollment with appropriate accommodations or withdrawal from the affected course, as applicable. An absence exceeding the applicable period will not, by itself, require withdrawal from the University.

Extended Military-Related Absences and Course Withdrawal
When military service obligations require a student to miss more than the applicable period of scheduled instruction described above, the instructor, in consultation with the Program Director, will evaluate whether the student can reasonably complete the essential academic requirements and learning outcomes of the course through appropriate accommodations. When successful completion remains feasible, the student may continue in the course under an agreed-upon plan for completing missed coursework. When completion is not reasonably feasible, the student may withdraw from the affected course without academic penalty attributable to military service. Withdrawal from an individual course does not, by itself, require withdrawal from other enrolled courses or from the University.

Military-Related Incomplete Course Grades
A student whose military service obligations prevent completion of required coursework within the scheduled term may request an Incomplete (I) grade when the instructor determines that the remaining academic requirements can reasonably be completed after the course has ended. Military service obligations constitute an appropriate circumstance for consideration of an Incomplete grade. The request, approval process, and completion deadlines will follow the University's established Incomplete grade policy, including provisions for an approved extension when warranted by continued military service obligations. An Incomplete grade is not guaranteed and will be granted only when the student can reasonably fulfill the essential academic requirements and learning outcomes of the course.

Military-Related Course Withdrawal and Tuition Treatment
Students who withdraw from an enrolled course because military service obligations prevent its completion will be eligible for a tuition waiver when subsequently repeating the affected course, subject to the refund limitations and eligibility requirements described below. Eligibility and the amount of the waiver will be determined in coordination with Financial Services, based on any tuition refund received for the original course and verification of qualifying military service by the VETS Center in coordination with the Registrar's Office.

Students who receive a full tuition refund for the withdrawn course are not eligible for an additional tuition waiver when repeating that course. When a partial refund is provided, the tuition waiver for the repeated course will be adjusted so that the combined benefit does not exceed the tuition otherwise charged for the affected course. Financial Services will coordinate applicable refunds and tuition waivers to prevent duplicate tuition benefits. The waiver applies to tuition only and does not automatically include course fees, materials, or other educational expenses.

Military-related course withdrawals will be recorded with a grade of W and will not negatively affect the student's grade point average. The University will administer these provisions in accordance with applicable federal requirements governing military-related withdrawals, financial aid, and veterans' educational benefits.

Graduate Studies students whose enrollment at SNU is interrupted by military service should refer to the Readmission Following Military Service policy in Chapter 2, Admissions Policies, Graduate School Admission Section in the graduate catalog on page 22 for information regarding eligibility, notification requirements, and federally protected readmission rights.

Drop and Withdrawal Policy
Please refer to the withdrawal policy for an explanation of charges in the Grades & Grading Policies in the next section of this catalog.

Grades and Grading Policy

SNU Graduate Studies issues the following grades. While it is intended that this Catalog will remain in force during the period for which it is issued, the University reserves the right to make whatever changes in curricula or policies are necessary from time to time.

A	(93-100%)
A–	(90 - 92%)
B+	(87 - 89%)
B	(83 - 86%)
B–	(80 - 82%)
C+	(77 - 79%)
F	(<77%)
DC	Deferred Credit
NC	No Credit
W	Withdrawn
X	Continuing Thesis
I	Incomplete

Throughout coursework, graduate students are expected to make As and Bs in their courses. However, in order to pass a course a C+ or above is required. A student is allowed two C+'s for the duration of their graduate program of study. If a student receives lower than a C+ on a course, they must retake the course to improve their grade. Failure to make a C+ or higher on a second attempt at a course will lead to academic dismissal. Additionally, students who receive more than two grades of C+ or lower (whether or not the course is retaken) will be academically dismissed from the program.

Please refer to program-specific handbooks for more detailed policies related to grades and remediation.

Drops and Withdrawals (Five-, Six-, and Eight-Week Courses)

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

* 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.

Note: Due to the unique nature and accreditation requirements of the MS in Physician Assistant program, the Withdrawal and Refund policies for MSPA learners can be found in the SNU PA Program Student Handbook.

Notes

- **Dissertation Course Withdrawal:** Due to the special nature of dissertation courses, see pg. 35 for nuances associated with withdrawing from a dissertation course.
- **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 student is absent the first two weeks which results in an administrative drop.
- **Books/Fees:** Students are responsible for book charges if books are not returned in accordance with Slingshot's book cancellation and return policy (note: Slingshot was formerly known as Tree of Life). To drop for the full refund of fees, the student must email the advisor, program coordinator, or program director with stated intent to drop prior to the start of Week 1.

Dissertation/Research Course Withdrawal Policy

Due to the unique nature of doctoral-level research (either on campus or in absentia), dissertation/ research course lengths are defined as such:

- Dissertation 1/ Research 1 (ED 7911/7191) in first term runs from the first day of the first didactic course to the end of that first term, Dec. 31 (Fall) or June 30 (Spring);
- Dissertation 2-5/Research 2-5 (ED 7921/7291, ED 7932/7392, ED 7943/7493, ED 7952/7592) in the next four terms run the entire length of each term;
- Dissertation 6/Research 6 (ED 7963/7793) in the last term runs from July 1 to Nov. 1 (Fall) or Jan. 1 to April 1 (Spring).

If the doctoral student drops before any classes are billed for the term (before the 2nd week of the first regular class in the term), the dissertation charges along with class charges will be removed.

If the doctoral student is charged for any regular class during a term:

1. The student will be charged a minimum of 1 dissertation credit hour.
2. If the term is one in which the student is enrolled in 2 or 3 dissertation credit hours,

   2a) and the student submits written notification to withdraw **on or before Sept. 30th** for the fall term, and/or **March 31st** for the spring term, then the student is charged a minimum of 1 credit hour PLUS 50% of remaining dissertation charges.

   For example, consider the charges for a 2-credit hour dissertation term =
   $799 (1 credit hour) + $399.50 (1/2 of the additional 1 credit hour) = $1,198.50.

   Or consider a 3-credit hour dissertation term =
   $799 (1 credit hour) + $799 (1/2 of the additional 2 credit hours) = $1,598.00.

   2b) and the student submits written notification to withdraw **on or after Oct. 1st** for the fall term, and/or **April 1st** for the spring term, then the student is charged for the dissertation charges in full (1, 2, or 3 credit hours, depending on term enrollment).

Incompletes
An Incomplete grade ("I") is given only in exceptional circumstances with compelling reasons and is discussed between the instructor and student near the end of the course. An Incomplete may be requested by the student to the course instructor before the end of a course and before course grades are submitted. The course instructor will consult with the Program Director to determine if the “I” will be granted.

The Incomplete form must detail remaining course assignments and due dates. The instructor will complete and submit the form via the online portal, SNU Forms. Email verification of the submitted form will be sent to the student, as well as to the Program Director for approval. Final approval for the Incomplete will be granted by the Program Director before being sent to the Registrar's Office. Incomplete work must be submitted according to the schedule determined by the course instructor, in consultation with the Program Director, and within six months from the last date of the course. Extension of the completion period requires approval by the Program Director.

A student may not be given a second Incomplete concurrently with a first. Master’s and/or doctoral students may be granted a maximum of three Incompletes throughout their program. Exceptions may be granted to this policy through the Extraordinary Circumstance Request form. Students should contact their Program Director for more information.

DC - Deferred Credit
Graduate courses including components such as internships, practicums, or field-experiences that necessitate going past the term in which the course originates are eligible for the deferred credit (DC) grade option. Upon fulfillment of the course requirements, the instructor will complete a Grade Change form with the Registrar's Office within two weeks of the fulfilled requirements. If no grade change is submitted, a DC grade will remain on the transcript until the statute of limitations for graduation is reached upon which the DC will revert to an “F.” Graduate students are not eligible for degree completion if any DC grades remain on the transcript.

X - Continuing Thesis
For graduate courses including thesis or dissertation research components in which a student needs additional time for writing, research, or data collection, the appropriate research advisor (e.g. dissertation director) may assign a grade of “X” to allow a student to proceed with further coursework in the program. Upon fulfillment of the required research components specific to the course, the research advisor will complete a Grade Change form with the Registrar's Office within two weeks of the fulfilled requirements. Graduate students are not eligible for degree completion if any “X” grades remain on the transcript.

Grade Appeal

If a student believes the grade reported by an instructor is unfair or if there is a dispute between the student and instructor over the assessment of work completed in a course, the student has the right to appeal the grade.

Pre-Appeal

1. Within 90 days following the issuance of the final course grade, the student should discuss the request with the faculty instructor who assigned the grade to seek a resolution.
    a. In that setting, the student and instructor should make sure 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.
    b. Although a student may request 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.
2. If no grade change is deemed appropriate by the instructor, the student may initiate a formal appeal.

Formal Appeal Request

3. If the Pre-Appeal procedure does not result in a grade change, the student may initiate a formal appeal with the Graduate Program Director.
4. The Graduate Program Director will request written information from the student regarding the reason for the appeal and the course instructor to explain and document the basis used for determining the student's course grade.

Appeals Board

5. The Graduate Program Director will submit all materials to the VPAA of PGS who will determine if the appeal warrants being heard by the appeals board.
6. If a hearing is convened, the appeals board will include the VPAA of PGS and their following appointees: a program director outside of the student's program and three additional graduate faculty.
7. The appeals board will act solely on the basis of the written materials submitted (additional information may be requested by the board). Neither the faculty instructor nor the student will participate in the appeals board's deliberations unless requested to do so by the board.
8. The VPAA of PGS will communicate the final decision with a written explanation to the student, the faculty instructor, and Graduate Program Director.
9. The VPAA of PGS will submit any grade change to the Registrar as needed. The appeals board is considered the highest formal level of appeal.

Note: Due to the unique nature and accreditation requirements of the MS in Physician Assistant program, the Grade Appeal policy for MSPA learners can be found in the SNU PA Program Student Handbook.

General Policies

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

Students 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 student should meet with their academic advisor for help with planning their return. Students on an approved LOA will be considered enrolled and would be eligible for an in-school deferment for student loans. Federal student aid and in-school deferment may be negatively affected if a student fails to apply for an LOA or the application is denied. This impacts student who receive federal student aid or who want loan deferment while in school.

Students 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 student's return. The leave of absence may not be more than 180 days and must begin and end in the same financial aid award year. Students who have class waivers may use the LOA policy for continued enrollment during waived classes.

A student 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 student may not accumulate more than 180 days of LOA in a 12-month period. A student must state the date they intend to return from the LOA. Extensions can be made during the LOA if the student 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 student to return at the same point they left the program.

If a student fails to return from an approved LOA by the date stated on the application, or any approved extension, the student'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 student'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 student loans. If a student returns early from a LOA, the LOA will be shortened according to the student's return date, but the student still must return at the point they left the program.

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

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

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

Note: Due to the unique nature and accreditation requirements of the MS in Physician Assistant program, the Leave of Absence policy for MSPA learners can be found in the SNU PA Program Student Handbook.

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

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

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

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

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

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

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

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

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Parent Loans to Undergraduate Students (PLUS)
- Federal Pell Grant • Federal SEOG

- Other Title IV Grant Programs

Please refer to the Drop and Withdrawal Policy on pg. 33 in the Grades & Grading Policies earlier in this Catalog.

Course Numbering

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

- Courses numbered 7000-7999 are designed for doctoral students only.
- Courses numbered 6000-6999 are designed for graduate students only.
- Courses numbered 5000-5999 are graduate level courses and may be open to select undergraduate seniors with permission of the VPAA of PGS.
- Courses numbered 3000-4999 are advanced upper division undergraduate courses that may be open to graduate students when the Graduate Council has approved these courses and the professor is a member of the graduate faculty or has been approved by the VPAA of PGS. These courses are included in the departmental listings of courses of instruction in this catalog.

Thesis Defense/Exit Evaluation

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

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

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

Commencement and Degree-Granting

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

Online Learning Policies

Questions related to graduate online policies and procedures should be directed to the specific graduate program office.

Computer Use and Ethics

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

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

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

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

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

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

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

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

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

Use of SNU computers for commercial purposes is prohibited.

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

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

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

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

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

Security
Owners and users of computer networks operate in an interdependent environment that necessitates joint ownership of institutional information. Reliability and accessibility of information is critical to the successful operations of SNU. Accessing a computer system without authorization is a federal offense (Title 18 of the United States Code Section 2701). Computer users must not attempt to modify system facilities or attempt to crash the system. Users should not attempt to subvert the restrictions associated with their computer accounts, the networks of which SNU is a member, or microcomputer software

protections. Loopholes in computer security systems or knowledge of a special password should not be used to breach security by:

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

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

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

SNU personnel discovering violations of these policies should report to their direct supervisor, who will report incidents to the appropriate office (Office of Academic Affairs, Office of Student Development, or Office of Human Resources). Information related to violations will be shared among these offices and the appropriate disciplinary procedures will be followed in keeping with SNU policy for students and employees.

Violations of these policies will be dealt with in the same manner as violations of other SNU policies and may result in disciplinary review. In such a review, the full range of disciplinary sanctions is available. These include, but are not limited to, the loss of computer use privileges, immediate dismissal from SNU, and legal action. Violations of some of the above policies may constitute a criminal offense. Criminal offenses may be subject to a fine of not more than $5,000 or imprisonment for not more than six months, or both.

Appeals related to any disciplinary actions resulting from violations of these policies should be taken to the VPAA of PGS.

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 with or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (plagiarism).

3. The use of a textbook, notes, information on the internet, etc. during an examination without permission of the instructor.
4. The receiving or giving of unauthorized help on assignments.
5. Tampering with experimental data to obtain a "desired" result or cheating results for experiments not done (dry labbing).
6. Tampering with or destroying the work of others.
7. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
8. Lying about these or other academic matters.
9. Falsifying college records, forms or other documents.
10. Unauthorized access of computer systems or files. Academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation.

The Use of Artificial Intelligence (AI) in Coursework

While the SNU academic community embraces the exploration of emerging technologies like artificial intelligence (AI), we value the integrity of the learning process and the discerning use of technologies to advance, not detract, from learning gains.

- The use of AI text generation tools within versions of ChatGPT, Grammarly, and others is not allowed unless expressly permitted by the course instructor.
- The use of paraphrasing tools such as Quillbot, Spinbot, and others to paraphrase or copy information from sources without proper acknowledgment of sources is not allowed unless expressly permitted by the course instructor.

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

Faculty members are required to meet with students involved in an integrity issue and are required to report all infractions of the integrity policy using the Academic Integrity Violation Reporting Form linked in the SNU Faculty Knowledge Base. Subsequent violations at any point in the student's academic career will result in the involvement of the VPAA-PGS or the 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 judgement of the individual faculty member.

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

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

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

Note: Due to the nature and accreditation requirements of the MS in Physician Assistant program, the Academic Integrity policy for MSPA learners can be found in the SNU PA Program Student Handbook.

Institutional Review Board

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

No data for a research project can be collected before receiving IRB approval; therefore, researchers should allow sufficient time for IRB review. The three categories of review are listed below, and one application form covers all three categories. The categories are as follows:

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

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

Full Board – A full board review is required for research that is not eligible for exempt or expedited review. This type of research involves more than minimal risk, vulnerable populations, intentional deception, or personally intrusive procedures. The application must be complete before the review is

initiated, including receipt of any revisions requested by the preliminary review. The review process takes from three to six weeks.
Depending on the type of research project, other supporting documents will be required in addition to the application form (Handbook Appendix A). Types of supporting documents include:

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

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

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

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

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

Chapter 4 – Financial Information

Southern Nazarene University is among the most affordable Christian colleges in the country. To maximize this value, students are encouraged to complete the FAFSA (Federal Financial Aid). For the most current financial information related to financial assistance, visit the SNU-PGS Web site: https://pgs.snu.edu/financial-aid

In This Chapter

- Tuition and Fees
- Financial Assistance

Tuition and Fees

Each of the graduate programs has different tuition and fee structures. The 2026-2027 Tuition and Fees for Graduate Programs are as follows.

Master of Business Administration (MBA) Credit hours in program 34 Tuition price per credit hour $659	**Master of Science in Management in Strategic Management (MSM)** Credit hours in program 31 Tuition price per credit hour $659
Master of Business Administration - Healthcare Administration (MBA-HA) Credit hours in program 34 Tuition price per credit hour $659	
Master of Science in Counseling Psychology (MSCP) Credit hours in program 60 Tuition price per credit hour $659 **Master of Arts in Applied Psychology (MAAP)** Credit hours in program 30 Tuition price per credit hour $659	**Master of Arts in Sport Management and Administration (MASMA)** Credit hours in program 36 Tuition price per credit hour $569 Professional Connections Trip (optional): Check with program director for trip costs
Master of Science in Exercise Science – Health and Human Performance (MSES) Credit hours in program 36 Tuition price per credit hour $629	
Doctor of Education in Administration and Leadership (DEAL) Credit hours in program 57 Tuition price per credit hour $799 Optional laptop purchase of $1,150 applied to bill on the first course	**Master of Arts in Educational Leadership (MAEL)** Credit hours in program 36 Tuition price per credit hour $525 Optional laptop purchase of $1,150 applied to bill on the first course

Master of Arts in Administration of Special Education (MAASE) Credit hours in program 36 Tuition price per credit hour $525 Optional laptop purchase of $1,150 applied to bill on the first course	**MAEL courses for Alternative Certification Plan or Troops to Teachers credit hours to be determined based on need.** Tuition price per credit hour $525 **Alternative Cert. Plan does not include a tech package**
Master of Arts in Teaching (MAT) Credit hours in program 30 Tuition price per credit hour $525 Optional laptop purchase of $1,150 applied to bill on the first course	**Master of Organizational Leadership (MOL)** Credit hours in program 33 Tuition price per credit hour $549
Master of Science in Instructional Design and Technology (MS-IDT) Credit hours in program 30 Tuition price per credit hour $549	**Instructional Design and Technology Certificate (IDT Cert)** Credit hours in certificate. 12 Tuition price per credit hour $549

Financial Assistance

Financial Assistance refers to all federal and state assistance. Financial Assistance is specifically used to help students with the costs of graduate education. Federal financial aid is provided for eligible students through federally funded programs. Assistance from the Graduate Studies Financial Assistance Office (Bresee building) and is available by phone at 405-491-6310, or by e-mail at pgsfinaid@snu.edu.

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

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

Payment Plans
Payment plans are available through contacting the SNU Graduate Studies Financial Services Coordinator at phone 405-717-6237.

Chapter 5 – Programs and Curricula

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

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

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

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

In This Chapter

- Graduate Programs in Counseling
- Graduate Programs in Education and Leadership
- Graduate Programs in Instructional Design and Technology
- Graduate Programs in Rehabilitation and Sport Sciences
- Graduate Programs in Leadership
- Graduate Programs in Business
- Graduate Programs in Theology and Ministry

Graduate Programs in Counseling and Psychology (GPCP)

Program Information
We believe Christ is the center of healing and human flourishing. Our mission is to prepare clinicians who combine evidence-based care with the compassion, humility, and hope of Jesus.

Rooted in the Wesleyan-Holiness tradition, we cultivate an integrative mindset that unites psychological science and Christian theology. We train counselors to see people as image-bearers, nurturing them toward wholeness.

To fulfill this mission, the SNU GPCP is preparing graduates by accomplishing the following Program Objectives:

- To develop professionalism.
- To develop competency.
- To develop self-reflectiveness.
- To develop the capacity for the integration of faith and values with psychological and counseling practices.

Program Learning Objectives
Objective #1 (MAAP & MSCP) - Students will develop competence in theoretical and practical knowledge in the following areas:

Assessment
1A: Students will demonstrate basic awareness and competence in evidence-based family, psychological, and career assessment techniques, procedures, interpretation, and report writing.

Diagnosis
1B: Students will demonstrate an awareness of diagnostic criteria and effectively provide appropriate diagnosis or psychopathological heuristics.

Research
1C: Students will demonstrate competence regarding appropriate literature review, development of hypotheses, and application of research design.

Cultural Responsiveness & Diversity
1D: Students will demonstrate awareness and competency in using psychological practices and assessment approaches sensitive to diverse cultural and identity concerns, finding opportunities to serve others, enacting social justice, and promoting general welfare.

Objective #2 (MAAP & MSCP) - Students will develop professional identity and ethical competency through the following:

Professional Identity
2A: Students will demonstrate an understanding of the role, function, and fit of clinical mental health and psychological professionals within a larger system of health services.

Law and Ethics
2B: Students will demonstrate knowledge of the legal and ethical standards of health service professionals (counseling and psychological research) and its application through an ethical decision-making model.

Integration
2C: Students will demonstrate an ability to understand and relate psychological theory and principles according to one's own faith tradition and/or value system.

Objective #3 (MSCP only) - Students will develop competence in theoretical and practical knowledge, as well as applied knowledge and experience in the following areas:

Foundational Counseling Methods
3A: Students will demonstrate competence in counseling helping skills, the development/maintenance of the therapeutic relationship, including insight and self-awareness, and effectively communicating case material through writing.

Case Conceptualization
3B: Students will demonstrate understanding and contextually appropriate application of biological, developmental, psychological, and sociocultural theoretical models.

Treatment Planning
3C: Students will demonstrate theoretically consistent and evidence-based planning for therapeutic treatment including individual, systems-based, and group modalities.

Program Overview
The GPCP teaches a generalized approach to psychological practices and counseling that offers students the flexibility to develop expertise in applied interventions with a wide range of specific problem/content areas (e.g., substance abuse, domestic violence, vocational exploration, etc.) through a range of therapeutic methodologies (e.g., individual counseling, marriage and family therapy, play therapy, group therapy, etc.). The course offerings are dictated in large part by standardized licensure areas of study as well as general areas that align with field standards for the study of counseling.

The curricular design of the GPCP is structured around a face-to-face, modularized (one course at a time) format. The courses are completed sequentially to allow focused study on one subject area at a time. Courses are arranged in a six-week format with class one evening a week from 6:00 p.m. to 10:00 p.m. All courses are made up of 24-hours of in-class educational experience, while much of the learning is done through extensive study, including reading, assignments, and other class-related activities that will occur outside the classroom in preparation for participative learning experiences during class hours.

All admitted applicants are accepted into either the Master of Science in Counseling Psychology (MSCP) degree or the Master of Arts in Applied Psychology (MAAP) degree. Both degree programs share a 30-hour core of courses designed to offer foundational applied psychological coursework over three terms. The MAAP degree program consists of the 30-hour core courses only. The MSCP degree is a 60-hour minimum program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). The MSCP degree requires the successful completion of the 30-hour core courses, as well as an additional 21 hours of coursework, four (4) hours of practicum training, and five (5) hours of internship training. MSCP students failing to meet progress standards in the MSCP program, but have successfully completed all MAAP degree requirements, may be eligible for the MAAP degree only. MAAP students who meet certain requirements may be admitted to the MSCP program with approval of the GPCP faculty.

Admission Requirements

The faculty and administration in the GPCP take the discipline of psychology and the process of training counselors very seriously. The application process is therefore very thorough and critical to both the admissions and educational process. The faculty and administration greatly value the application process and accept only those applicants whom the faculty believes will make the best counselors. Completion of the GRE is not required for admittance. The program's desire is for the admissions process to allow the faculty to get to know each applicant as a person in order to determine if that person will be a good fit for the program, and that the program will be the right fit for the applicant. Also, the faculty firmly believes that the program is challenging, demands excellence from its students, and more than adequately prepares all students for the variety of situations faced as a counselor. The faculty is looking for future students who can excel in the classroom, be flexible in thought, and can connect with and engage others from various backgrounds and circumstances.

Application Deadlines

- Fall term (Early Admission: March 1st; Regular Admission: July 15th)

Application Process

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

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

International Students: Please learn more about the application requirements at http://snu.edu/international-admissions/

If you need assistance with a learning, physical, or psychological disability that may affect your application process, we encourage you to contact the Office of Disability Services (M-F 8:00-5:00). All students with disabilities are encouraged to seek assistance from the Accommodations Specialist in Disability Services.

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

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

Step 3b: If you do not meet the application requirements, please contact the College of Professional and Graduate Studies at (405) 491-6332 and they will provide you with options to consider.

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

Application Materials Descriptions

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

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

Writing Packet - The submission of a personal statement offers applicants the opportunity to communicate to the GPCP their overall fit with the program. The personal statement will convey the applicant's ability for self-reflection, their capacity to be present with and serve others, their understanding of the responsibilities and obligations of a professional counselor, and their readiness for the academic demands of graduate work in counseling. This document will be evaluated in terms of the applicant's capacity for written expression. Only self-disclose regarding particulars to the extent that is appropriate for you. Please complete the personal statement and upload it to your online SNU application account.

Background Check Release - The GPCP requires a background check for all applicants. Filling out and sending in the background check release allows the program to conduct the background check.

Admittance Fee - Applicants are not required to submit an application fee prior to their interview. If an applicant is accepted into the program and chooses to accept the invitation to join the program, there is a non-refundable $150 deposit to hold the applicant's spot after admittance.

Interview Process - The interview is designed to assist the faculty in determining the fit between the applicant and the program/profession. The program seeks to admit students who best reflect key characteristics of effective counselors in the field. The interview process itself will consist of two individual interviews, one group activity, and the chance to ask current students about their experience within the program.

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

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

Master of Science in Counseling Psychology (MSCP)

The Master of Science in Counseling Psychology (MSCP) degree is a 60-hour minimum program designed to meet the state of Oklahoma's academic licensure requirements for the Licensed Professional Counselor (LPC). Acceptance into the MSCP degree requires the successful completion of all requirements of the MAAP degree program (see further below) and approval of the GPCP faculty.

The MSCP degree, in addition to the 30 hours of the MAAP degree, consists of a minimum of 21 additional hours in counseling-specific coursework, including counseling methods, theoretical foundations and applications, and treatment. In addition to the courses, MSCP students complete 150 hours of practicum hours (4 credit hours) and 450 hours of internship (5 credit hours) for a total of 600 hours. Within those 600 hours, 250 are direct client contact hours. Work on both components of the program (courses and practicum/internship) occurs simultaneously.

Also offered are optional program extension electives that meet the academic licensure requirements for the Licensed Alcohol and Drug Counselor (LADC) in the state of Oklahoma, as well as the academic requirements of the Association for Play Therapy in Oklahoma to become a Registered Play Therapist. For students in the MSCP degree program, meeting LADC requirements or Play Therapy requirements will involve additional coursework beyond the 60-hour minimum requirement.

Students pursuing the MSCP degree also have the option to take additional Thesis and any Continuing Thesis credit hours to complete a master's thesis research project. Such a project would be supervised by a GPCP faculty member and can be used to prepare the student for work in a doctoral degree program. The master's thesis is not a requirement of the MSCP degree program.

MSCP courses are completed over six (6) non-traditional, accelerated terms in approximately three years. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. Courses will meet one night a week for a four-hour session. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

MSCP – 60 Credit Hours

Course Number	Course Title	Credit Hours
Term 1		
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 6403	Neuropsychopharmacology	3
Term 2		
PSY 6133	Research Methods I	3
PSY 6443	Human Sexuality	3
PSY 5153	Survey of Psychological and Cognitive Assessment	3
PSY 6293	Philosophy of Interpersonal Relationships	3

Term 3

PSY 5192	Practicum I (for MSCP approved students only)	2
PSY 5333	Orientation to the Profession of Counseling	3
PSY 5283	Legal and Ethical Issues in Counseling	3
PSY 6593	Cultural Responsiveness and Diversity in Counseling	3

Term 4

PSY 5292	Practicum II	2
PSY 6113	Theories and Techniques of Counseling I	3
PSY 6123	Theories and Techniques of Counseling II	3
PSY 6253	Marital and Family Systems Theories	3

Term 5

PSY 6192	Internship I	2
PSY 6213	Group Psychotherapy Techniques	3
PSY 6303	Counseling Children and Adolescents	3
PSY 5233	Alcohol and Drug Addiction and Assessment	3

Term 6

PSY 6493	Internship II	3
PSY 5223	Career Assessment and Counseling	3

MSCP Program Extension Electives

Drug and Alcohol Counseling Electives

PSY 6223	Drug & Alcohol Theories	3
PSY 6263	Addiction & Crisis Intervention	3
PSY 6373	Family Dynamics of Addiction	3

Child and Play Therapy Electives

PSY 6313	Introduction to Play Therapy	3
PSY 6323	Specialized Techniques in Play Therapy	3
PSY 6363	Advanced Clinical Play Therapy	3

Practicum

In addition to the courses, MSCP students will complete 150 hours of practicum work over the course of two terms. The practicum is a vital component of counselor preparation and allows students supervised introductory experience in counseling situations. Practicum work spans two terms and students will be enrolled in the Practicum I course and the Practicum II course sequentially. Practicum I begins in the third term of the 30-hour core curriculum for students who are approved for the MSCP program. Practicum II begins in the fourth term. Practicum training is completed and supervised by the GPCP through its internal training clinic, Renew Counseling Center.

Internship
MSCP students will also complete 450 hours of internship work over the course of two terms. Enrollment in in-class courses and internship occurs simultaneously. The internship is a vital component of counselor preparation and allows students supervised intermediate and advanced experience in counseling situations. Internship work spans two terms and students will be enrolled in the Internship I course and the Internship II course sequentially. Internship I begins in the fifth term of the MSCP curriculum. Internship II begins in the sixth term. Internship training is completed and supervised at approved clinical settings.

Thesis
In addition to the courses, MSCP students have the option to complete a research project and corresponding master's thesis. Students who choose this option will complete the research work and thesis while also being enrolled in courses and completing clinical training (practicum and internship). Work on a thesis begins in the Research Methods I, requires approval by the GPCP faculty, and culminates in a thesis defense prior to graduation.

Capstone Project and Exit Evaluation
In the MSCP program, the exit evaluation must be completed prior to graduation. This occurs in conjunction with the completion of the capstone project: the Clinical Competency Interview (CCI). The CCI is a way for students to demonstrate clinical competency through the capacity to synthesize various clinical components learned throughout the program and during clinical training (i.e., assessing, diagnosing, and treating clients).

Master of Arts in Applied Psychology (MAAP)

The Master of Arts in Applied Psychology (MAAP) degree is a 30-hour program designed to offer foundational applied psychological coursework over three terms. The MAAP is not intended to meet the academic requirements for any licensure in Oklahoma or other states, but rather provides students with the foundational knowledge and skills that can be applied across most helping professions, including the psychological areas of assessment, diagnosis, research, cultural responsiveness, as well as understanding professionalism, legal and ethical concerns, and integration with values and beliefs. Students that are not granted acceptance into the MSCP degree program may still complete all MAAP requirements and graduate with the MAAP degree. The MAAP degree program also includes a pathway that can lead to acceptance into the MSCP degree program.

Courses are completed over three (3) non-traditional, accelerated terms in approximately 16 months. The courses (modules) are completed sequentially to allow focused study on one subject area at a time. Courses will meet one night a week for a four-hour session. Extensive study, including reading, assignments, and other class-related activities will occur outside the classroom in preparation for participative learning experiences during class hours.

MAAP – 30 Credit Hours

Course Number	Course Title	Credit Hours
Term 1		
PSY 5313	Lifespan Development	3
PSY 5263	Psychopathology	3
PSY 6403	Neuropsychopharmacology	3
Term 2		
PSY 6133	Research Methods I	3
PSY 6443	Human Sexuality	3
PSY 5153	Survey of Psychological and Cognitive Assessment	3
PSY 6293	Philosophy of Interpersonal Relationships	3
Term 3		
PSY 5333	Orientation to the Profession of Counseling	3
PSY 5283	Legal and Ethical Issues in Counseling	3
PSY 6593	Cultural Responsiveness and Diversity in Counseling	3

Graduate Counseling Course Descriptions

PSY 5153 **Survey of Psychological & Cognitive Assessment (3 credit hours)**
This course provides an introduction and overview of assessment, including the administration, scoring, and interpretation of tests in the areas of cognitive/intelligence, personality, and psychopathology. This course is designed to help students understand the basics of test construction and measurement, as well as to guide students in the selection and utilization of appropriate assessment measures for diagnosis, conceptualization, and development of treatment plans.

PSY 5192 **Practicum I (2 credit hours)**
In conjunction with PSY 5292, students will begin supervised introductory clinical experiences and practice with oversight at the training clinic. The practicum occurs concurrently with coursework and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the practicum, students will understand the aspects of training that are essential in becoming a competent counselor and incorporate such information into clinical practice. Students will also understand and demonstrate competencies for suicide risk consultation and intervention. Practicum(s) will total a minimum of 150 hours of service.

PSY 5223 **Career Assessment & Counseling (3 credit hours)**
The purpose of this course is to provide counseling students with the knowledge and skills essential in assisting self and others with career development/vocational issues. The course will present an overview of career counseling theories, along with assisting students in the appropriate implementation of career assessments and techniques in service of helping individuals make career choices. The course will also aid students in understanding the psychological factors that often interact with and impede healthy career development.

PSY 5233 **Alcohol & Drug Addiction & Assessment (3 credit hours)**
This course will focus on methods for assessing, diagnosing, and treating alcohol and drug-related problems in counseling settings. The course offers strategies for screening clients for substance-related issues, taking a detailed alcohol/drug history, working with ambivalence and increasing motivation to change addiction behaviors, examining family dynamics that contribute to addiction, treatment planning, and counseling interventions. The course will focus on assessing and treating a full range of substance-related and addiction problems, such as individuals with beginning substance use, individuals that do not acknowledge or understand more serious problems, more pervasive or diagnosed substance-related addictions, and family members of those with substance-related problems.

PSY 5263 **Psychopathology (3 credit hours)**
This course provides an emphasis on describing, classifying, and differentiating deviant behavior syndromes according to the current, prevailing classification system in the United States (Diagnostic and Statistical Manual of Mental Disorders). Literature dealing with description, etiology, and prognosis of various disorders will be examined.

PSY 5283 **Legal & Ethical Issues in Counseling (3 credit hours)**
This course is designed to provide a survey of ethical, legal, and professional issues facing counselors and others in human services. Emphasis is given to raising awareness of the complexities of ethical issues in professional clinical practice. Students will also develop an understanding of the importance of record keeping and proper clinical documentation, as well as learn about confidentiality and the differing professional roles faced by psychotherapists.

PSY 5292 **Practicum II (2 credit hours)**
In conjunction with PSY 5192, students will continue supervised introductory clinical experiences and practice with oversight at the training clinic. The practicum occurs concurrently with coursework and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the practicum, students will understand the aspects of training that are essential in becoming a competent counselor and incorporate such information into clinical practice. Students will also begin to develop an understanding of how to integrate theory into practice to form a theoretically sound treatment plan. Practicum(s) will total a minimum of 150 hours of service.

PSY 5313 **Lifespan Development (3 credit hours)**
Lifespan Development covers theoretical and research approaches to the development of human abilities and behavior throughout the lifespan. The course addresses a variety of theoretical approaches, as well as different developmental tasks across the lifespan. In order to more fully understand the issues and dynamics of counseling, it is imperative to have a clear grasp of the processes involved in human development. Such understandings of development are important because many clients enter counseling with problems that are the result of disrupted or dysfunctional developmental processes.

PSY 5333 **Orientation to the Profession of Counseling (3 credit hours)**
This course introduces students to the professional role of counseling and how it fits within the broader framework of mental health. It also introduces the primary concepts related to the process of psychotherapy and the relational ideas that are central to the practice of counseling. Relationship building skills and techniques, including interviewing, reflective listening, and the development of insight and self-understanding are explored. Students are also introduced to basic theoretical concepts, including person-centered and existential theories, to begin conceptualizing counseling cases and to understand the common factors of psychotherapeutic change.

PSY 6113 **Theories & Techniques of Counseling I (3 credit hours)**
This course provides an overview of the various psychoanalytic, psychodynamic, and interpersonal approaches to counseling, specifically offering an introduction to the various perspectives on theory and technique. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have the opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6123 Theories & Techniques of Counseling II (3 credit hours)
This course provides an overview of the various behavioral, cognitive, and other evidence-based approaches to counseling, specifically offering an introduction to the various perspectives on theory and technique. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have the opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6133 Research Methods I (3 credit hours)
This course acquaints students with how to design, conduct, and analyze research for the purpose of assisting students to review and critique relevant research in counseling, as well as to integrate research into clinical practice. In addition, the course addresses research ethics and methodology. Topics may include basic research designs and basic statistical analyses, including experimental, quasi-experimental, survey, and archival research.

PSY 6192 Internship I (2 credit hours)
In conjunction with PSY 6493, students will begin supervised external clinical experience and practice, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the internship, students will increase their autonomy as professional practitioners, while utilizing feedback from clients and supervisors. Students will also begin the process of developing their Clinical Competency Interview capstone project. Internship(s) will total a minimum of 450 hours of service.

PSY 6213 Group Psychotherapy Techniques (3 credit hours)
This is an applied psychotherapy lab course that engages the student in both the theoretical foundations for group psychotherapy and in the actual experience of facilitating a psychotherapy group. Students will review literature regarding appropriate referrals to this modality of treatment as well as learning techniques to enhance the efficacy of group therapies. Much of this course will involve an experiential learning model as students participate in group process.

PSY 6253 Marital & Family Systems Theories (3 credit hours)
This course provides an overview of family structure theories and family systems approaches and applications to counseling. This course also examines the historical development of these approaches, the contemporary impact and understanding of these approaches in the counseling field, and the underlying anthropological and philosophical assumptions of these approaches. Students will have the opportunity to observe these various approaches, as well to apply them practically through role-play and theoretically through case conceptualization and treatment planning.

PSY 6293 Philosophy of Interpersonal Relationships (3 credit hours)
This course begins by making the case that all modern psychotherapeutic discourse is moral discourse and therefore contains presuppositions about the human good life. The course then examines the presuppositions of the Christian tradition regarding human nature, the good life, and the practices that shape human transformation. Students are then asked to examine their own conceptions of human nature and the good life and the relationship of these conceptions to their personal narratives, religions traditions, and cultural and historical contexts.

PSY 6303 Counseling Children and Adolescents (3 credit hours)
This advanced course will serve as an overview course to introduce students to some of the basic issues that arise when providing services to children and adolescents. We will address issues that arise in working with youth including child maltreatment, divorce, trauma, and legal/ethical issues. Information pertaining to the treatment of childhood disorders based upon empirical evidence (emphasizing behavioral strategies) will be discussed. Special focus will be given to Parent-Child Interaction Therapy (PCIT) and Coping Cat (anxiety treatment manual). Adherence to the scientist-practitioner model and the relative contributions of research to clinical practice will be emphasized throughout the course.

PSY 6403 Neuropsychopharmacology (3 credit hours)
This course provides an overview of basic neurophysiology, as it is relevant to behavior, mood, and psychopathology. It also examines the neurochemistry of the major classifications of psychotropic medications as they relate to treating mental disorders, their effects and side effects, and relevant concerns for clients that take them. In addition, the course will acquaint students with neurophysiology connected to abuse and addiction of alcohol, prescription drugs, and illicit substance abuse, including the connection between the effects of brain changes and resulting problematic behaviors that are a focus of treatment. It offers students important implications for counseling and educating individuals and families presenting with psychopharmacological, addiction, and other substance-related concerns.

PSY 6443 Human Sexuality (3 credit hours)
This course provides students with the knowledge and requisite skills to address the wide range of topics and concerns surrounding human sexuality in the counseling relationship. Students will develop increased comfort and competency in engaging a diverse range of clients on topics of sexuality that include the expression of human sexuality and intimacy across the lifespan, attitudes and perspectives on sexuality, problems in sexual functioning, and therapeutic interventions.

PSY 6493 Internship II (3 credit hours)

In conjunction with PSY 6192, students will continue supervised external clinical experience and practice, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Through readings, seminar discussions, written assignments, and supervision during the internship, students will work toward becoming independent professionals in the counseling field upon graduation, including preparation for licensure requirements. Students will present and defend their Clinical Competency Interview capstone project. Internship(s) will total a minimum of 450 hours of service.

PSY 6593 Cultural Responsiveness & Diversity in Counseling (3 credit hours)

This course will focus on the diverse identity demographics with which counselors interact, especially related to race and culture, religion, gender, age, sexuality, disability, and socio-economic status, emphasizing the implications of these factors for counseling. Students will have the opportunity to examine counseling approaches with persons of varying identities by analyzing various barriers to cultural responsiveness and ways to incorporate cultural responsiveness in counseling. In addition, students will be asked to examine personal assumptions regarding internalized assumptions and biases about other persons and groups of varying demographics. Students will learn an intersectional approach to conceptualizing counseling cases and applying counseling techniques.

PSY 6901-3 Independent Study

An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

Program Extension Electives: Drug and Alcohol Counseling

PSY 6223 Drug & Alcohol Theories (3 credit hours)

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

PSY 6263 Addiction & Crisis Intervention (3 credit hours)

This course provides an emphasis on recognizing, assessing, and responding to a range of crises that arise in the counseling setting. Students will review literature relevant to intervention in crisis situations and observe mental health settings that engage in direct individual and addiction crisis intervention. Students will be engaged in both the theoretical frameworks for describing and intervening in crisis events, as well as the actual and practical experience of implementing crisis intervention strategies. These

strategies will include emergency assessment, appropriate reporting, and intervention techniques for those with potential to harm themselves or others, for drug and alcohol intoxication-related crises, for situations of abuse and neglect, and for domestic violence. The course will examine individual and systemic dynamics that contribute to the development of at-risk behaviors, drug and alcohol-related emergencies, and abusive systems, as well as interventions that provide protection against abuse and/or enhance the effective processing of trauma.

PSY 6373 Family Dynamics of Addiction (3 credit hours)
This course addresses the impact of addiction on family systems and the reciprocal effects of family dynamics in relation to the development and maintenance of addictive behaviors. Emphasis is placed on understanding how addiction is a systemic issue, whether that be within dyadic couples relationships, the nuclear family, or the process of epigenetics.

Program Extension Electives: Child and Play Therapy Electives

PSY 6313 Introduction to Play Therapy (3 credit hours)
This module provides an overview of effective strategies for working with children and adolescents. Students will gain instruction in the history, theories, modalities, techniques, and application of play therapy with children and adolescents. Additional topics will include the impact of culture, ethics, and spirituality when delivering developmentally appropriate counseling services for children and adolescents.

PSY 6323 Specialized Techniques in Play Therapy (3 credit hours)
This course will build on the basic principles of play therapy. Treatment plan development based on assessment from PSY 5323 and PSY 5113 will incorporate play therapy techniques in relationship to theoretical models being utilized. Specific play therapy techniques such as but not limited to art, sand tray, water play, mutual storytelling, puppetry, board games, and role plays will be presented in an experiential learning environment. Each technique will be discussed and practiced in relationship to each theoretical modality. Therapeutic modalities will be paired with specific issues and trauma. Therapeutic modalities will include CBT, Adlerian, Gestalt, Child-Centered, Ecosystemic, and Prescriptive. Students will initiate use of library research to develop hypotheses for empirical research.

PSY 6363 Advanced Clinical Play Therapy (3 credit hours)
This course will incorporate advanced skills and principles. Theoretical foundations will be explored and practiced in depth. Family involvement will be incorporated and include both family systems and filial therapy. Documentation of therapeutic progress, evidence-based practice skills, and empirically validated tools and measurements will be utilized. Report writing, documentation, court testimony and validation of play therapy will be included.

Graduate Studies in Education and Leadership (GSEL)

Doctor of Education in Administration and Leadership (DEAL)

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

The DEAL program offers two distinct tracks: Educational Leadership or Organizational Leadership. DEAL operates using a cohort model and is 57 credit hours post-masters. The entire program of study takes approximately 32 months to complete. Cohorts meet in one of two modalities. Face-to-face is an option in Bethany. Online is available as well. The dissertation/research process is embedded throughout the program of study. Focus is given to supporting each learner's academic and professional development and lines of inquiry through relevant and meaningful application of program concepts and theories.

Program Learning Objectives

Position on Leadership: Students will be able to assess and develop a position on a leadership question/problem/policy with significance to the field of leadership, taking into account both scholarship and published positions and narrative or relevant stakeholders.

Leadership Theory and Faith Integration: Students will create a study leading to a dissertation that demonstrates the integration of knowledge acquired in the study with an appropriate theoretical framework; The dissertation study fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the students' primary field(s).

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

Leadership Theory: Students will be able to elucidate the major theories, research methods, and approaches to inquiry and/or schools of practice in their field(s); articulate their sources; illustrate both their applications and their relationships to allied fields; assess the contributions of major figures (and/or organizations, if applicable) in their field(s); describe the major methodologies and/or practices in their field(s); and implement at least two of them through projects, papers, exhibits or performances. Finally, students will be able to articulate how their own field has developed in relation to other major domains of inquiry and/or practice.

Application and Practices: Students will articulate a full range of challenges, including sociocultural and economic, involved in practicing in the field; evaluates and explain the contemporary trends and issues in culturally responsive leadership through a Christian Worldview with an understanding of diverse intersections of identity; and delineate the current limits of theory, knowledge, and/or practice in the field.

Diversity and Application: Students will articulate and defend the significance and implications of their own specialized work in terms of challenges, trends and/or developments in a social or global context.

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

Admission Requirements

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

- Master's Degree or 33 graduate hours in an equivalent program from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- Submit a 500 word sample of academic writing in APA 7 format. The sample may be a previous piece of academic work. If none exists, please compose an original academic essay or report on any topic of 500 words in APA 7 format.
- Cumulative GPA in graduate work of 3.25 or higher
- Curriculum Vitae or Resume
- Two recommendation forms
- A statement from the student identifying initial interest for research (100 words)

The DEAL program will additionally request:

- Interview with the Program Director and/or Research Professor who determines the purposeful intent and commitment of the applicant seeking admission.
- For non-native English speakers, either an overall band score of 7.0 or higher on the IELTS, or minimum sub-scores for each element of the TOEFL iBT are:
    - Speaking: 22
    - Reading: 20
    - Listening: 15
    - Writing: 20

Transfer Credit

SNU DEAL students must take no fewer than 30 credit hours of SNU doctoral-level research courses (up to 27 hours of transfer credit are possible upon approval only). The following considerations are applied when determining transfer credit possibilities:

- Transcripts are evaluated on an individual basis and the DEAL Program Director approves courses that are closely aligned with existing DEAL courses.
- Transfer credit is allowed for doctoral-level courses but may not come from a conferred master's degree.
- No course credit may be transferred unless the grade received was at least a "B" from a regionally-accredited university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- All coursework transferred towards a degree to substitute for specific coursework must be no more than ten years old from the time the coursework was completed from a regionally-accredited university (including SNU).

- Correspondence and nonstandard courses (e.g., MOOC, Boot Camps) are not eligible for transfer unless they are associated with a regionally-accredited university and clearly transcripted.

The DEAL Program Director will create a Plan of Study (POS) for any student who transfers in doctoral hours in alignment with fulfilling the SNU DEAL program expectations for research and dissertation courses.

- **Research**: The following are six ***essential*** research courses that must be taken at SNU unless the DEAL Program Director approves an exception (18 credit hours):
    - ED 7533 Foundations of Research
    - ED 7543 Foundations of Scholarly Inquiry
    - ED 7623 Research Traditions
    - ED 7633 Research: The Literature Review
    - ED 7663 Quantitative Research
    - ED 7673 Qualitative Research

- **Research Writing**: The six dissertation/research writing courses are also ***essential*** required courses (12 credit hours).

- **Cognate**: Other ***high-priority*** courses unique to the SNU mission and values are:
    - ED 7603 Servant Leadership
    - ED 7703 Cultural Leadership and Ethics

All transferred coursework must be approved by the DEAL Program Director and Vice President of Academic Affairs for Professional and Graduate Studies.

DEAL Core – 30 Credit Hours

Course Number	Course Title	Credit Hours
ED 7533	Foundations of Research	3
ED 7543	Foundations of Scholarly Inquiry	3
ED 7603	Servant Leadership	3
ED 7623	Research Traditions	3
ED 7633	Research: The Literature Review	3
ED 7663	Quantitative Research	3
ED 7673	Qualitative Research	3
ED 7683	Strategic Planning and Change	3
ED 7703	Cultural Leadership and Ethics	3
ED 7743	Organizational Leadership and Theory	3

Organizational Leadership Specialization – 15 Credit Hours

Course Number	Course Title	Credit Hours
ED 7XX3	Leading in Complex Environments	3
ED 7XX3	Executive Leadership and Coaching	3
ED 7XX3	Finance and Fundraising	3
ED 7XX3	Leading in a Technological World	3
ED 7XX3	Organizational Psychology	3

Note: Courses with incomplete numbers are under development.

Educational Leadership Specialization – 15 Credit Hours

Course Number	Course Title	Credit Hours
ED 7XX3	Human Capital Development and Constructive Resolution	3
ED 7613	Interpersonal and Collaborative Leadership OR Elective of Choice	3
ED 7XX3	The Contemporary Administrator: Leadership in a Complex Era	3
ED 7713	Law & Policy	3
ED 7733	Global Perspectives in Leadership	3

Note: Courses with incomplete numbers are under development.

DEAL Dissertation Course – 12 Credit Hours (for cohorts starting prior to July 1, 2024)

Course Number	Course Title: Emphasis	Credit Hours
ED 7911	Dissertation 1: Research Collection and Problem Statement	1
ED 7921	Dissertation 2: Literature Review	1
ED 7932	Dissertation 3: Proposal	2
ED 7943	Dissertation 4: IRB Approval and Data Collection	3
ED 7952	Dissertation 5: Data Presentation and Analysis	2
ED 7963	Dissertation 6: Defense	3

DEAL Research Courses – 12 Credit Hours (for cohorts starting after July 1, 2024)

Course Number	Course Title: Emphasis	Credit Hours
ED 7191	Research 1: Research Collection and Problem Statement	1
ED 7291	Research 2: Literature Review	1
ED 7392	Research 3: Prospectus	2
ED 7493	Research 4: IRB Approval and Data Collection	3
ED 7592	Research 5: Data Presentation and Analysis	2
ED 7793	Research 6: Defense	3

Doctor of Education in Administration and Leadership Course Descriptions

ED 7533 Foundations of Research (3 credit hours)
Foundations of Research will introduce learners to the structure and format of a dissertation and will focus on the foundational components of a dissertation to include topic selection, problem statement, theory/theoretical framework, purpose statement, research questions/hypotheses, qualitative and quantitative approaches, and research design. Learners will also continue building a collection of research through critiquing, analyzing, and synthesizing peer-reviewed literature relevant to their research interest area. Learners will work collaboratively to create a dissertation problem statement that is well-supported and grounded in the existing literature.

ED 7543 Foundations of Scholarly Inquiry (3 credit hours)
Through guided reflection, scholarly dialogue, literature review, and iterative writing, students analyze how their positionality, leadership roles, and organizational contexts influence their understanding of problems and possibilities. By connecting lived experience with academic inquiry, students refine key concepts, develop preliminary purpose statements and guiding research questions, and establish a coherent foundation and research collection for doctoral study. The course culminates in a critical reassessment of their initial perspectives and articulation of an emerging research direction grounded in both scholarship and practice. Students will analyze how their positionality, leadership roles, and organizational contexts influence their understanding of research by connecting lived experience with academic inquiry. Students will critically reassess their initial perspectives and articulate an emerging research direction grounded in both scholarship and practice.

ED 7603 Servant Leadership (3 credit hours)
This course will focus on Biblical and worldview perspectives in leading shareholders, citizens, and the workplace of the student and in companionship with the SNU mission. The practices, standards, and styles of leadership will be introduced and examined with a variety of teaching methods and experiences. Understanding the critical intersection of leadership and servanthood will help frame each student's philosophy as a visionary leader.

ED 7613 Interpersonal and Collaborative Leadership (3 credit hours)
Concentrating on the understanding and development of oneself and others, this course will build on the inter– and intrapersonal leadership skills previously accomplished by participants. It will facilitate the discovery of a diverse range of human practices as they relate to personal and organizational relationships in a variety of areas. Learners will analyze these relationships through research and philosophical positions and will examine connections in historical and contemporary contexts.

ED 7623 Research Traditions (3 credit hours)
This course explores advanced research strategies and the development of designs and methods supporting research in leadership, Exposure to rich research traditions in the field of leadership and both knowledge and skills to begin doctoral research will be introduced. Students will acquire the skills necessary to search for, retrieve and analyze information and data from a variety of sources. Students will also begin the development of the scholarly writing needed to successfully complete their dissertation research.

ED 7633 Research: The Literature Review (3 credit hours)
The Literature Review course will develop strong research, critical thinking, and writing skills to better equip students for the completion of the literature review section of their dissertation. The course focuses on understanding the purpose of the literature review and the fundamental skills needed to complete it such as developing search strategies, synthesizing sources, and constructing paragraphs. Learners will be required to apply writing, research, and critical thinking skills in writing components of the literature review and will also have a working draft of the Literature Review of their dissertation when the course is complete.

ED 7643 Collaboration and Team Building (3 credit hours, course formerly offered)
This course will focus on collaborative and team-building leadership skills. The course emphasis will navigate areas such as constructing a team's collective goals, creating role definitions within a team, managing conflict, team collaboration, and productive professional relations. Students will be exposed to knowledge of empowering leaders to create productive and effective decision-making skills in the workforce. This course will include a practicum to support the areas noted above.

ED 7653 Visionary Leadership (3 credit hours)
This course will develop an understanding of how to inspire, motivate, and rally around a shared and corporate vision. Students will explore innovative strategies and implementation of those concepts with other colleagues in the workplace. An emphasis will be placed on creating purposeful goals for the organization and visionary sustainability.

ED 7663 Quantitative Research (3 credit hours)
This course introduces students to quantitative methodology. Students will learn about descriptive and inferential statistics through exposure to parametric and non-parametric design models. Learners will obtain the skills to apply their newly acquired methodology knowledge to critically analyze existing quantitative research.

ED 7673 Qualitative Research (3 credit hours)
This course explores and analyzes the traditions, philosophies, and techniques of qualitative research. Students will experience participant observation, interviewing, and document analysis. Learners will practice qualitative techniques and engage in initial data analysis related to their dissertation research.

ED 7683 Strategic Planning and Change (3 credit hours)
This course presents the critical importance of strategic planning for the purpose of implementing the goals of the organization. Practical skills will be presented for building short- and long-term strategies based upon current theories in strategic planning as well as best practices in multiple environments.

ED 7683 Strategic Planning and Change (3 credit hours)
This course presents the critical importance of strategic planning for the purpose of implementing the goals of the organization. Strategic planning models will be introduced and discussed. Practical skills are presented for building short- and long-term strategies based on current theories in strategic planning as well as best practices in multiple environments. The students will develop skills and knowledge on how to prepare the workplace for phases of implementing strategies for effective and progressive change.

ED 7693 Evaluation, Planning and Change (3 credit hours, course formerly offered)
This course focuses on assessing and recognizing the goals of an organization. planning models will be introduced and discussed. The students will develop skills and knowledge on how to prepare the workplace for phases of implementing strategies for effective and progressive change.

ED 7703 Cultural Leadership and Ethics (3 credit hours)
This course will develop an understanding of the different aspects of cultural and diverse influences on leadership. This course examines the interaction of internal/external cultures and the impact that transitions to leadership and ethics. issues and practices are analyzed as they relate to the decisions and styles of the leader.

ED 7713 Law and Policy (3 credit hours)
This course provides an analysis of State and Federal regulations, guidelines, and court decisions related to education, business, and public service organizations. Students will examine the impact of these processes and policies and project trends and applications for governance and policymaking on theory and observation.

ED 7723 Technology and Administration (3 credit hours)
The focus of this course is multi-faceted. Learners will analyze, critique, discuss, and develop learner-centered, curriculum-based instruction that utilizes technology in authentic and meaningful ways for those in leadership roles. Students will complete in-depth investigations of specific learning tools and present their findings concerning the uses of the tool. Scholars will explore the latest research into how technology can most effectively facilitate their leadership. Students will also investigate technology-related issues such as integration models, safety and health, copyright, evaluation of web resources, assessment, and assistive technologies.

ED 7733 Global Perspectives in Leadership (3 credit hours)
More than ever in the past, the ability to lead effectively, respectfully, and sensitively across cultures has become crucial. This course offers its learners opportunities to examine global systems and traditions along with comparing and contrasting cross-cultural communications, famous international leaders' models, and proven global leadership methods. Additionally, the learners in this course will develop and assess innovative and effective leadership approaches that foster global awareness and education.

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

ED 7763 Special Education Law (3 credit hours)
This course is an intensive study of the legislation and litigation involved with individuals with disabilities, specifically concentrating on those students between the ages of birth-21 years. A historical, as well as current study of legislation used as the basis for providing special education services on the federal and state level will be covered. The legal system on the federal and state level is covered as well as critical litigations that have influenced the field of special education.

ED 7901-3 Independent Study
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

ED 7911/ 7191 Dissertation 1/Research 1: Research Collection and Problem Statement
Students in the Dissertation 1 course will demonstrate the ability to articulate, interpret, and evaluate the theoretical constructs and research of their disciplines in order to create a dissertation topic that is well-established in research and has the potential to contribute to research, theory, and practice. Students will exhibit advanced levels of analysis and synthesis in research through creating a study that elucidates the major theories, research methods, and approaches to inquiry and/or schools of practices in their field(s).

ED 7921/ 7291 Dissertation 2/Research 2: Literature Review
Students in the Dissertation 2 course will exhibit advanced levels of analysis and synthesis in research, professional presentations, and written communication through demonstrating the ability to articulate, interpret, and evaluate the theoretical constructs and research concerning their study. Students will create a fully developed Chapter 2 literature review according to the problem statement and directly aligns with the structure provided on the SNU Dissertation Template.

ED 7932/ 7392 **Dissertation 3/Research 3: Proposal**
Students in the Dissertation 3 course will create a finalized written version of their dissertation proposal that, through advanced analysis and synthesis, articulates, interprets, and evaluates the theoretical constructs and research of their disciplines. They will successfully defend their proposed study in an oral defense meeting and, by completing IRB training, demonstrate ethical considerations regarding protection of research participants.

ED 7943/ 7943 **Dissertation 4/Research 4: IRB Approval and Data Collection**
Students in the Dissertation 4 course will apply appropriate qualitative or quantitative methods, concepts, and theories to research projects within the field of leadership studies and fully document the sources of the knowledge and/or skills reflected in the integration. Students will demonstrate ethical considerations related to protecting research participants in a study through composing an Institutional Review Board application for their study.

ED 7952/ 7592 **Dissertation 5/Research 5: Data Presentation and Analysis**
Students in the Dissertation 5 course will demonstrate principles of lifelong learning by participating in and contributing to professional communities, which involves sharing thought processes and approaches to organizing and synthesizing large data sets. Students will develop a detailed design of Chapter 4 that clearly demonstrates the organization and logical flow of the content to be included that aligns with the structure provided for either a quantitative or qualitative approach as detailed in the SNU Dissertation Template.

ED 7963/ 7793 **Dissertation 6/Research 6: Defense**
Students in the Dissertation 6 course will demonstrate the ability to articulate, interpret, and evaluate the theoretical constructs and research of their disciplines by exhibiting advanced levels of analysis and synthesis in research, professional presentations, and written communication. Students will create a finalized written version of their dissertation and successfully defend their study in an oral defense meeting.

Master of Arts in Educational Leadership (MAEL)

The Master of Arts in Educational Leadership (MAEL) 36 hours program is for teachers who want to be equipped with the necessary skills and knowledge to become effective educational administrators. It is designed to meet very specific needs of persons wishing to prepare for an active role in decision making in both public and private schools. In this rapidly changing information world, such things as finance, law, public / private debate, and understanding and addressing the needs of an increasingly diverse culture, will be needed for this challenging profession. This offering also meets curriculum requirements for Oklahoma licensure / certification in administration.

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

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

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

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

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

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

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

Democracy – Education is conducted in a democratic society with democratic values. This commitment to democracy is rooted in the notion of the equality of all persons. This notion is derived from the view that interdependence and participatory styles of governance are preferable to hierarchic and authoritative styles of governance. Education leaders should be guided by the assumption that participatory styles of management, where all voices are heard but no one voice dominates, is preferable.

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

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

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

Program Learning Outcomes

NELP BUILDING - LEVEL STANDARDS - 2018

Standard 1: Mission, Vision, and Improvement
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

Standard 2: Ethics and Professional Norms
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Standard 3: Equity, Inclusiveness, and Responsiveness
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Standard 4: Learning and Instruction
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Standard 5: Community and External Leadership
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

Standard 6: Operations and Management
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

Standard 7: Building Professional Capacity
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Standard 8: Internship
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

NELP DISTRICT – LEVEL STANDARDS – 2018

Standard 1: Mission, Vision, and Improvement
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Standard 2: Ethics and Professional Norms
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

Standard 4: Learning and Instruction
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

Standard 5: Community and External Leadership
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Standard 6: Operations and Management
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

Standard 7: Policy, Governance, and Advocacy
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

Standard 8: Internship
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

Admission Requirements

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

- Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- Two years of teaching experience, unless an exception is approved by the MAEL Program Director.
- One recommendation form submitted with the application completed by the applicant's professional associate will be required.
- This 36-credit program is comprised of eleven courses (modules) including one internship.

MAEL Course Sequence – 36 Credit Hours

Course Number	Course Title	Credit Hours
ED 6003	Leadership	3
ED 6023	Evaluation Curriculum/Instruction	3
ED 6033	Human Resource Management	3
ED 6043	School Law	3
ED 6053	School Finance	3
ED 6063	Long Range Planning	3
ED 6073	Schooling and Education Administration	3
ED 6083	School/Community Relations	3
ED 6093	Sociology of Cultures/Communities/School	3
ED 6103	Field-Based Internship	3
ED 6113	Technology Leadership for Administrators	3
ED 6153	Educational Research/Statistics	3
		36 hours

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) degree is designed for two groups of educators. First, the MAT will appeal to those teachers who are career teachers and want to remain in the classroom. This master's degree program would allow teachers to earn an advanced degree that will raise their income as well as empower them to be highly effective and qualified teachers. Second, the MAT will also enable career advancement and enhancement for those individuals (Alternatively Certified) who would like to become a Standard Certified P-12 classroom teacher, per the Oklahoma State Department of Education requirements.

There is no disciplinary accreditor for the MAT program (unlike the School of Education Teacher Preparation Program within the College of Undergraduate Studies). Alternative and emergency certified teachers will want to pay careful attention to Oklahoma Alternative Placement Program for Teacher Certification guidelines. The MAT program provides these teachers with the needed requirement to complete 6 to 18 college credit hours of professional education within 3 years after entering the Alternative Placement program; and complete a college credit course addressing classroom management and a college credit course addressing general or subject-specific pedagogical principles, or approved equivalents.

Program Learning Outcomes

Teaching begins with the learner; therefore, to ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among students, that learners bring unique and individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective and highly trained teachers must have high expectations for each and every learner and can implement developmentally appropriate, and challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. MAT candidates will be able to do this by combining a base of professional knowledge, including an understanding of how cognitive, social, emotional, and physical development occurs, and with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests to the classroom.

Upon graduation, MAT teachers will be able to respond in a culturally responsive manner and collaborate with learners, colleagues, school leaders, families, and the community at large to better understand their students, develop intercultural curricular design and add inclusive excellence in the classroom to support and maximize student learning. MAT teachers will be able to promote their student's learning through great teaching that supports and enhances greater depths of student achievement.

1. MAT students will differentiate perspectives by applying and connecting concepts to engage learners in critical thinking, creativity, and collaborative problem solving to authentic local and global issues.

2. MAT students will reflect a Christian perspective through a culturally responsive disposition in their knowledge. They will understand themselves in ways that speak to areas of growth needs in cultural responsiveness and how they have been shaped by their own intersections of identities, what they have taught, what they experience and believe, and what their own biases are. They will be able to assess their own intercultural capacity and development.

3. MAT students will be able to analyze through careful reflection their professional knowledge, dispositions, and skills in Pre-K-12 pedagogy through culturally responsive teaching strategies relevant for Pre-K-12 student growth and development.

4. MAT students will be able to evaluate decisions and judgements about classroom management techniques for their students.

5. MAT students will be able to integrate technology that enhances teaching and supports greater depths of student achievement.

Admission Requirements

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

- Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- An essay explaining why the applicant wants to pursue the MAT degree submitted with the application.
- Applicants must meet the minimum standard of a 3.0 GPA in order to attain admittance to graduate programs. Provisional acceptance may be attained upon approval by the MAT Program Director and will require that provisionally accepted students must attain the grade of B (3.0) or above in each of the first two courses (6 hours) of the MAT program.
    - Note that according to the Oklahoma's Guidelines and Eligibility for the Alternative Placement Program, "To be eligible for Alternative Placement certification, applicants must hold a baccalaureate degree with a retention GPA of 2.5 or higher from an institution whose accreditation is recognized by the Oklahoma Regents for Higher Education (OSRHE)." Applicants whose undergraduate GPA falls between 2.5 and 3.0 may be admitted with approval by the MAT Program Director on a provisional basis.
- Minimum TOEFL score or personal interview to assure language proficiency for international students.

Program Curriculum

Course Number	Course Title	Credit Hours
ED 5043	Collaborative/Interdisciplinary Teaching Practices	3
ED 6093	Sociology of Cultures, Communities & Schools	3
ED 6203	The Art of Teaching	3
ED 6223	Educational Psychology	3
ED 6233	Educational Technology	3
ED 6243	Legal Implications for Teaching	3
ED 6523	Classroom Leadership	3
ED 6553 or ED 6133	Reading Assessment and Instruction or Secondary Teaching Methods	3
ED 6683	Professional Focus Capstone	3
ED 6913	MAT Internship	3
		30 hours

Alternative Teacher Certification Plan

SNU's Alternative Certification coursework is designed to help interested candidates with a bachelor, masters, or doctoral degree prepare for a successful career as an educator. This plan was developed to help individuals meet Oklahoma State Department of Education requirements. The masters level courses can be applied to future graduate studies (MAEL and MAT programs only).

Admission to the Alternative Teacher Certification Plan

- Contact the Oklahoma State Department of Education (OSDE) at 405-521-3337 to begin the Alternative Certification application process. Once an application has been submitted to the OSDE, the OSDE will then notify individuals regarding acceptance and any additional requirements. Information is also available on the Oklahoma State Department of Education website at: Alternative Certification Program – Oklahoma State Dept. of Education
- Apply to SNU's Alternative Teacher Certification Plan through the general PGS application (choose the Alternative Teacher Certification Plan from the drop down under Academic Program)
- Request an official copy of transcripts to be sent to pgsadmissions@snu.edu. Please call 405-491-6346 for more information.
- Choose course selections on the Alternative Certification Checklist.
- Send a copy of the acceptance letter from The Oklahoma State Department of Education's Alternative Placement Program for Teacher Certification to the Alternative Certification Advisor, Brandy Hogue. bhogue@snu.edu.
- Individuals who possess a bachelor's degree from Southern Nazarene University in a subject area NOT identified as a teacher certification area by the Oklahoma State Department of Education should first contact the OSDE (see contact information above) to begin the process. If the OSDE requires a transcript review and letter of verification from the institution, individuals should contact the SNU Director of Educator Preparation at 405-717-6267. The Director of Educator Preparation will review official transcripts/degree statements provided by the individual and after transcript assessment, will issue a letter of verification to the OSDE. Letters of transcript review/verification will be placed on file with the Alt Cert Plan Advisor.

For more information on any pathway for Alternative Certification, including Troops to Teachers please contact Brandy Hogue at bhogue@snu.edu or at 405-471-1541.

Alternative Teacher Certification Courses

Course Number	Course Title	Credit Hours
ED 5043	Collaborative/Interdisciplinary Teaching Practices	3
ED 6133	Secondary Teaching Methods	3
ED 6223	Education Psychology	3
ED 6233	Education Technology	3
ED 6523	Classroom Leadership	3
ED 6553	Reading Assessment and Instruction	3
		12-18 hours

Master of Arts in Administration of Special Education (MAASE)

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

Outcome 1: Research, Inquiry & Assessment - Students will demonstrate advanced writing using scholarly writing style to evaluate and synthesize a specific topic in the area of special education.

Outcome 2: Curricular Content Knowledge - Students will demonstrate their knowledge in alignment of educational standards to provide access to challenging curriculum to meet the needs of students with exceptionalities.

Outcome 3: Leadership and Policy - Students will analyze and evaluate applications of laws and policies related to educating individuals with exceptionalities.

Outcome 4: Professional and Ethical Practice - Students will demonstrate ethical and culturally responsive professional practices.

Outcome 5: Program, Services, and Outcomes - Students will apply their knowledge of continuous improvement models to create and evaluate professional development, programs, and services for students with special needs.

Admission Requirements

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

1. Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
2. Admission to the Graduate College:
    A. Official transcripts from the university where student received degree
    B. Recommendations from three individuals familiar with your work experience
    C. Writing sample
    D. Completion of student profile form
    E. Cumulative GPA of 2.70 with a 3.0 in education courses OR provisional approval of the MAT Program Director
    F. Demonstrated English proficiency (minimum TOEFL score of 550 is required for student born in countries where English is not the language of the home)
3. Completed application for admission to Graduate College

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

Program Curriculum

Course Number	Course Title	Credit Hours
ED 5223	Servant Leadership in Special Education	3
ED 5013	Foundation/Characteristics of Mild/Mod Disabilities	3
ED 5023	Foundation/Characteristics of Severe/Low Incidence Disabilities	3

ED 5033	Assess, Eval & ID of Exceptional Individuals	3
ED 5043	Collaboration/Interdisciplinary Teaching Practices	3
ED 5053	Models of Instruction for Inclusive Learning Environments	3
ED 5073	Classroom Management and Positive Behavior Supports for Students with Disabilities	3
ED 5083	Assistive Technology and Curricular Adaptations	3
ED 5093	Transition Planning and Interagency Resources	3
ED 5103	Special Education Law	3
ED 5113	Special Education Leadership and Advocacy	3
ED 5120	Special Education Practicum	0
ED 5123	Special Education Administration Internship	3
		36 hours

Special Education Boot Camp Certification (ED 5003)

The non-traditional route to certification preparation program, is known as "Boot Camp," and was designed to prepare candidates with skills and competencies necessary to fulfill the responsibilities of a special education teacher in the state of Oklahoma. Those who complete all requirements for this course will receive a certificate of completion.

Course Description

This three-hour credit course will be completed over a period of six-eight sessions through a hybrid (Zoom/Face-to-Face) format. Candidates will be introduced to special education policies, procedures, legislative guidelines, and research-based instructional/behavioral strategies for educating students with disabilities. The course explores current best practices in characteristics, identification, assessment and placement options, and education supplementary aids and services for students with disabilities. ****This course requires a 30-hour field experience.***

Learning Outcomes

Those who complete Special Education Boot Camp will be able to successfully:

- Articulate foundational knowledge in special education legislation, identification, and categorical systems
- Identify the six principles of IDEA (Individuals with Disabilities Education Act)
- Develop a teaching philosophy focused on students with disabilities
- Implement classroom-based management skills that support instruction and behavior
- Understand the importance of utilizing research-based, high yield learning strategies
- Demonstrate collaborative techniques/strategies for teachers, families, and communities

****Field Experience Requirements***

Boot Camp courses include a minimum of 30 successfully completed hours of field experience. Field experience hours may include interviews, observations, and various pre- approved district or webinar training. Field experience hours are above and beyond a current position or role in which payment is received.

A journal will be kept and required to document and record each hour of observation, interview, or training. The journal entry has a minimum word count of **250 words per hour**.

Therefore, a three-hour observation requires an entry of 750 words. Each journal entry will include the date, location, type of educational setting, teacher contact, description of the activity, and personal reflection.

Only 6 hours of direct interviews may count as field experiences, and they are to be distributed among service providers (director, teacher, SLP, OT/PT, reading specialist, para, etc.). Students are encouraged to highlight one topic per hour of field observation. A list of topics will be attached to

the field log. Students may not focus on the same topic for all the required hours. Weekly field experience hours need to be turned in weekly to keep on track toward the total required amount.

The journal entries may focus on the candidate's ability to:

- understand students' cognitive, social, and emotional levels;
- understand instructional technology used in classrooms;
- understand how students differ in their approaches to learning;
- understand the purposes and roles of K-12 education;
- understand appropriate instructional strategies/activities;
- understand instruction, curricular, and behavioral modifications for students with disabilities;
- understand instructional differentiation;
- understand researched based assessment techniques that provide a valid representation of student learning;
- understand how assessment results assist in making instructional decisions;
- understand classroom management techniques;
- demonstrate professional demeanor and ethical behavior.

Admissions Requirements:

The requirements for admission to Special Education Boot Camp Certification program are as follows:

1. Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
2. Admission to the Graduate College:
    A. Official transcripts from the university showing degree conferral
    B. Completion of student profile form
    C. Cumulative GPA of 2.70 OR score of 33 or higher on the Miller Analogies Test or a signed GPA letter
    D. Demonstrated English proficiency (minimum TOEFL score of 550 is required for student born in countries where English is not the language of the home)
3. Completed application for admission to Graduate College

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

Graduate Education Course Descriptions (Masters)

ED 5013 Foundation/Characteristics of Mild/Moderate Disabilities

This course includes an advanced study of psychological, physiological and educational characteristics of individuals with mild to moderate disabilities. This study may include, but not be limited to, definitions, development, theoretical models, intervention, issues and trends, and legislation pertinent to this category. Learners will explore best practices, discuss the importance of parent involvement, create individualized educational plans (IEPs), and study other general topics that fall under the foundations of Mild/Moderate disabilities.

ED 5023 Foundation/Characteristics of Severe/Low Incidence Disabilities

This course includes an advanced study of psychological, physiological and educational characteristics of individuals with severe to low incidence disabilities. The term 'low incidence' includes the traditional profound diagnosis but could also introduce learners to the medical and physical needs of students with multiple disabilities. This study may include, but not be limited to, definitions, development, theoretical models, intervention, issues and trends, and legislation pertinent to this category. Learners will explore a variety of intervention and assessment models and service delivery of programs with advanced adaptations and structural modifications for individuals with Severe/Low Incidence and Multiple Disabilities to determine appropriate and individualized education programs.

ED 5033 Assessment, Evaluation, and Identification of Exceptional Individuals

This course introduces the practice and practicability of the assessment process used in schools. Learners will explore the educational assessment procedures for exceptional individuals. An overview of the norm-referenced and curriculum-based measurement and observation rating skills will be introduced. Response to Intervention (RtI) will be included in this course as a part of the identification process of students with varying mild disabilities. This course will address the importance of recognizing biases and disproportionality of students being referred to and placed in special education, discussing cultural responsiveness and the eligibility process.

ED 5043 Collaboration/Interdisciplinary Teaching Practices

This course addresses theoretical frameworks and assessments for consultation and collaboration for enhancing the academic and behavioral supports as needed to ensure student success. Learners will explore models for interdisciplinary teamwork in the design, delivery and evaluation of services for students with disabilities. This course will address best practices for collaborative teaching environments and effective strategies for providing support to general education teachers and other professionals serving students with disabilities in their classrooms.

ED 5053 Models of Instruction for Inclusive Learning Environments
This course introduces the models and approaches used to teach students with disabilities. Learners will conduct an analysis of research-based intervention strategies and current techniques for students with varying disabilities. Content will include, but not be limited to literary and reading comprehension, written composition, and mathematics. Portfolio, curricular options, and utilization of adaptations (accommodations/modifications) will also be a component of the course.

ED 5073 Classroom Management and Positive Behavior Supports for Students with Disabilities
This course explores the field of inquiry devoted to investigating factors that influence behavior in a systematic way. Learners will explore the introductory knowledge of current research in positive supports, applied behavior analysis, the application of learning theories, and examine functional relationships. This course will include various theoretical approaches for managing group and individual behaviors as well as the creation of behavioral/learning plans to optimize the success of student learners with disabilities.

ED 5083 Assistive Technology and Curricular Adaptations
This course will deepen the knowledge of assistive technology (AT) with the overview of assistive technology for communication, education, employment, recreation, and daily living activities. Developing adaptations for students and identifying the least restrictive environment will be a priority for this course. This focuses on the planning for student needs, evaluating and implementing student plans by establishing accessible educational materials (AEM) and appropriate classroom adaptations for students with disabilities. This course will focus on promoting communication and independence with the use of low- to high-tech supports, with an emphasis on planning for student needs and evaluating and implementing student plans by establishing appropriate classroom accommodations/modifications for students with disabilities.

ED 5093 Transition Planning and Interagency Resources
This course will begin the process of building a working network of state and local agencies who assist in the transition planning stages for students with disabilities. Guest speakers representing agencies and their specific services will provide teachers with helpful information for parents and caregivers as the process requires early planning and direction. Topics including, but not limited to, policies and procedures governing transition practices and generalizations between various environments, which prepare students with disabilities for postsecondary education, independent living, and employment will be discussed. This course will deepen knowledge of assessment, planning, strategies, resources, and programs that promote successful transitions into adulthood.

ED 5103 Special Education Law
This course introduces what schools, districts, and states are required by law to do to meet the needs of students with disabilities. Special Education Law is a moving target as far as proficiency. Case studies designed around the basic premise of the federal law will add to the instructional strength of this course. This course will include analysis and practical application of legal and ethical issues in the field of special education.

ED 5113 Special Educational Leadership and Advocacy
This course strengthens the specific special education federal and state policy and procedural knowledge required for leadership (teacher leaders or special education administrators) within the area of special education administration. Learners will develop a vision for their classroom, school, or district, incorporating core personal beliefs and cultural responsiveness about special education and the idea that all children can learn. This course will provide knowledge of funding sources, budgeting processes, and procedures for programs for students with disabilities. The OSDE monitoring process will also be covered, including District Disproportionality Reports.

ED 5120 Special Education Practicum
The practicum will include activities focused on topics such as analysis of the organizational structure in a Special Education program, methodologies, behavior modification and curriculum adaptations, test eligibility and assessment, contemporary issues outside of typical families, socialization, teacher burnout, recruiting special education teachers, survival toolkits, education camps, supporting teachers in class, communications and systems, differentiating instruction, accommodations/modifications, and special education processes, paperwork and compliance.

ED 5123 Special Education Administration Internship
The internship is designed to provide candidates with advanced instruction and professional experience. Candidates will synthesize and apply the knowledge and practice and develop the skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school site and district personnel. For graduate credit. Three hours will be a practicum that is embedded into coursework throughout the program.

ED 5223 Servant Leadership in Special Education (3 credit hours)
This course will focus on the implementation and characteristics of Servant Leadership in the Special Education Setting. Students will discover the importance of leadership practices, sharing power, the characteristics of a servant leader, and the barriers to servant leadership. This will help them lead IEP meetings effectively and build relationships with stakeholders. This course will encourage learners to put the people they lead first, empower them, and help them excel by building on their strengths, unlocking their creativity, and providing them with a sense of purpose despite any exceptionality. Students will research best practices as a Servant leader when working with students with disabilities, their families, teachers, and the community.

ED 6003 Leadership (3 credit hours)
To develop an understanding of the concept of leadership. Such concepts include the ability to guide individuals and groups, decision-making, interpersonal skills, organizational ability and communication.

ED 6023 Evaluation Curriculum/Instruction (3 credit hours)
Curriculum planning which anticipates occupational trends and how that curriculum may respond to the student's lifelong learning needs is studied. Focus will also be on the evaluation of curriculum and instruction programs in the local schools.

ED 6033 Human Resource Management (3 credit hours)
The course centers on human relations and adjustment in the school environment. Problems such as evaluation, interpersonal relationships and employee motivation will be covered.

ED 6043 School Law (3 credit hours)
An understanding of the legal responsibilities of the school administrator and procedure and policy implementation that meets legal requirements will be covered in this course. The candidate will develop an understanding of the public and private legal issues surrounding education today.

ED 6053 School Finance (3 credit hours)
This class will develop an understanding of local, state and federal finance as it relates to the school. Particular attention will be paid to budgets and tax bases.

ED 6063 Long Range Planning (3 credit hours)
Reviews the nature of long-range planning including development and implementation of a vision statement. Focus will be on the needs of the local schools in all areas including staffing, technology, facilities and student support.

ED 6073 Schooling and Education Administration (3 credit hours)
The development of education in the United States both historically and in contemporary society. The forces that are setting the current educational agenda will be studied.

ED 6083 School/Community Relations (3 credit hours)
Develop an understanding of the needs and responsibilities of the public and private sectors as they relate to education. Study will center on skills for building community support for district priorities and policies.

ED 6093 Sociology of Cultures, Communities & Schools (3 credit hours)
Candidates will develop an understanding of the diversity that exists in the local community and how the school should respond, promoting the value of local school/community cultures.

ED 6103-6 Field-Based Internship (3 or 6 credit hours)
Principal and Superintendent Candidates—Focus will be on personnel management and curriculum. Candidates will select one of these areas as a focal topic during each internship block. Internship experience is designed to familiarize the candidate with the practical aspects of programs they will be involved in during their professional career. Specific emphasis will be placed on school finance, legal aspects, facilities and personnel. All placements are made cooperatively between the candidate and the university internship placement committee. Internship placement may begin any time after completing ED 6063. Candidates will complete assignment in cooperation with site-based mentor and the university internship placement committee.

ED 6113 Technology Leadership for Administrators
Leadership is a dynamic venture. Schools are equally as dynamic. Dexterity in the field of Technology Leadership is an area of great need and focus in administrator preparedness programs and is a catalyst of change for schools around the world. Through research, innovative practice, and intentional community building, the Technology Leadership course will inspire education leaders to move confidently in making informed decisions into our future.

ED 6133 Secondary Teaching Methods (3 credit hours)
This course will provide teachers with information and experiences that will help them develop and deliver effective instructional programs across four curricular areas in secondary grades (6-12). Major areas of content focus are the nature of the teaching/learning process, including research-based models of instruction, planning, classroom management, learning environments, motivation, and student engagement. Teachers will become familiar with and demonstrate evidence of the knowledge, skills, and dispositions for effective teaching. (Alternatively certified only for non-traditional students)

ED 6153 Educational Research/Statistics (3 credit hours)
The application of principles, methods and techniques of research in education. Includes interpretation, evaluation and use of research as well as an introduction to techniques of reporting research.

ED 6203 The Art of Teaching (3 credit hours)
The art of teaching is an introductory course designed for students to explore the historical and practical aspects of the American education system. The course further explores the art of teaching through creative and scientific methodologies. Through this exploration, students will evaluate educational theory with current trends, issues, and practices as they relate to teaching and learning.

ED 6223 Education Psychology (3 credit hours)
This course will cover the intermediate application of educational psychology theories and integrated understandings that can be used to develop more effective instruction. Students will practice using student interviews and existing information to develop a comprehensive understanding of a student from a wide variety of perspectives (i.e., multicultural, motivational, behavioral, etc.)

ED 6233 Education Technology (3 credit hours)
This course provides an examination of the strategies and theories of teaching and learning with technology. Students will become proficient in using a variety of computer application tools and in integrating those tools across the curriculum. Students will explore questions related to the sociological, psychological, developmental, and ethical implications of technology use and the appropriate use of advanced computer applications in classrooms.

ED 6243 Legal Implications for Teaching (3 credit hours)
This course is intended to familiarize students with case and statutory law which help students develop the skills to effectively identify legal issues within the educational environment. Students will be expected to apply their knowledge of education law to the development of school practices which inform those practices and decision making.

ED 6413 Foundations of Reading I (3 credit hours)
A course designed to study the research concerning the influences of language acquisition, sociopsycho-linguistic bases, interrelationship between thought and language processes for the purpose of learning to read. A second purpose of this course is to study specific reading approaches, instructional strategies and materials for pre-kindergarten and primary children.

ED 6513 What Works in Today's Classroom (3 credit hours)
Course focuses on principles and practices of effective teaching. The five Core Propositions identified by the National Board for Professional Teaching Standards (NBPTS) are addressed throughout the course.

ED 6523 Classroom Leadership (3 credit hours)
This online course focuses on three approaches to classroom management: proactive, responsive, and supportive. The candidate will complete and submit the assignments online through Performance Learning systems (PLS).

ED 6533 Reflective Writing (3 credit hours)
This course emphasizes the value of reflection and requires candidates to practice writing using description and analysis. Candidates will be required to describe and analyze student assignments and to reflect on their teaching practices utilizing specific writing skills identified by NBPTS as highly effective.

ED 6553 Reading Assessment & Instruction (3 credit hours)
The focus of this course is on the necessity of using assessment as part of the teaching/learning process. Emphasis is placed on authentic classroom assessment as well as on standardized assessment and the relationship of assessment to standards and learning. Students will develop four types of authentic assessment.

ED 6563 School Improvement (3 credit hours)
The course will focus on using data to improve schools. Candidates will be introduced to specific strategies that research has shown lead to increased learning.

ED 6573 Mentoring/Coaching (3 credit hours)
In this course candidates will be taught the value of coaching students, new teachers, and other colleagues. Communication skills will be emphasized. Candidates will create a coaching plan for their schools.

ED 6583 NBPTS Certification I (3 credit hours)
This course provides teachers with an overview and framework for completion of the requirements for National Board for Professional Teaching Standards (NBPTS) certification. Teachers will explore and examine the standards and portfolio guidelines for the area of certification and receive guidance and consultation in gathering and organizing documentation required for NBPTS assessments.

ED 6593 NBPTS Certification II (3 credit hours)
This course is a continuation of NBPTS I, which is a prerequisite. The course mentors and supports teachers through the advanced certification process as designed by the National board for Professional Teaching Standards (NBPTS). Teachers will develop on-site portfolio entries and prepare for the assessment center exercises.

ED 6683 Professional Focus Capstone
The Professional Focus Capstone is a field-based course that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course will complete research and will work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

ED 6901-3 Independent Study
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

ED 6913 MAT Internship
The MAT Internship represents the culminating experience for the MAT degree in the preparation of prospective teachers as knowledgeable, reflective practitioners and emerging leaders who conduct themselves ethically and professionally. The embedded internship provides students many authentic opportunities within diverse classroom settings to refine the knowledge, skills, and dispositions they have developed as active participants in the MAT Program.

Graduate Programs in Instructional Design and Technology

Within the Instructional Design and Technology Program, students have the option to earn the following qualifications:

- Instructional Design and Technology Certificate
- Master of Science in Instructional Design and Technology

Students can apply credits earned for this certificate to the Master of Science in Instructional Design and Technology (MS-IDT) program and are eligible to continue in the MS-IDT program with a cumulative GPA of 3.0 or higher.

Master of Science in Instructional Design and Technology (MS-IDT)

The Master of Science in Instructional Design and Technology prepares scholarly practitioners to serve in leadership roles within the field to improve learning and performance within a variety of environments. The program emphasizes foundational theories and practices, instructional design and human performance processes, project management and leadership, ethics and legal implications, and the evaluation and integration of technologies.

Admissions Requirements

- Bachelor's degree from a regionally-accredited institution. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- 3.0 cumulative GPA for all prior coursework
- Completion of a college-level math course and English course with grade of C or better

Program Learning Outcomes

At the conclusion of the program, students should be able to:

- Apply appropriate theories, techniques, strategies, and research to meet the needs of diverse learners.
- Implement the process of instructional design from beginning to end using various models.
- Apply leadership principles and project management skills to manage projects.
- Integrate existing and emerging technologies and trends into learning and performance environments.
- Integrate Christian principles in the application of ethical and legal standards in all learning and performance interventions and solutions.

MS-IDT Course Sequence

Course Number	Course Title	Credit Hours
IDT 5003	Principles of Instructional Design	3
IDT 5113	Principles of Human Performance Technology	3
IDT 5123	Legal and Ethical Considerations	3
IDT 5133	New and Emerging Technologies	3
IDT 5153	Trends and Innovation in Instructional Design	3
IDT 5223	Interactive Learning Media and Design	3

IDT 6113	Project Management and Leadership	3
IDT 6123	Learning Design Evaluation and Assessment	3
IDT 6133	Design Concepts and Application	3
IDT 6833	Instructional Design and Technology Capstone	3
		30 hours

Instructional Design and Technology Certificate

In this certificate program, students learn foundational theories, models, and processes used in today's field of instructional design.

Admissions Requirements

- Bachelor's degree from a regionally-accredited institution. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- 3.0 cumulative GPA for all prior coursework

Program Learning Outcomes

At the conclusion of the program, students should be able to:

- Apply foundational principles, concepts, and processes of instructional design to support effective learning experiences.
- Design instructional solutions using appropriate design concepts, evaluation approaches, and technologies.
- Demonstrate project-oriented practices relevant to instructional design work.

IDT Certificate Course Sequence

Course Number	Course Title	Credit Hours
IDT 5003	Principles of Instructional Design	3
IDT 6113	Project Management and Leadership	3
IDT 6123	Learning Design Evaluation and Assessment	3
IDT 6133	Design Concepts and Application	3
		12 hours

Graduate Instructional Design and Technology Course Descriptions

IDT 5003 **Principles of Instructional Design (3 credit hours)**
This course introduces students to foundational instructional design theories, systematic instructional design processes, and the practice of instructional design techniques in a variety of settings for a diverse audience of learners. (This course is the prerequisite for the remaining courses in the program.)

IDT 5113 **Principles of Human Performance Technology (3 credit hours)**
This course introduces students to the emerging field of human performance improvement, providing an overview of the systematic process of human performance technology to identify performance issues and opportunities for growth; conduct appropriate analyses; select, design, and implement interventions; and evaluate outcomes for desired impacts.

IDT 5123 **Legal and Ethical Considerations (3 credit hours)**
This course introduces students to laws and ethics related to course and content ownership, privacy, intellectual property, and social responsibility. Through the lens of a Christian worldview, students will examine attitudes, assumptions, and values related to instructional design, and develop a foundation for application of ethical and legal standards in all learning and performance interventions and solutions.

IDT 5133 **New and Emerging Technologies (3 credit hours)**
This course provides an in-depth exploration of new and emerging technologies and their uses for learning, collaboration, and networking within the learning environment. The course provides opportunities for students to evaluate the usefulness and applicability of tools as well as methods for integrating the tools into learning and performance solutions.

IDT 5153 **Trends and Innovation in Instructional Design (3 credit hours)**
This course provides an overview of the current trends, research, and opportunities for innovation within the field of instructional design. Consideration will be given to current topics emerging within peer reviewed research and to those being discussed within various reputable instructional design communities.

IDT 5223 **Interactive Learning Media and Design (3 credit hours)**
This course introduces students to interactive media principles and tools for developing interactive learning media. Design phases including ideation, storyboarding, public presentation and evaluation. Design principles and output scenarios for prototyping interactive media to support teaching and learning.

IDT 6113 Project Management and Leadership (3 credit hours)

This course is designed to provide students with a working knowledge of leadership principles and project management skills. Students will examine and practice effective techniques for leading and collaborating with various groups within the scope of instructional design and human performance technology projects. Students will also explore various strategies for determining project scope and sequence related to their role as an instructional designer.

IDT 6123 Learning Design Evaluation and Assessment (3 credit hours)

This course offers students an examination of the fundamental principles and practices used to evaluate and assess the effectiveness of learning design interventions. Students will explore evaluation models and theories, as well as analyze tools and methods for assessing learning outcomes and evaluating instructional effectiveness. Students will practice designing new assessment and evaluation tools and making recommendations for improvement of future iterations.

IDT 6133 Design Concepts and Application (3 credit hours)
This course presents an overview of effective principles and practices design and develop online instruction. The course provides access to a Learning Management System (LMS) for the design, development, delivery, and evaluation of reusable learning content.

IDT 6833 Instructional Design and Technology Capstone (3 credit hours)
This course is a client-based project and serves as the culmination and integration of the learning from all IDT courses. Students will integrate learning as a scholar practitioner in instructional design and human performance technology through an authentic work experience, either external or internal to the University. Sites and projects will be selected and approved in cooperation with the IDT Academic Program Director.

IDT 6901-3 Independent Study
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

Graduate Programs in Rehabilitation and Sport Sciences

The School of Rehabilitation and Sport Sciences includes the Master of Arts in Sport Management and Administration, the Master of Science in Exercise Science and the Physical Therapist Assistant Associate of Science degree.

School 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 Objectives
The learner will:

- Integrate Christian principles in professional decision making and stewardship.
- Analyze and apply relevant research and best practices.
- Embrace the importance of lifelong learning and continuing education.
- Demonstrate and apply knowledge of integrity, ethics and law in professional settings.
- Demonstrate the acquisition of knowledge through the practice of leadership.

Master of Arts in Sport Management and Administration (MASMA)

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

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

Admission Requirements

- Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- Graduate college application.
- Official transcripts from the institution granting the bachelor's degree.
- Three letters of recommendation and a one-page essay are required IF GPA is below 3.0.

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

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

Program Curriculum

Course Number	Course Title	Credit Hours
MSMA 5713	Ethics in Sport Management	3
MSMA 5133	Professional Connections: Sport Analytics	3
MSMA 5723	Sport Marketing	3
MSMA 5733	Sport Finance	3
MSMA 6703	Media Production for Sport Managers	3
MSMA 6123	Organizational Communication	3
MSMA 6153	Human Resources Management and Administration	3
MSMA 6713	Social Issues in Sport	3
MSMA 6723	Sport Facility Planning and Management	3
MSMA 6733	Sport Law	3
MSMA 6743	Sport Organization, Leadership and Management	3
MSMA 6753	Sport Governance and Compliance	3
		36 hours

Master of Science in Exercise Science (MSES)

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

MSES – Health and Human Performance

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

This is a 36-credit hour program.

Admission Requirements

- Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- An undergraduate cumulative GPA of 3.0 or better
- Official transcripts from the institution granting the bachelor's degree.
- Three letters of recommendation and one page essay IF GPA is below a 3.0.

Prerequisites Courses:

- Human Anatomy
- Exercise Physiology

Program Learning Objectives

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

- Demonstrate advanced writing skills using scholarly writing style to evaluate and synthesize research which culminates in a capstone: thesis, grant proposal or program planning, implementation and assessment.
- Analyze and interpret data in human performance research.
- Demonstrate an advanced knowledge of the human body’s response to physical activity and athletic performance.
- Identify ethical and legal issues related to health assessment, programming and facility design.
- Examine the role of exercise in health, wellness and disease prevention.
- Design and implement individualized exercise assessments and prescriptive plans for achieving and maintain fitness.
- Analyze ethical situations in human performance and respond within the Christian framework for professional decision-making.

Program Curriculum

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

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

Graduate Rehabilitation and Sport Sciences Course Descriptions

MSMA 5133 **Professional Connections: Sport Analytics (3 credit hours)**
The purpose of this course is to familiarize the student with the use of analytics in the realm of sports management and the American sport culture. The course will teach students how to utilize analytic applications in the realm of sport finance, sport facilities, sport marketing, and sport economics. This course is also designed to help students develop professional connections with a wide variety of sport organizations. The student will choose between a travel option to meet with officials from professional, community and collegiate organizations or participate in an Internship/Mentorship relationship to explore and develop skills in sport analytics. This course provides a "hands on" experience in sport analytics. The student will see the economic impact of sport.

MSES 5203 **Foundations of Health (3 credit hours)**
This course provides an overview of the various aspects of contemporary health, wellness concepts and human performance. The curricular emphases provide an overview of historical perspectives, current status of health promotion ethical principles, exercise science and risk reduction.

MSES 5213 **Writing for Research (3 credit hours)**
This course is designed to advance students' written communication skills. Emphasis will be given to scholarly writing style, evaluation and synthesis of research, and APA citations and references.

MSES 5223 **Physical Activity Epidemiology & Pathophysiology (3 credit hours)**
This course will discuss physical activity epidemiology in light of various diagnoses including heart disease, cerebrovascular disease, disease and mortality, obesity, chronic disease, cancer/immunology, musculoskeletal system, mental health and special populations as well as common pharmacokinetics for specific diagnoses. Research and measurement concepts of physical activity, fitness, and maintaining an activity lifestyle will be utilized. Introduction to EKG interpretation and recognition of common normal and abnormal cardiac rhythms.

MSES 5233 **Legal Principles in Wellness Management (3 credit hours)**
This course provides students with the opportunity to gain insight and understanding about the law and its implications on professionals in the fields of health, wellness, sport and fitness.

MSMA 5713 **Ethics in Sport Management (3 credit hours)**
This course is designed to explore an individual moral compass. Various ethical decision-making models will be examined. Analysis of ethical issues in contemporary sports will help develop decision-making models abilities of Sport Managers.

MSMA 5723 **Sport Marketing (3 credit hours)**
This course is designed to advance the sport management student's knowledge in marketing of sport and exercise. Emphasis is placed on marketing theories and principles. Additionally, focus will be placed on practices for developing, implementing, and managing marketing strategies for exercise and sport programs.

MSMA 5733 **Sport Finance (3 credit hours)**
This course is designed to provide the sport manager the skills necessary to fundraise, manage and develop a budget as well as use key financial concepts to obtain the data to ensure business success.

MSMA 6123 **Organizational Communication (3 credit hours)**
This course examines organizational communication theory and process. Special emphasis is given to common and special problems associated with interpersonal and intergroup communication affecting decision making and operations.

MSMA 6153 **Human Resources Management and Administration (3 credit hours)**
The focus of this course is to examine the functional areas of human resource management including acquisition and placement, job analysis and design, training and development, performance management, and rewarding of human resources. Extensive reading, writing, group discussions, and case studies are utilized.

MSES 6203 **Grant Writing and Program Design, Implementation & Eval. (3 credit hours)**
This course provides knowledge and application of the grant writing process with specific focus on the health and wellness fields. This will include the development of skills required for Request for Proposals, writing, budgeting and submission of grants. The course will provide examples of sources to obtain grants and the differences that exist among different granting agencies. Students will also have the opportunity to develop a project for program design, implementation and evaluation for a health-related organization.

MSES 6213 **Leadership & Planning in Health Promotion (3 credit hours)**
This course will review the effectiveness of leadership in the planning process of health promotion programming. This course focuses on improving the health and well-being of persons in various settings. Leadership styles will be reviewed and their application in organizational culture that supports various wellness program settings such as corporate, government, and hospital.

MSES 6223 **Psychology of Health and Addictive Behaviors (3 credit hours)**
This course examines widely accepted theories, models and methods for facilitating health behavior change. Topics include, but are not limited to, the trans-theoretical model, positive psychology, motivational interviewing and mindfulness-based practices. Additionally, students will explore the research-supported impact of behavior change techniques on the prevention and management of chronic diseases and comorbidities, such as diabetes, obesity, depression and hypertension.

MSES 6233 **Community & Cultural Health (3 credit hours)**
This course examines the field of community/public health and the functions and interface of community health practices, services and agencies. It will also introduce students to diverse cultures and factors that include perceptions of health, disease, treatments and values. Emphasis is placed on understanding diversity and the need for cultural sensitivity in healthcare.

MSES 6243 **Corporate Wellness & Entrepreneur Health (3 credit hours)**
This course examines corporate health promotion and planning can influence positive health behaviors in the workforce. Course curriculum will cover strategic and supportive services provided through corporate responsibility to reduce healthcare coasts and chronic disease. This course provides health and wellness professionals with a practical framework for entrepreneurship, emphasizing key principles for business success. The student will develop a business plan to prepare for challenges they may face in starting their own health related business.

MSES 6253 **Fitness & Wellness Assessment & Program Design (3 credit hours)**
This course is designed to provide students with the skills necessary to conduct laboratory and field tests used for assessing physical fitness components. It will focus on cardiorespiratory fitness, muscular fitness, body composition, flexibility, and balance. The course emphasis is an integrative approach to technology for both individual and corporate wellness principles, techniques and application.

MSES 6303 **Research Design / Thesis (3 credit hours)**
This course is an introduction to research methods to analyze professional literature in exercise science. The course will explore both quantitative and qualitative research methods, including descriptive and inferential statistics. Special emphasis will be given to planning, conducting, and report of research as well as applied statistical analysis and interpretation of data from the field of exercise science. Students will produce an original pilot research project including statistical design.

MSES 6313 **Sport Psychology (3 credit hours)**
This course is a study of psychological theories and techniques that could be used to enhance the performance and personal growth of sports and exercise participants from youth to elite levels.

MSES 6323 **Advanced Exercise Physiology (3 credit hours)**
This course provides in-depth inquiry into the acute responses and long-term adaptations of the human body to various types of exercise from the cellular level to the entire system. Emphasis is placed on the physiological demands of exercise, metabolic requirements of exercise including macronutrients, bioenergetics and mitochondrial biogenesis as physiological changes that occur in response to exercise. Other information that will be explored throughout the course include skeletal-neuromuscular and gastrointestinal physiology, the function and control of the cardiovascular system, pulmonary exercise physiology, immune and endocrine system function, body composition and weight management, environmental stressors, genetics, nutrition, ergogenic aids, and principles for testing and training aerobic power, anaerobic strength, power, and range of motion.

MSES 6333 **Exercise Testing and Prescription (3 credit hours)**
This course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for patients with chronic disease, conditions and/or physical dysfunctions of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. Students will interpret information from pre-exercise screening and exercise testing and will apply this information from pre-exercise screening and exercise testing and will apply this information to appropriate exercise intervention protocols. Students will be prepared to pursue certification as an ACSM Registered Clinical Exercise Physiologist.

MSES 6343 **Biomechanics and Neuromuscular Control (3 credit hours)**
This course will explore the biomechanics of the upper extremities, axial skeleton, and lower extremities. Emphasis will be placed on neuromuscular control of dynamic activities, in particular gait and running analysis. Concepts will be discussed with consideration given to biomechanical principles, force couples, stabilizing musculature, and recognition/normalization of improper mechanics.

MSES 6353 **Nutrition for Sport Performance (3 credit hours)**
This course examines a range of topics on human nutrition including nutritional parameters of athletic performance, intervention planning, energy production, the energy nutrients, vitamins and minerals, principles of balanced diets, timing and composition of intakes, hydration, weight management strategies, and nutritional needs for special situations.

MSES 6363 **Exercise & Wellness Across the Lifespan (3 credit hours)**
This course is a study of the physiological, psychological, and social aspects of physical activity for older adults. Topics covered include an overview of aging, benefits of physical activity throughout the lifespan, and fitness assessment and programming options for older adults.

MSMA 6703 **Media Production for Sport Managers (3 credit hours)**
This course prepares students in all aspects of producing sports-related media in video and print formats and disseminating the productions through broadcast and online channels. Students will develop a concept and see it through to production followed by post-production activities including non-linear video editing, desktop publishing and web authoring via a content management system (CMS). Students will also practice skills related to writing and broadcasting sports information.

MSMA 6713 **Social Issues in Sport (3 credit hours)**
This survey course examines social issues in sport known to various social groups and countries. Study is given to the cultural and historical issues as they impact international sporting events. Particular areas of interest are youth sport programs, violence, racism, religion and gender issues. This course will examine current events and trends related to the future of sport in North America.

MSMA 6723 **Sport Facility Planning and Management (3 credit hours)**
This course introduces students to designing and construction of a comprehensive sport facility. Emphasis will be placed on managing a multi-dimensional sport facility that includes physical education, athletics, recreation, health/fitness, and aquatics.

MSMA 6733 **Sport Law (3 credit hours)**
This course presents the basics of the legal system, its terminology, and principles as applied to professional, amateur and recreational sports. Emphasis is placed on identifying and analyzing legal issues, the ramifications of those issues, risk management and limiting the liability of sport organizations. The concepts of tort law, constitutional, and statutory law are discussed.

MSMA 6743 **Sport Organization, Leadership and Management (3 credit hours)**
This course examines various organizational structures and leadership styles. The student will also review leadership roles, management techniques and practices in the operation of sport organizations including sport business and traditional athletic settings.

MSMA 6753 **Sport Governance and Compliance (3 credit hours)**
This course is an overview of the organizations that govern sport. Organizations to be included in the discussion are High School athletic associations, NCAA, and the USOC. Course will emphasize organizational and policy development as well as ethical decision making.

MSMA 6901-3 **Independent Study**
MSES 6901-3 An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

Graduate Program in Leadership

Master of Organizational Leadership (MOL)

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

Admission Requirements

- Hold a baccalaureate degree from a regionally-accredited college or university. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
- An undergraduate cumulative GPA of 3.0 or better
- Official transcript from the institution they received their bachelor's degree from.
- If GPA is below 3.0—submit a waiver form provided by SNU and an admission essay to assess the applicant's writing skill. The essay should focus on the value and importance of ethical leadership.

Program Learning Outcomes

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

Program Curriculum

Course Number	Course Title	Cr. Hrs.
LEAD 5103	Foundations of Personal Leadership	3
LEAD 5113	Foundations of Intercultural Leadership: Intercultural Perspectives for Leadership Excellence	3
LEAD 5123	LiveLast Leadership: Learning How to Serve	3
LEAD 5133	Organizational Behavior: Valuing Diversity to Create Intercultural Organizations	3
LEAD 5143	Strategic Leadership and Planning	3
LEAD 5153	Collaborative Leadership: Working with Teams	3
LEAD 5163	Ethical Leadership: Making Challenging Decisions	3
LEAD 5173	Conflict Negotiation & Resolution: Leading Difficult Conversations	3
LEAD 5183	Embracing Change: The Innovative Leader	3
LEAD 5193	Human Resources and Finance	3
LEAD 5203	Leadership Capstone	3
		33 hours

Graduate Leadership Course Descriptions

LEAD 5103 **Foundations of Personal Leadership (3 credit hours)**
This course examines the foundation of leadership based on three guiding principles: Character, Culture and Christ. Using these principles, learners are challenged to continually refine personal character, charged with creating inclusive and engaging cultures, all while modeling Christian principles of servant leadership. Learners will begin to develop a personal philosophy of leadership and understand how personal preferences influence leadership skills. Additionally, the course explores fundamental leadership theory helping to frame a personal philosophy of leadership.

LEAD 5113 **Foundations of Intercultural Leadership: Intercultural Perspectives for Leadership Excellence (3 credit hrs.)**
It is critical that emerging leaders continually develop leadership skills with global and cross-cultural perspectives. This course continues to challenge learners to engage with the Taxonomy of Cultural Responsiveness, which is a perspective woven throughout the Master's program helping leaders engage intercultural learning. Using the Christian principle of Imago Dei, learners will synthesize how the notion that all people are made in the image of the Divine Creator impacts leadership perspectives and philosophy. All people matter in the Kingdom, and it is imperative that culturally competent leaders integrate these principles into personal leadership ideology and decision-making practices.

LEAD 5123 **LiveLast Leadership: Learning How to Serve (3 credit hours)**
This course examines the intersection of leadership and servanthood as it relates to changing circumstances, motivating individuals, and actualizing a vision within an organization. Theoretical and experiential aspects of servant leadership are presented so that learners can understand how to apply these principles in everyday life, the work environment, and the community.

LEAD 5133 **Organizational Behavior: Valuing Diversity to Create Intercultural Organizations (3 credit hours)**
This course examines leadership and culture and how they influence the functioning of groups within institutions. Continuing to build with the *Taxonomy of Cultural Responsiveness*, the goal is to cultivate insight and respect for diversity and inclusion through the exploration of various cultures quite different from the learner's own experience as well as develop frameworks for leading across those cultural dimensions. Strategies for effective leadership that include diversity and cultural sensitivity are emphasized.

LEAD 5143 **Strategic Leadership and Planning (3 credit hours)**
Strategic and focused planning efforts are a critical skill for leaders. Learners are guided through the development of a strategic plan, which is necessary for effective organizations. Learners will explore the processes needed for strategic planning, which include evaluation of previous planning models, organizational structure, needs assessment, SWOT analysis, development of objectives, allocation of resources, and an approach for administering the plan.

LEAD 5153 **Collaborative Leadership: Working with Teams (3 credit hours)**
This course analyzes a variety of practices essential to group dynamics in order to understand the principles, structures, and values of building and leading effective teams, involving managing different personalities, cultures, conflicting political agendas, and varying skill levels of members. Additionally, learners will explore the importance of securing resources and management the expectations of senior executives or other stakeholders internal or external to the organization seeking collaborative relationships throughout organizations.

LEAD 5163 **Ethical Leadership: Making Challenging Decisions (3 credit hours)**
Learners are presented the relationship between leadership and ethics and challenged to evaluate a leader's role in fostering ethical behavior within the organization. Beyond examination of ethical systems and ethical issues, this course attempts to understand the ways in which ethics is central to the very act and process of leadership through an exploration of current case studies and relevant world events.

LEAD 5173 **Conflict Negotiation and Resolution: Leading Difficult Conversation (3 credit hours)**
This course examines the elements of leadership incorporating caring for others throughout the conflict resolution process. Foundational theories on conflict resolution as well as basic counseling and listening skills will be explored. Examination of how the application of these theories and skills can be utilized to resolve disputes both interpersonally and organizationally are a focus within the course. Case studies, reading materials, and simulations are utilized to create dynamic learner focused experiences.

LEAD 5183 **Embracing Change: The Innovative Leader (3 credit hours)**
This course focuses on planning and implementing change within organizations and provides frameworks and tools necessary to implement that change. Examination of both personal and organizational approaches to change are utilized to analyze case studies, complete exercises, and engage in dynamic group discussions. Learners are encouraged to recognize opportunities for change in organizations and understand how to manage change when it is presented.

LEAD 5193 **Human Resources and Finance (3 credit hours)**
People within an organization are arguably the most valuable resource, therefore, knowing how to find, lead, and motivate people is critical to the success of the leader and ultimately the organization. This course introduces techniques and skills helping leaders train, support, evaluate, and properly resource divisions or areas within organizations. Case studies are used to help the learner identify issues and opportunities for leadership to impact members of organizations. Learners will encounter challenges with budgets, personalities, and political environments within organizations and apply leadership theory and practice with the intention to improve the quality of the employees' experience within the system.

LEAD 5203 **Leadership Capstone (3 credit hours)**
The capstone course is designed to generate and promote reflection, critical thought, intercultural responsiveness, and application of leadership knowledge and skills. Learners will develop an initiative for a real-life project related to personal, work, or community leadership that will provide the opportunity for application of effective leadership practices that balances theoretical and practical awareness of leadership principles. Discussions are utilized to engage learners and promote a more comprehensive understanding and connection of leadership skills, theories and practice to learner's leadership settings.

LEAD 6901-3 **Independent Study**
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

Graduate Programs in Business (GPB)

The Graduate Programs in Business (GPB) are designed for working adults who hold baccalaureate degrees and have a strong interest in the effective practice of business. The curriculum has practical orientation and involves significant preparation outside of class. A maximum of nine transfer and/or waiver credit hours may be accepted, provided work has been completed within the past five years.

Program Information

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

- Completion of all required coursework with a grade of "C+" or better.
- No more than two “C+” grades

Program Learning Objectives

The Graduate Programs in Business are professional in nature and are designed to provide a broad educational experience in business. The programs are designed to fulfill established objectives: Business Knowledge, Business Skills, a Global Perspective, a commitment to Business Ethics, and a Respect for Diversity.

Graduate Programs in Business Handbook

The Graduate Programs in Business (GPB) Handbook serves as the official supplement to this Graduate Catalog for GPB-specific policies, procedures, standards, expectations, and operational guidelines. All students, administration, faculty, and staff associated with the GPB are responsible for reviewing and complying with the most current version of the GPB Handbook.

The University reserves the right to revise, modify, interpret, or update the GPB Handbook at any time as needed. Notification of material changes will be communicated through the official university email. The most current version of the GPB Handbook shall govern all GPB-specific matters not otherwise addressed in this Graduate Catalog.

Master of Business Administration (MBA)

Admission Requirements

The admission requirements for entry into the Graduate Programs in Business are:

1. A baccalaureate degree from a regionally-accredited college. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
2. Graduate college application
3. An undergraduate cumulative GPA of 3.00 or higher. Applicants with an undergraduate GPA below 3.0 will complete a waiver form and an admission essay to assess the applicant's writing skill
4. Official transcript from the institution with your bachelor's degree statement

Program Learning Outcomes

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

MBA Program Curriculum

The 34 credit-hour program is composed of 11 courses. Courses are taken individually in a planned sequence one at a time. Each three-credit hour course consists of six weeks of intensive study (the first four-credit hour course is eight weeks long). Grades are provided for each course. Upon enrollment the student is assigned to a cohort group and remains with this group throughout the program.

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

Master of Business Administration – Healthcare Administration (MBA-HA)

Admission Requirements

The admission requirements for entry into the Graduate Programs in Business are:

1. A baccalaureate degree from a regionally-accredited college. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
2. Graduate college application
3. An undergraduate cumulative GPA of 3.00 or higher. Applicants with an undergraduate GPA below 3.0 will complete a waiver form and an admission essay to assess the applicant's writing skill
4. Official transcript from the institution with your bachelor's degree statement

Programs Learning Outcomes:

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

MBA-HA Program Curriculum

The 34 credit-hour program is composed of 11 courses. Courses are taken in a planned sequence one at a time. Each three-credit hour course consists of six weeks of intensive study (the first four credit hour course is eight weeks long). Grades are provided for each course. Upon enrollment the student is assigned to a cohort group and remains with this group throughout the program.

Course Number	Course Name	Credit Hours
BADM 5114	Business Essentials	4
MGT 5223	Exploring Business Strategies	3
MGT 5233	Ethics & Law	3
MKT 51113	Marketing for the 21st Century	3
MKT 5363	Strategic Leadership for Organizations	3
MGT 5373	Management Analytics	3
MGT 6313	Healthcare Operations	3
MGT 6323	Healthcare Systems: Policies and Regulations	3
MGT 6343	Social Issues in Healthcare Administration	3
MGT 5193	Accounting & Finance for Healthcare Decision-Making	3
MGT 6353	Capstone: Leading Teams in Healthcare Administration	3
		34 hours

Master of Science in Management in Strategic Operations (MSM)

Admission Requirements

The admission requirements for entry into the Graduate Programs in Business are:

1. A baccalaureate degree from a regionally-accredited college. Program directors will advise applicants regarding degrees earned from nationally-accredited institutions.
2. Graduate college application
3. An undergraduate cumulative GPA of 3.00 or higher. Applicants with an undergraduate GPA below 3.0 will complete a waiver form and an admission essay to assess the applicant's writing skill
4. Official transcript from the institution with your bachelor's degree statement

Program Learning Outcomes

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

MSM Program Curriculum

The 31 credit-hour program is composed of 10 courses. Courses are taken in a planned sequence one at a time. Each three-credit hour course consists of six weeks of intensive study (the first four credit hour course is eight weeks long). Upon enrollment the student is assigned to a cohort group and remains with this group throughout the program.

The MSM in Strategic Operations is designed for professionals seeking to strengthen their expertise in developing, executing, and refining operational strategies that drive organizational success. This program equips students with analytical tools, strategic decision-making capabilities, and leadership skills to enhance efficiency, foster innovation, and create a sustainable competitive advantage in an evolving global marketplace.

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

Graduate Business Course Descriptions

FIN 5003 **The Accounting and Finance Environment (3 credit hours)**
This course deals with basic accounting and financial functions with an emphasis on management's role, the organization of data for decision making, and the budgeting process.

ACC 5113 **Management Accounting (3 credit hours)**
This course examines how accounting impacts the manager's role in the planning and control functions of business. Emphasis will be placed upon how managers can effectively use accounting information in the decision-making process.

ECO 5113 **Managerial Economics (3 credit hours)**
This course applies economic theory to practical business operations and examines how economic knowledge affects managerial decision-making. Emphasis is placed on the application of economic concepts to management activities.

FIN 5113 **Financial Management (3 credit hours)**
This course explores financial functions within the corporate world. Emphasis is placed upon interpretation and use of financial information within the management decision-making process.

MKT 5113 **Marketing for the 21st Century (3 credit hours)**
This course incorporates the techniques necessary for formulating domestic and global marketing strategies for the 21st century. Emphasis will be placed on the evaluation of marketing opportunities, analysis of marketing mix activities, and assessment of corporate marketing strategy implementation.

BADM 5114 **Business Essentials (3 credit hours)**
This course provides a foundation in professional business concepts related to accounting, economics, finance, global business, marketing, management, and business law and ethics.

ECO 5123 **Managerial Economics in Healthcare (3 credit hours)**
This course applies economic theory to the healthcare sector. Demand and supply, elasticity, health insurance regulation, competition and cost effectiveness will be areas of emphasis. Attention is devoted to planning, implementation and operation of healthcare organizations from the perspective of providers, payers, and the population.

FIN 5123 **Financial Management in Healthcare (3 credit hours)**
This course focuses on applied financial management concepts for healthcare organizations. Topics include preparation and analysis of financial statements for healthcare organizations, staffing, reporting, financial ratios, budgeting, and asset acquisition.

MGT 5123 Management Science (3 credit hours)
Operations and management science techniques currently used in organizations are explored. Project management, forecasting, inventory models, scheduling, and other techniques are included.

MGT 5133 Management of Organizational Behavior (3 credit hours)
This course deals with behavioral social systems in work organizations. Topics include individual and group behavior, leadership, organizational change and development, behavioral research, decision processes and motivation processes.

MGT 5153 Ethics in Management (3 credit hours)
This course presents a rational, ethical framework, consistent with Christian values, by which decisions and actions undertaken by businesspeople can be evaluated. Ethics will be examined through case studies, class discussions, and position papers related to the students' experiences.

MGT 5163 Healthcare Administration (3 credit hours)
This course is designed to give students an opportunity to develop conceptual skills needed by top-level healthcare managers. Emphasis is given to the integration of subject matter from industry best practices and business administration/management courses. Topics include development of organizational strategy in healthcare organizations, the strategic planning process, formulation of objectives and policies, and the management of change in the healthcare industry.

MGT 5173 Ethics in Healthcare (3 credit hours)
This course presents a rational, ethical framework, consistent with Christian values, by which decisions and actions undertaken by healthcare professionals can be evaluated. Ethics will be examined through case studies, class discussions, and position papers related to the students' experiences.

MGT 5183 Workforce Planning & Employment (3 credit hours)
Workforce planning, a core process of human resource management shaped by organizational strategy, ensures the right number of people with the right skills in the right place at the right time to reach short-and long-term organizational objectives. Work force analysis involves three distinct phases including: Supply Analysis, Demand (or Needs) Analysis and Gap Analysis. Altogether, this process yields information that can be melded together with the other components of workforce planning to form a strategic plan designed to cope with workforce challenges of the future.

MGT 5193 Accounting & Finance for Healthcare Decision-Making (3 credit hours)
This course covers a range of accounting topics and financial principles needed for effective decision-making within healthcare organizations. Focus will be a practitioner’s approach of applying information provided in accounting statements and conducting financial analysis in order to make strategic business decisions.

MGT 5223 **Exploring Business Strategies (3 credit hours)**
This course explores managerial skills necessary for strategy development. Emphasis will be placed upon generating value and sustaining competitive advantage within the marketplace.

MGT 5233 **Ethics and Law (3 credit hours)**
This course examines law, regulation, and ethics within business. Emphasis will be placed on the laws that regulate business relationships and attention will be given to the importance of ethical practices upon the employee, firm, consumer, and society. Case studies are incorporated to assist the student in understanding ethical practices and the laws governing today's business environment as well as social responsibility and ethical leadership.

MGT 5333 **Global Business (3 credit hours)**
This course explores business operations necessary to compete in the global marketplace. Attention is focused on business models and barriers to global expansion such as cultural, political, or economic aspects.

MGT 5363 **Strategic Leadership for Organizations (3 credit hours)**
This course enhances the ability to lead organizations and their members. Emphasis will be placed upon organizational behavior theory, effective communication practices, motivational theory, and organizational culture analysis.

MGT 5373 **Management Analytics (3 credit hours)**
This course emphasizes the usage of quantitative techniques to support strategic managerial decision-making. Focus will be on the analysis of data and application of findings rather than mathematical developments, with the goal of solving practical business problems.

MGT 6103 **Employment Law (3 credit hours)**
Employment Law addresses human resource practices associated with each stage of the employment process and federal and state labor laws that regulate the employment relationship. Major topics include employee welfare and retirement benefits (ERISA), employee privacy, medical and drug screening, wage and hour protection, occupational safety and health, disabling illness or injury, and wrongful discharge. The course empowers students to understand the difference between what is legal and what is not, to recognize and avoid potential problems, and know when to turn to a lawyer. This course will cover the most important employment law topics in regard to the latest legislation, new regulations, and recent case law, including extended coverage of the rights of vulnerable employees under the Americans with Disabilities Act, racial discrimination, the use of background checks, the Family Medical Leave Act, and more.

MGT 6131 **Management Seminar (Entrepreneurship) (1 credit hour)**
Entrepreneurship will be examined in a two-week seminar. Entrepreneurial spirit serves as a major fuel source driving our economic base. Linking the science of business to this entrepreneurial energy will be a major focus of the seminar.

MGT 6133 **Compensation and Benefits (3 credit hours)**
Demonstrates the art and science of compensation practice and its role in a company's competitive advantage. The course focuses on the context of compensation practice, the criteria used to compensate employees, compensation system design issues, employee benefits, the challenges of compensating key strategic employee groups, and pay and benefits around the world, preparing readers to assume the roles of successful compensation professionals.

MGT 6143 **Legal Environment of Management (3 credit hours)**
This course provides the management student with a sound understanding of today's legal environment. Lectures, reading, group activities, and actual case studies are incorporated to assist the student in complying with the appropriate laws governing today's business environment.

MGT 6153 **Strategic Human Resource Management (3 credit hours)**
The course focuses on the framework for helping organizational leaders and HR leaders develop a superior workforce. Emphasis is placed on performance management, coaching, mentoring, and succession planning.

MGT 6173 **MBA Capstone (3 credit hours)**
This course integrates the functional business disciplines within the strategic planning process. A management simulation component is utilized to demonstrate the strategic linkage of the business areas.

MGT 6203 **Human Resource Development (3 credit hours)**
Human resource development is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities; that is, the integrated use of training, organization, and career development efforts to improve individual, group, and organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Human Resource Development includes staffing strategies that reinforce business strategies, staffing technology, and how to evaluate and improve staffing systems. This course also includes topics related to employee training, career development, performance management and development, coaching / mentoring, succession planning, key employee identification, tuition assistance, and organization development.

MGT 6213 **Quality Management Systems (3 credit hours)**
This course focuses on management practices related to implementing a quality management system. Emphasis will be placed on the customer, product quality, process approach and improvement, evidence-based decision making, and technology.

MGT 6243 **Legal Environment of Healthcare (3 credit hours)**
This course provides the healthcare administration student with a sound understanding of today's legal environment. Lectures, reading, group activities, and actual case studies are incorporated to assist the student in complying with the appropriate laws governing today's healthcare environment.

MGT 6283 **Project Management (3 credit hours)**
This course focuses on developing an organized approach to managing a project. Emphasis will be placed on planning, scheduling, controlling, resource allocation, and performance measurement.

MGT 6313 **Healthcare Operations (3 credit hours)**
This course focuses on the planning and management aspects of operation. Emphasis will be placed on resource allocation, capacity planning, management of patient flows and scheduling.

MGT 6323 **Healthcare Systems: Policies and Regulations (3 credit hours)**
This course examines policy, law, ethics, and the government's role within the healthcare industry. Emphasis will be placed on the laws and policies that regulate business relationships and attention will be given to the importance of ethical practices upon the employee, firm, consumer, and society.

MGT 6331 **Leadership in Healthcare Seminar (1 credit hour)**
The seminar portion of this course emphasizes working with various stakeholders (employees, councils, boards, volunteers, donors, and taxpayers). Strategic issues include alignment of mission, goals, and objectives, record systems, and building alliances. The effective use of limited resources, conflict resolution, and proactive teamwork are also addressed.

MGT 6343 **Social Issues in Healthcare Administration (3 credit hours)**
This course examines social issues, current trends and the impact on healthcare administration and strategy. Emphasis will be placed on controversies, healthcare reform, artificial intelligence and the impact these trends have on healthcare administration.

MGT 6353 **Capstone: Leading Teams in Healthcare Administration (3 credit hours)**
This course explores leadership strategies necessary to effectively lead in the healthcare industry. Students will be given the opportunity to develop leadership skills needed by top-level healthcare managers. Emphasis is placed on organizational strategy, formulation of policies, strategic planning, and leading through change.

MGT 6443 **Leadership Theory (3 credit hours)**
This course provides a comprehensive understanding of leadership theory and its applications from the early 1900s to the present. Students will examine skills and trait leadership, transformational and transactional leadership, situational, charismatic, contingency theory, path-goal theory, leader-member exchange, servant leadership, the psychodynamic approach to leadership, and women in leadership. Students will continue to develop a personal leadership plan, which will serve to identify personal leadership strengths, weaknesses, and opportunities in order to hone leadership effectiveness.

MGT 6453 **Organizational Change (3 credit hours)**
This course prepares graduate learners for the hyper-turbulent work environment by introducing behavioral science techniques and methodologies to systematically bring about high performing organizations. The course uses the "learning by doing" technique to help graduate students improve organizational effectiveness by means of behavior modification and individual self-actualization.

MGT 6463 **Global Leadership (3 credit hours)**
This course focuses on leadership practices which address issues in the global environment. Emphasis will be placed on culture, motivation, organizational behavior, and team performance.

ECO 6901-3 **Independent Study**
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

FIN 6901-3 **Independent Study**
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

MGT 6901-3 **Independent Study**
An intensive investigation of selected problems or special topics to supplement a student's course of study through reading, writing, research, and/or other structured learning activities.

Graduate Program in Physician Assistant Studies

Master of Science in Physician Assistant Studies (MS-PAS)

The Master of Science in Physician Assistant Studies program is a 24-month, 119 credit hour curriculum designed to prepare students for careers as physician assistants. Its mission is to provide a supportive environment that equips highly qualified physician assistants to practice medicine with excellence and a commitment to Christlike service. The program includes a twelve-month didactic phase covering foundational sciences and clinical medicine, followed by eleven months of clinical rotations across various specialties. The final month focuses on Capstone experiences and preparation for successful entry into PA practice.

Southern Nazarene University has applied 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 achieving 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 graduation of the first class (cohort) of students.

Admissions Requirements
The following criteria are established for students interested in applying to the Master of Science in Physician Assistant Studies program. Admission to the PA program is highly competitive. Completion of the established criteria does not guarantee an interview or admission.

- A bachelor's degree (or higher) from a U.S. regionally accredited institution
    - Degrees must be completed by December 31 of the year of application. Documentation of completed degrees must be received by the first day of class.
- A minimum total cumulative GPA of 3.0 on a 4.0 scale
    - The total cumulative GPA includes all undergraduate and graduate coursework.
- A minimum prerequisite GPA of 3.0 on a 4.0 scale
- Applicants must meet the program's technical standards.
- All prerequisite courses must be completed at a regionally accredited college or university in the United States.
- All prerequisite courses require a letter grade and must be completed with a grade of "C" or better.
- Letters of Recommendation: Three professional letters of reference are required. References from different backgrounds are encouraged, such as professors, healthcare professionals, supervisors, or colleagues.
- Personal Statement: Applicants should submit a personal statement that highlights their motivation for pursuing a career as a physician assistant. The statement should address the applicant's understanding of the PA profession, their commitment to patient care, and any personal, academic, or professional experiences that have prepared them for this role.

- Curriculum Vitae (CV): Applicants must submit a current CV highlighting their academic achievements, professional experiences, and extracurricular activities
- International Applicants:
    - U.S. Citizenship: Due to the lack of equivalence of the PA model outside of the U.S. at this time and licensure requirements for several states, applicants must be a U.S. citizen or legal permanent resident
    - Non-U.S. Degrees: Degrees obtained from institutions outside of the U.S. will be considered once translated for degree performance equivalency (i.e., comparable U.S. degree, grade equivalency, and GPA) by World Education Services (WES) or SpanTran.
    - English Proficiency: Due to the fast-paced nature of the PA program and depth of knowledge required for healthcare providers, success in our degree program requires a high level of English language proficiency. International applicants must take the Test of English as a Foreign Language (TOEFL) internet-based test (iBT). The TOEFL iBT must be taken within the last two years. Students must score an 83 or greater overall with at least 26 in the speaking component and 20 in all other sections.

Admissions Preference

- Patient Care Experience: Preference is given to applicants with at least 500 hours or more of direct patient care experience.
- Community Service: Preference is given to applicants with at least 200 hours or more of community service completed within the last 4 years.
- Nazarene Affiliation
    - All graduates of SNU receiving a bachelor's degree (or higher) will be invited for an interview if they meet all admissions criteria. An interview does not guarantee admission.
    - Applicants taking 3 or more prerequisite courses at SNU will be given preference.
    - Applicants with a bachelor's degree (or higher) from a Nazarene College or University will receive preference
    - Members of the Church of the Nazarene will receive preference

Prerequisite Courses

- Statistics: 3 semester credit hours
- Psychology: 3 semester credit hours
    - General, Intro, Abnormal, Developmental, or Lifespan will be accepted
- General Chemistry I and II with labs: 6 semester credit hours
- Microbiology: 3 semester credit hours
- Biochemistry or Organic Chemistry: 3 semester credit hours
- Human Anatomy with lab: 4 semester credit hours
- Human Physiology with lab: 4 semester credit hours
    - Combined human anatomy and physiology courses are acceptable provided the total credits earned are at least 8 semester credit hours
- Upper Division Biological Science: 8 semester credit hours
    - Must be upper-level biology courses (300/400+ or 3000/4000+)

- Labs are encouraged, but not required
- Social science, health and exercise science, kinesiology, nursing, and nutrition courses will not meet the requirement.
- Microbiology and biochemistry do not satisfy this requirement.

* Advanced Placement (AP) or College Level Examination Program (CLEP) credit can be counted for a prerequisite course if the credit has been accepted by the applicant's institution and is listed on the applicant's official transcript. Required prerequisite courses do not substitute for any courses in the program's curriculum. All accepted applicants are required to complete all courses in the PA program to meet graduation requirements.
* The program does not offer advanced standing, advanced placement, priority consideration, or transfer credit for previous academic work or experience.
* Semester credit hours listed above are minimum requirements. Courses worth more credit hours will be accepted, however, a single course cannot satisfy more than one prerequisite requirement.
* Prerequisites may be retaken. The program will use the highest grade listed on the official transcript.
* It is highly recommended that lab components be taken in-person, however, online courses will satisfy the requirements.

PA Program Learning Outcomes

Medical Knowledge

PLO1: Demonstrate a foundational knowledge of biomedical and clinical sciences and their application to patient care across the lifespan

Interpersonal Skills

PLO2: Demonstrate an accurate and succinct oral presentation of a clinical encounter

PLO3: Construct and deliver accurate patient education

PLO4: Demonstrate effective interpersonal and communication skills to elicit and provide information to patients and the healthcare team

Clinical and Technical Skills

PLO5: Integrate medical knowledge to elicit a medical history and perform a physical exam

PLO6: Select and interpret diagnostic and screening tests necessary for entry into PA practice

PLO7: Perform procedures and clinical skills necessary for entry into PA practice

Professional Behaviors

PLO8: Demonstrate the application of ethical principles and legal standards relevant to PA practice

PLO9: Demonstrate respect and sensitivity to provide care that is responsive to diverse backgrounds, cultures, beliefs, practices, or healthcare needs

Clinical Reasoning and Problem-Solving Abilities

PLO10: Create a prioritized differential diagnosis following a clinical encounter

PLO11: Synthesize information obtained in a clinical encounter, including medical history, physical examination, or diagnostic studies to formulate an accurate diagnosis

PLO12: Develop a patient-centered management plan integrating patient preferences, clinical judgment, and evidence-based practice

Program Curriculum

Course Number	Course Title	Credit Hours
PAS 5103	Physician Assistant Practice	3
PAS 5115	Patient Encounters	5
PAS 5126	Medical Anatomy	6
PAS 5132	Research Methods for Evidence-Based Practice	2
PAS 5217	Medical Systems I	7
PAS 5222	Pharmacology I	2
PAS 5234	Foundations of Science I	4
PAS 5242	Clinical Correlations I	2
PAS 5253	Medical Lab and Imaging I	3
PAS 5301	Clinical Procedures and Skills I	1
PAS 5317	Medical Systems II	7
PAS 5322	Pharmacology II	2
PAS 5334	Foundations of Science II	4
PAS 5342	Clinical Correlations II	2
PAS 5353	Medical Lab and Imaging II	3
PAS 5401	Clinical Procedures and Skills II	1
PAS 5417	Medical Systems III	7
PAS 5422	Pharmacology III	2
PAS 5434	Foundations of Science III	4
PAS 5442	Clinical Correlations III	2
PAS 5453	Medical Lab and Imaging III	3
PAS 6501	Preparation for Practice I and Capstone	1
PAS 6504	Behavioral Medicine SCPE	4
PAS 6514	Clinical Elective I SCPE	4
PAS 6524	Clinical Elective II SCPE	4
PAS 6534	Inpatient Medicine SCPE	4
PAS 6544	Emergency Medicine SCPE	4
PAS 6554	Family Medicine I SCPE	4
PAS 6602	Preparation for Practice II and Summative	2
PAS 6604	Family Medicine II SCPE	4
PAS 6614	Internal Medicine SCPE	4
PAS 6624	Pediatrics SCPE	4
PAS 6634	Surgery SCPE	4
PAS 6644	Women’s Health SCPE	4
	Program Total Credits	119

Graduate Physician Assistant Course Descriptions

PAS 5103 Physician Assistant Practice (3 credit hours)

While the core training for clinicians is founded in the biological and medical sciences, the practice of medicine is a regulated profession that is founded on interpersonal relationships. This course is designed to prepare the PA student for entry into the "practice" of medicine. This course sets a foundation in the business of medicine, explores areas of medical ethics, patient safety, professionalism, provider wellness, the healthcare team, regulation of health care practice, health policy, and public and social health. Emphasis will be placed on patient- centered care, the role of the PA on the healthcare team, ethics, and navigating social and cultural determinants of health in a Christlike manner.

This course is primarily lecture-based with various writing and activity assignments. A wellness workshop and service project are included. Attendance is required for all scheduled course activities.

PAS 5115 Patient Encounters (5 credit hours)

Learning to glean accurate, valuable, and pertinent information from patients is key to the practice of medicine. Students will learn the art of communication and relationship building to successfully obtain valuable information from patients from all types of backgrounds, settings, and circumstances. Further preparation is made to accurately document and communicate patient interactions and findings to other members of the healthcare team. Finally, the skills requisite for physical assessments and the discernment between normal and abnormal findings are introduced.

PAS 5126 Medical Anatomy (6 credit hours)

The form, function, and relationships of all gross anatomical structures of the human body are presented. Gaining an in-depth working knowledge of normal gross anatomy will allow the clinician to recognize developmentally abnormal, mechanically abnormal, or functionally abnormal anatomy. This course will be delivered didactically and supported by cadaveric, model, and virtual anatomy laboratory resources. Anatomic imaging, including plain film radiology, CT/MRI, and ultrasound is included for a deeper learning experience.

PAS 5132 Research Methods for Evidence-Based Practice (2 credit hours)

This course provides PA students with the essential skills to search, interpret, and evaluate medical literature to support evidence-based practice. Students will learn research methodologies, critical appraisal techniques, and foundational statistical concepts necessary to assess the validity and applicability of clinical studies. The course will cover strategies for conducting systematic literature searches. Concepts learned in this course will be applied to the Capstone project in PAS 6502.

PAS 5217 Medical Systems I (7 credit hours)

Using an organ systems approach, this course uses evidence-based medical resources to explore the epidemiology, presentation, evaluation, diagnosis, and management of infectious diseases and conditions affecting the dermatologic system, eyes, ears, nose, and throat (EENT), hematologic system, and cardiovascular system. With a focus on primary care, students will learn to recognize and manage conditions across the lifespan, including infants, children, adolescents, adults, and elderly populations. Prevention and wellness principles will be integrated throughout each system.

PAS 5222 Pharmacology I (2 credit hours)

Pharmacologic concepts are applied to understand the pharmacologic treatment of abnormal physiologic or anatomic processes. The actions of different drug classes with special attention to drug-drug interactions and prevention of prescribing and medication errors is a key focus of this course. Emphasis will be applied to therapies used in the treatment of infectious diseases, disorders of the eyes, ears, nose, and throat (EENT), and conditions affecting the dermatologic, hematologic, and cardiovascular systems.

PAS 5234 Foundations of Science I (4 credit hours)

This course provides PA students with a foundational understanding of the scientific principles underlying human health and disease. Using a systems-based approach, students will explore key concepts in physiology, pathophysiology, and the genetic and molecular mechanisms of health and disease to build a strong framework for clinical practice.

PAS 5242 Clinical Correlations I (2 credit hours)

This course is an interactive, application-based course designed to integrate and reinforce foundational knowledge and skills learned in the *Physician Assistant Practice, Medical Systems,* and *Patient Encounters* courses. Through a combination of hands-on workshops, simulations, Objective Structured Clinical Examinations (OSCEs), case-based learning, team-based learning, and service opportunities, students will refine their clinical skills, including physical examinations, while further developing clinical reasoning, problem solving, interpersonal, and communication abilities.

PAS 5253 Medical Lab and Imaging I (3 credit hours)

This course provides PA students with an understanding of laboratory medicine and imaging modalities relevant to the diagnosis and management of conditions affecting the dermatologic system, eyes, ears, nose, and throat (EENT), hematologic system, and cardiovascular system. Laboratory studies used in the diagnosis and treatment of infectious diseases will also be introduced. ECG interpretation will be taught. Through a systems-based approach, students will explore the selection, interpretation, and clinical application of laboratory tests and imaging studies in the evaluation of common and complex diseases. Emphasis will be placed on clinical reasoning, evidence-based test selection, and diagnostic accuracy to optimize patient care.

PAS 5301 Clinical Procedures and Skills I (1 credit hour)

This is the first of two lab courses designed to teach essential skills and procedures necessary for entry into PA practice. Emphasis is placed on skills and procedures commonly encountered in primary care. Students will develop skills through supervised practice in the laboratory/simulation setting, with a focus on safety, informed consent, procedural indications and contraindications, and complication management.

PAS 5317 Medical Systems II (7 credit hours)

Continuing with an organ systems approach, this course uses evidence-based medical resources to explore the epidemiology, presentation, evaluation, diagnosis, and management of conditions affecting the pulmonary, musculoskeletal, genitourinary, renal, and gastrointestinal systems. With a focus on primary care, students will learn to recognize and manage common conditions across the lifespan, including infants, children, adolescents, adults, and elderly populations. Prevention and wellness principles will be integrated throughout each system.

PAS 5322 Pharmacology II (2 credit hours)

The application of pharmacologic concepts to treat abnormal physiologic or anatomic processes is continued. The actions of different drug classes, and special attention to drug-drug interactions and prevention of prescribing and medication errors are key components of this course. Emphasis will be applied to therapies in the pulmonary, musculoskeletal, genitourinary, renal, and gastrointestinal systems.

PAS 5334 Foundations of Science II (4 credit hours)

This course provides PA students with a foundational understanding of the scientific principles underlying human health and disease. Using a systems-based approach, students will explore key concepts in physiology, pathophysiology, and the genetic and molecular mechanisms of health and disease to build a strong framework for clinical practice.

PAS 5342 Clinical Correlations II (2 credit hours)

Building upon the foundational knowledge and skills obtained in Clinical Correlations I, this course continues integrating concepts from the Physician Assistant Practice, Medical Systems, and Patient Encounters courses. Through hands-on workshops, simulations, Objective Structured Clinical Examinations (OSCEs), case-based learning, team-based learning activities, and an interprofessional activity, students will further refine their clinical skills, enhance clinical reasoning and problem-solving abilities, and strengthen interpersonal and communication skills.

PAS 5353 Medical Lab and Imaging II (3 credit hours)

This course provides PA students with an understanding of laboratory medicine and imaging modalities relevant to the diagnosis and management of conditions affecting the pulmonary, musculoskeletal, genitourinary, renal, and gastrointestinal systems. Through a systems-based approach, students will explore the selection, interpretation, and clinical application of laboratory tests and imaging studies in the evaluation of common and complex diseases. Emphasis will be placed on clinical reasoning, evidence-based test selection, and diagnostic accuracy to optimize patient care.

PAS 5401 Clinical Procedures and Skills II (1 credit hour)

This course builds upon foundational procedural skills taught in the first course by introducing specialized techniques essential for PA practice in various settings. Emphasis is placed on specialized procedures and skills commonly encountered in hospital medicine, emergency medicine, and surgery. Through supervised practice in a laboratory/simulation setting, students will develop confidence in performing procedures safely and effectively.

PAS 5417 Medical Systems III (7 credit hours)

Continuing with an organ systems approach, this course uses evidence-based resources to explore the epidemiology, presentation, evaluation, diagnosis, and management of psychiatric/behavioral conditions and conditions affecting the neurologic, endocrine, and reproductive systems. With a focus on primary care, students will learn to recognize and manage common conditions across the lifespan, including prenatal, infants, children, adolescents, adults, and elderly populations. Prevention and wellness principles will be integrated throughout each system.

PAS 5422 Pharmacology III (2 credit hours)

The application of pharmacologic concepts to treat abnormal physiologic or anatomic processes is continued. The actions of different drug classes, and special attention to drug-drug interactions and prevention of prescribing and medication errors are key components of this course. Emphasis will be applied to therapies in psychiatry/behavioral medicine and the neurological, endocrine, and reproductive systems.

PAS 5434 Foundations of Science III (4 credit hours)

This course provides PA students with a foundational understanding of the scientific principles underlying human health and disease. Using a systems-based approach, students will explore key concepts in physiology, pathophysiology, and the genetic and molecular mechanisms of health and disease to build a strong framework for clinical practice.

PAS 5442 Clinical Correlations III (2 credit hours)

This course continues the progression of integrating and reinforcing knowledge from the Physician Assistant Practice, Medical Systems, and Patient Encounters courses. Students will engage in hands-on workshops, simulations, Objective Structured Clinical Examinations (OSCEs), case-based learning, and team-based activities to further advance their clinical skills, including physical examinations, critical thinking, and professional communication. Emphasis will also be placed on the business and regulatory aspects of medicine and PA advocacy.

PAS 5453 Medical Lab and Imaging III (3 credit hours)

This course provides PA students with an understanding of laboratory medicine and imaging modalities relevant to the diagnosis and management of psychiatric/behavioral conditions and conditions affecting the neurologic, endocrine, and reproductive systems. Through a systems-based approach, students will explore the selection, interpretation, and clinical application of laboratory tests and imaging studies in the evaluation of common and complex diseases. Emphasis will be placed on clinical reasoning, evidence-based test selection, and diagnostic accuracy to optimize patient care.

PAS 6501 Preparation for PA Practice I and Capstone (1 credit hour)

This course is designed to equip physician assistant students with the foundational knowledge and skills necessary for successful transition into clinical practice and preparation for the Physician Assistant National Certifying Exam (PANCE). The Capstone Project is a culminating academic experience in which students will participate in a volunteer or community service initiative focused on patient care. Students will identify a specific healthcare need within the community and design a plan to address the need. Students will create and present a poster of their final project.

PAS 6504 Behavioral Medicine Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical skills, professional behaviors, and clinical reasoning and problem-solving abilities in behavioral medicine and mental health necessary for entry into PA practice. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6514 Clinical Elective I Supervised Clinical Practice Experience (4 credit hours)

This four-week course allows students to gain focused experience in a medical or surgical specialty. This course is designed to provide PA students with experiences that allow them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities necessary for entry into PA practice. This rotation provides an opportunity for students to tailor their learning to their career interests while expanding their clinical competence and professional development. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6524 Clinical Elective II Supervised Clinical Practice Experience (4 credit hours)

This four-week course allows students to gain focused experience in a medical or surgical specialty. This course is designed to provide PA students with experiences that allow them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities necessary for entry into PA practice. This rotation provides an opportunity for students to tailor their learning to their career interests while expanding their clinical competence and professional development. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6534 Inpatient Medicine Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in an inpatient setting. Emphasis will be placed on the evaluation and management of hospitalized patients. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6544 Emergency Medicine Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical skills, professional behaviors, and clinical reasoning and problem-solving abilities in emergency medicine. Emphasis will be placed on acute and emergent patient encounters in the emergency department. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6554 Family Medicine I Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in family medicine. Emphasis will be placed on disease prevention and wellness. Experiences will occur in an outpatient setting. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6602 Preparation for PA Practice II and Summative (2 credit hours)

This course is designed to support PA students as they transition from full-time academics to full-time clinical practice. It provides essential preparation for the Physician Assistant National Certifying Exam (PANCE), instruction on national certification and maintenance, state licensure, contract negotiations, malpractice insurance, loan repayment, and financial planning. The course also includes guidance on professional development and career readiness. To ensure competency for entry into PA practice, students will complete a comprehensive summative evaluation within the final four months of the program.

PAS 6604 Family Medicine II Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in family medicine. Emphasis will be placed on disease prevention and wellness. Experiences will occur in an outpatient setting. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6614 Internal Medicine Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult and elderly patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in internal medicine. Emphasis will be placed on chronic conditions. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6624 Pediatrics Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to infant, children, and adolescent patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in pediatrics necessary for entry into PA practice. Emphasis will be placed on disease prevention and wellness. Experiences will occur in an outpatient setting. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6634 Surgery Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in surgery. Emphasis will be placed on preoperative, intra-operative, and postoperative care. Prerequisite(s): Completion of all 5000 level didactic courses

PAS 6644 Women's Health Supervised Clinical Practice Experience (4 credit hours)

This four-week supervised clinical practice experience is designed to provide PA students with exposure to adult patient populations, allowing them to apply medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities in women's health. Emphasis will be placed on prenatal and gynecologic care. Prerequisite(s): Completion of all 5000 level didactic courses

Graduate Programs in Theology and Ministry (On Hiatus)

Master of Arts in Theology

(As of Fall 2017 no longer accepting new students)

Program Learning Objectives

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

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

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

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

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

- Increase the students' understanding and appreciation of the Bible as both the word of God and the work of inspired writers.
- Acquaint the student with the historical, exegetical, theological and devotional literature of the Christian religion.

- Encourage proficiency in the biblical languages as an aid to research and exposition of the Bible.
- Inspire deep commitment to the worldwide mission of the church.
- Improve effectiveness in Christ's kingdom through increased professional competence.
- Enlarge the intellectual and spiritual perspectives of its candidates.
- Develop professional competence in the techniques of scholarly research and communication.
- Identify and promote the student's mastery of the foundations for ministry–biblical, theological, historical and social.
- Cultivate the student's skills for ministry–communicative, hermeneutical, administrative, leadership, organizational and pastoral.

Admission Requirements

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

Curriculum

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

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

The 12 credit hours of required CORE courses must be taken from 5000- and 6000-level courses. To become eligible for the M.A. in Theology, the candidate must complete an

approved program of 36 credithours of graduate work. The M.A. in Theology program offers both a thesis and a non-thesis option.

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

Program Courses

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

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

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

** Students entering the program with at least 15 credit hours of religion, including three credit hours of Old Testament and three credits of New Testament, have the option of substituting another Bible course.

General Information

Graduate-level courses in Biblical Literature (B LT) may not be taken until Biblical Introduction (B LT 5233) is completed. Graduate-level courses in Theology (THEO) may not be taken until the student has met the prerequisites for Systematic Theology or has completed Theological Method (THEO 5303). Biblical Introduction (B LT 5233) is foundational for the M.A. program and should be taken as soon in the student's program as possible. It is usually offered in modular format every 12 to 16 months.

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

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

A distinction is made between directed readings and a directed study course. In a directed study course the student must meet with the guiding professor at least five hours during the term, preferably once every three to four weeks. In a directed reading course, the student is expected to work more independently and must meet with the guiding professor at least twice during the term, including a final session at the end of the term. A directed readings course may be taken only on a pass/ fail basis. A pass

represents the equivalent of "B" or better work. A student is permitted to take no more than four credit hours of the 36 credit-hour program by directed study and/or directed readings. Approval by the M.A. coordinator and the professor of the area in which the work is being done is required and depends on the interest and capability of the student to do work in the proposed area, as well as the availability of a professor to supervise the work. A syllabus of required work must be filed with the M.A. coordinator.

Cognate Studies

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

Exit Evaluation

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

Graduate Theology and Ministry Course Descriptions

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

B LT (Biblical Literature)

B LT 4123 **8th and 7th Century Prophets* (3 credit hours)**
An exegetical study of the prophetic literature of the 8th and 7th centuries B.C., focusing on the major themes of prophetic preaching, the phenomena of prophecy and the prophetic response to history. This course includes the books of Amos, Hosea, Micah, Isaiah 1-39, with some attention to Nahum, Habakkuk, Zephaniah and Joel. Prerequisite: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4173 **Johannine Literature* (3 credit hours)**
An investigation of the characteristics, purposes, and central themes of the gospel and epistles of John. Prerequisite: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

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

B LT 4193 **General Epistles and Revelation* (3 credit hours)**
A literary, cultural and theological analysis of the Epistle to the Hebrews, the Epistles of James, Jude and Peter, and the book of Revelation. Prerequisite: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4213 **Poetic and Wisdom Literature* (3 credit hours)**
An exegetical study of the Psalms and Wisdom Literature of the Old Testament, focusing on the literary form, the social and religious milieu and the theological significance of selected Psalms, the books of Proverbs, Job and Ecclesiastes, as well as a brief survey of extra-canonical wisdom literature. Prerequisite: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 4273 **Luke - Acts* (3 credit hours)**
A study of the Lukan writings as a literary unit which covers the history of the Gospel from its beginnings in the life and ministry of Jesus through its proclamation to the world in the life and ministry of the Early Church. Attention will be given to the literary relations between Luke and the other Synoptic Gospels, as well as to the unifying themes of Luke-Acts. Prerequisite: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

B LT 5003 **Seminar: Selected Studies (3 credit hours)**
A study of a significant area of contemporary and enduring interest in Biblical Studies. Hermeneutics, Intertestamental Literature, Messianism, Hebrews, selected General Epistles, Miracles, recent developments in the study of Jesus, etc., are the kinds of topics that will be selected for the seminar.

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

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

B LT 5203 **Biblical Interpretation (3 credit hours)**
After a brief survey of the history of biblical interpretation, attention is given to contemporary methods of analyzing the Bible for the purpose of interpretation in a ministry context. A major interpretation project in both Old Testament and New Testament is required. This is a CORE course for M.A. students having deficiencies in Bible.

B LT 5213 **Deuteronomy and Mosaic Traditions (3 credit hours)**
A detailed exegetical study of the Torah, including a survey of the critical problems of the first five books of the Old Testament, but focusing especially on the Torah's theological interpretation of the Wilderness Period and the concepts of law, religious institution and covenant. This course will primarily deal with Leviticus, Numbers and Deuteronomy. Prerequisite: Biblical Introduction (B LT 5233) or permission of the professor.

B LT 5223 **Exilic Literature (3 credit hours)**
A detailed exegetical study of the prophetic response to the theological crisis of Exile, focusing especially on the tension between wrath and mercy, the continued rise of Messianism and the development of the concept of redemptive suffering. The course includes the books of Isaiah, Jeremiah, Ezekiel, Obadiah and Lamentations. Prerequisite: Biblical Introduction (B LT 5233) or permission of the professor.

B LT 5233 **Biblical Introduction (3 credit hours)**
An examination of the biblical writings in relation to the questions posed by critical inquiry. The course will include: a brief survey of the history of biblical interpretation; the more specific issues of authorship, date, sources, literary features, and redaction; the problem of the Bible as the Word of God in the words of humans; and the larger issues of authority, inspiration, actualization and canonization. This course will help students identify and evaluate their own presuppositions while developing tools and methods for proper biblical interpretation.

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

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

B LT 5361-3 **Directed Study in Hebrew/Aramaic (1-3 credit hours)**
See HB 5361-3

B LT 6123 Studies in Post-Exilic Literature (3 credit hours)
An advanced exegetical study of the prophetic and priestly response to the restoration of the people of God after the Exile, focusing on the re-establishment of community, the theological interpretation of God's purpose in history and the growing emphasis on eschatology. The course includes the books of Isaiah, Haggai, Zachariah, Chronicles, Ezra-Nehemiah, Malachi and Jonah, as well as the priestly and prophetic redactions of the Pentateuch. Prerequisite: Biblical Introduction (B LT 5233) or permission of the professor.

B LT 6133 The Parables of Jesus (3 credit hours)
A seminar on the meanings of the parables of Jesus as evidenced by the historical and cultural background and by the literary context of the parables in the individual gospels. The role of the parables in revealing the theological emphases of each gospel will be emphasized. Prerequisite: Biblical Introduction (B LT 5233) or permission of the professor.

B LT 6263 Paul's Thought in Recent Study (3 credit hours)
A seminar on the theological emphases of Paul's thought. Twentieth century interpretations of Paul will provide the backdrop for an analysis of major Pauline themes and texts. Prerequisite: Biblical Introduction (B LT 5233) or permission of the professor.

C ED (Christian Education)

C ED 4133 Survey of Youth Ministry* (3 credit hours)
A study of the developmental needs, organization and administration, methods and techniques, pertaining to the context of a local church ministry to young people. The course will include interaction with full-time youth pastors in the field.

C ED 4143 Survey of Adult Ministry* (3 credit hours)
A study of the developmental needs, the organization and administration, methods and techniques, that formulate educational programming for ministry of adults in the local church environment.

C ED 4153 Multiple Staff Ministry* (3 credit hours)
A study of the principles of organizing and maintaining a paid staff in the local church, with consideration given to the opportunities and problems of multiple staff operation. Prerequisite: Foundations of Christian Education (C ED 2103) and Evangelism and Church Renewal (C ED 3323).

C ED 4163 Pastoral Leadership and Team Building* (3 credit hours)
This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well as in-class application of these principles.

C ED 5181-3 Directed Study (1-3 credit hours)
Requires approval by M.A. coordinator and Christian Education professor.

C HS (Church History)

C HS 5103 **History of the American Church (3 credit hours)**
A study of the transplantation of Old-World faiths to the New World and their subsequent development in the American environment. Revivalism and the rise of new denominations, social reforms and the development of colleges and seminaries will be given special attention.

C HS 6223 **Specialized Studies (3 credit hours)**
A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating biblical, theological, and historic concerns with practical ministry will be a major focus. The course may be repeated with different subject matter. Topics may include Teaching Ethics, Strategies for Effective Evangelism, Marriage and Family Counseling, as well as other topics of current interest in the life, thought and ministry of American Christianity.

GK (Greek)

GK 5183 **Readings in New Testament Greek (3 credit hours)**
Advanced readings from the Greek text of selected New Testament books. The books of Romans, Corinthians, Prison Epistles, Matthew, Luke and Acts are offered at various times. This course may be repeated. Prerequisite: Nine credit hours of New Testament Greek.

GK 5191-3 **Directed Study (1-3 credit hours)**
Requires approval by M.A. coordinator and Greek professor.

HB (Hebrew)

HB 5313 **Introduction to Biblical Hebrew I (3 credit hours)**
An introduction to the basic grammar of Biblical Hebrew with emphasis on accidence and vocabulary building necessary for translation.

HB 5323 **Readings in Biblical Hebrew II (3 credit hours)**
A continuation of HB 5313 with more emphasis on the translation and inductive analysis of biblical texts. Prerequisite: HB 5313. This course is offered as needed.

HB 5333 **Advanced Readings in Hebrew/Aramaic (3 credit hours)**
The translation and exegesis of selected Biblical passages as a means of studying advanced Hebrew (or Aramaic) grammar and syntax. This course may be repeated. Prerequisite: Introduction to Biblical Hebrew I (HB 5313) and Readings in Biblical Hebrew II (HB 5323).

HB 5361-3 **Directed Study in Hebrew/Aramaic (1-3 credit hours)**
This course may be repeated.

ICS (Intercultural Studies)

ICS 4113 International Relations* (3 credit hours)
Forces dividing nations, nationalism in all its phases, colonial and economic imperialism, militarism and war are studied. Prerequisite: Junior standing or American Federal Government (HP 1113).

ICS 4123 Modern East Asia* (3 credit hours)
Political development of Japan, China, India and Korea. Designed for students preparing to do missionary work in the Orient. Prerequisite: Sophomore standing or American Federal Government (HP 1113).

ICS 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.

ICS 4183 Cultural Anthropology* (3 credit hours)
A cross-cultural approach to a study of race, culture, and society which provides understanding toward effective communication of the gospel.

ICS 4213 Communication in Conflict Management* (3 credit hours)
A study and practice of communication as interpersonal behavior and relationship with emphasis upon the individual and his/her management of conflict situations through specific tactics and strategies. Extensive use of cases and simulations illustrating conflict problems and management in personal, family and professional situations.

ICS 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.

ICS 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.

ICS 4273 Linguistics* (3 credit hours)
A comprehensive study of current linguistic theory, language change, language universals, and the impact of language study on literary criticism.

ICS 4281-3 Directed Study in Intercultural Studies* (1-3 credit hours)

ICS 4333 World's Living Religions* (3 credit hours)
A study of the major religions of mankind and their literature, with special emphasis on the religions of the Orient and the Near East.

ICS 5103 **Traditional Religions (3 credit hours)**
A study of the basic features of religious systems and institutions of animistic societies in which witchcraft, sorcery, shamanism, priesthoods and prophetic movement are considered.

PHIL (Philosophy)

PHIL 4113 **Developments in Contemporary Philosophy (3 credit hours) ***
The main problems of Pragmatism, Neorealism, Logical Positivism, Phenomenology, Existentialism and Analytic Philosophy are carefully surveyed and analyzed. Prerequisite: History of Ancient and Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).

PHIL 4123 **Philosophy of Religion* (3 credit hours)**
Attention is given to the meaning of religion, the relation of faith and reason, the nature and validity of religious experience, the arguments for the existence of God, the nature of good and evil, the knowledge of God and the theories of religious language. Prerequisite: History of Ancient and Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).

PHIL 4192-3 **Seminar in Philosophy* (2-3 credit hours)**
An advanced course designed to deal intensively with a topic of current philosophical significance. The content varies so that credit may be obtained in successive terms. A wide variety of subjects make the course attractive to students of all fields, and by permission of the instructor special students may be admitted to the class even though not of advanced standing.

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

PHIL 5153 **Religion and Science (3 credit hours)**
This course seeks to survey the main issues in the interaction between science and religion. The course will survey some comparisons of the tasks of scientific and theological investigation and discourse and look at models of the interaction between the two. There are also major points of intersection between religion and science, such as ethical issues raised by developments in science and technology; biological evolution and the assessment of its religious significance by different cultural traditions; models of God popular among scientists and those living in a scientific age (theism, panentheism, pantheism)

PHIL 5181-3 **Independent Study (1-3 credit hours)**
Requires approval of MA coordinator and Philosophy professor.

PRTH (Practical Theology)

PRTH 4103 Expository Preaching* (3 credit hours)
An advanced course in Biblical preaching with a definite emphasis on expository homiletics. Prerequisite: Senior Standing, Fundamentals of Preaching (PRTH 3113), nine credit hours of B LT, New Testament Greek (GK 2113), or permission of the instructor.

PRTH 4113 Psychology of Religion* (3 credit hours)
An interpersonal approach to the study of religious experience and behavior. The course is primarily concerned with normal Christian religious experience. Such topics as conviction, conversion, sanctification, prayer, guilt, devotion, and religious development will be explored. The relationship between religious life and mental health will be examined and contemporary approaches to counseling and therapy will be presented. Prerequisite: Familiarity with the basic vocabularies of theology and psychology. Psychology of Personality (PSY 4153) recommended.

PRTH 4143 Pastoral Care and Counseling* (3 credit hours)
A study of the place of pastoral counseling in the Christian ministry. Personality problems and counseling processes are surveyed. Emphasis is placed on developing counseling techniques and a study of the types of counseling used in the ministry. Prerequisite: One course in psychology or permission of the professor.

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

PRTH 5001 Orientation to SNU Online Studies (1 credit hour)
This course serves as an orientation to SNU, the course management software and to the kind of work necessary to succeed in the program. It also provides a participatory experience in the rapidly changing use of technology in adult education and organizational communication.

PRTH 5113 Biblical Preaching for Today (3 credit hours)
This course is designed to discover new ideas and concepts in preaching. It is the goal of this course to enable individual students to build and develop skills for more effective biblical preaching. Attention will be especially focused on expository preaching from the Gospel of Saint Luke.

PRTH 5203 Leadership and Conflict Resolution (3 credit hours)
This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well practical application of these principles. Students will have the opportunity to explore various styles of leadership and begin to identify their own leadership style using the Leadership Practices Inventory developed by Kouzes and Posner. Students will gain hands-on experience by analyzing their performance in a current or new leadership role in the Church.

PRTH 5303 Leadership Skills and Team Building (3 credit hours)
Causes of conflict will be studied along with strategies of its management and reduction. Discussion will integrate leadership philosophy and conflict issues.

PRTH 6133 Patterns of Church Renewal (3 credit hours)
The biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.

PRTH 6191-3 Thesis Research (1-3 credit hours)
By permission of the M.A. coordinator only.

PRTH 6223 Specialized Studies (3 credit hours)
A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating biblical, theological, and historic concerns with practical ministry will be a major focus. This course may be repeated with different subject matter. Topics may include: "Teaching Ethics," "Strategies for Effective Evangelism," "Marriage and Family Counseling," as well as other topics of current interest in the life, thought, and ministry of American Christianity.

PRTH 6401-2 Directed Ministry Practicum (1-2 credit hours)
A supervised practicum in an area of actual ministry will be selected in consultation with the Coordinator of the M.A. program.

PRTH 6403 Ministry Practicum: Leading Change in the Local Church (3 credit hours)
This course provides a culminating integration for students finishing the degree program. Students will demonstrate their ability to apply the principles of Church Leadership by diagnosing a current situation in their church and designing a change plan based on the concepts and principles taught in the various courses of the MACL.

THEO (Theology)

THEO 4181-3 Directed Study* (1-3 credit hours)
Requires approval by M.A. coordinator and Theology professor.

THEO 5113 Wesleyan-Arminian Theology (3 credit hours)
The first half of the term will be devoted to the background and development of the theology of James Arminius in its relation to the 17th century Reformed theology. Special consideration will be given to the events which led to the Synod of Dort. The second half of the term examines John Wesley's theology against the background of 18th century theology. Special attention is paid to Wesley's doctrine of Christian Perfection. Extensive readings in primary source materials will be required on both men.

THEO 5143 Theologians of the Modern Era: 19th – Mid 20th Century (3 credit hours)
This course is a study of the theological conversation that emerged because of the Enlightenment. Special attention will be given to the philosophical presuppositions from which modern theology developed. The class will explore a variety of modern theologians (from Schleiermacher to Barth) and their methods.

THEO 5153 Theologians of the Post-Modern Era: Late 20th Century (3 credit hours)
This course is a study of the theological conversation that emerged because of the Post-Modern setting. Attention will be given to the problem of pluralism and the doctrinal issues which are impacted by this problem. We will explore a variety of theological methods and theologians for this post-modern setting. Half of the class will be devoted to exploring and constructing a specific theological approach.

THEO 5163 Reformation Theology (3 credit hours)
A study of the chief theological concepts of the Protestant Reformation against the background of late medieval thought. Major attention will be given to the thought of Luther and Calvin with extensive readings in their works.

THEO 5173 Seminar in Theology (3 credit hours)
In response to the most recent developments in the theological world, specialized seminars on contemporary topics such as liberation theology, incarnational theology, etc., will be offered according to need.

THEO 5181-3 Directed Readings in Theology and Ministry (1-3 credit hours)
Study in subjects and literature in a specialized area of Theology and Ministry is permitted. (This course is only offered on a Pass/Fail basis.) Requires approval by M.A. coordinator and professor directing the study

THEO 5191-3 Seminar in Theology (1-3 credit hours)
Specialized investigation of specific areas of Biblical or theological content. May be repeated.

THEO 5303 Theological Method (3 credit hours)
The Wesleyan quadrilateral will provide the basis for lecture, readings and discussion on the role of Scripture, tradition, experience and reason in making theological decisions relating to ministry. The implications of other contemporary theological methods for ministry will be explored. This is a CORE course for M.A. students having deficiencies in Systematic Theology.

THEO 6103 Theology of Church and Ministry (3 credit hours)
Biblical, historical and contemporary bases will be explored as resources for the formulation of a theology of the church and of ministry in the church. The impact on one's presuppositions of church and ministry on actual practice of ministry will be discussed.

THEO 6113 Patristic Theology (3 credit hours)
A study of Christian theology in the classical period of its development, from the Apostolic age to the 5th Century. Attention is given to the thought of the Early Church Fathers, the beginnings of constructive theology, the conflict with heresies, the influence of Greek ideas on Christian thought, and the writing of the creeds.

THEO 6123 Medieval Theology (3 credit hours)
A study of Christian theology through the scholastic period of its development from the 6th to the 15th Century. Besides attention to the important individuals, special emphasis will be placed on the philosophical presuppositions and theological trends which paved the way for the Protestant Reformation.

THEO 6133 Patterns of Church Renewal (3 credit hours)
The Biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.

THEO 6191-3 Thesis Research (1-3 credit hours)
By permission of the M.A. coordinator only.

THEO 6223 Specialized Studies (3 credit hours)
A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating Biblical, theological, and historic concerns with practical ministry will be a major focus. The course may be repeated with different subject matter. Topics may include "Teaching Ethics," "Strategies for Effective Evangelism," "Marriage and Family Counseling" as well as other topics of current interest in the life, thought and ministry of American Christianity

Chapter 6 – Personnel

In This Chapter

- Senior Leadership Team
- Graduate Studies Leadership
- Graduate Faculty
- Teaching Faculty
- Graduate Emeriti Faculty
- Directors and Administrative Staff

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 Enrollment (2001-2011; 2015)
- B.A., MidAmerican Nazarene University
- M.M., Wichita State University
- Ph.D., 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

Shelley Groves, Ph.D., Vice President of Academic Affairs for Undergraduate Studies (2026)
- B.A., Evangel University
- M.A., Southern Nazarene University
- M.A., University of Central Oklahoma
- Ph.D., University of Oklahoma

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 Communication (2002)
- B.S., Southern Nazarene University
- M.A., Southern Nazarene University

Graduate Studies Leadership

Melissa Lewis, D.M.A., Ed.D., Vice President of Academic Affairs for Professional & Graduate Studies (1999)

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

Graduate Faculty

Jennifer Boyett, M.S., Assistant Professor/Director, School of Physician Assistant Studies (Developing program, Fall 2025) (2022)
- B.S., East Central University
- M.S., University of Oklahoma Health Sciences Center

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

Allison Garrison, M.H.S., PA-C, Director of Didactic Instruction, School of Physician Assistant Studies (Developing program, Fall 2025) (2023)
- B. S., Oklahoma State University
- M.H.S., University of Oklahoma

Michael Houston, Ph.D., Associate Professor/Director, Graduate Programs in Leadership (2008)
- B.S., Southern Nazarene University
- M.Ed., Azusa Pacific University
- Ph.D., Oklahoma State University

Rachel Kim, Ph.D., Assistant Professor, Graduate Studies in Education & Leadership (2026)
- B.A., Dongduk Women's University
- M.Ed., Inha University
- Ph.D., Oklahoma State University

Lynn Lease, Ph.D., Associate Professor/Director, Graduate Studies in Instructional Design & Technology (2021)
- B.S., Ball State University
- M.A., Ball State University
- Ph.D., Capella University

Wesley Lee, Ph.D., Professor/Director, Graduate Programs in Counseling Psychology (2007)
- B.S., Southern Nazarene University
- M.S., Southern Nazarene University
- Ph.D., Northcentral University

Julia Monroe, Ed.D., Assistant Professor/Director, Teaching, School of Professional Studies (2025)
B.S., Southern Nazarene University
M.Ed., University of Central Oklahoma
Ed.D., Southern Nazarene University

Amanda Odom, M.H.S., Associate Professor, School of Physician Assistant Studies (2025)
B.S., University of Oklahoma
B.S.N., University of Oklahoma
M.H.S., University of Oklahoma

Claudia Otto, Ph.D., Assistant Professor/Director, MAASE, Graduate Studies in Education & Leadership (2025)
A.S., Northern Oklahoma College
A.A., Northern Oklahoma College
B.S.B.A., Oklahoma State University
M.S., Oklahoma State University
Ph.D., Oklahoma State University

Shawn Pendley, Ph.D., Associate Professor, Graduate Studies in Education & Leadership (2021)
B.A., University of Oklahoma
Ph.D., University of Oklahoma

Shari Rodgers, Ed.D., Assistant Professor, Graduate Studies in Education & Leadership (2022)
B.A., Southern Nazarene University
M.S., Southern Nazarene University
Ed.D., Southern Nazarene University

Holly Sapp, M.A., LPC, Executive Director, RENEW Counseling Center, Graduate Programs in Counseling Psychology (2021)
B.S., University of Central Oklahoma
M.A., Southwestern Baptist Theological Seminary
M.A., Southern Nazarene University

Kent Shellenberger, Ed.D., Assistant Professor, Graduate Studies in Education & Leadership (2017)
B.S., Southern Nazarene University
M.A., Southern Nazarene University
Ed.D., Oklahoma State University

Keith Toles, D.B.A., Associate Professor/Director, Graduate Programs in Business (2019)
B.S., Mid-America Christian University
M.M., Mid-America Christian University
D.B.A., Capella University

Leslie Shaw-VanBuskirk, Ph.D., Assistant Professor, Graduate Studies in Education & Leadership (2024)
A.A, Oklahoma City Community College
B.A., University of Oklahoma
M.P.A., University of Oklahoma
Ph.D., University of Oklahoma

Lauren Wilson, M.M.S., PA-C, Assistant Professor, School of Physician Assistant Studies (Developing program, Fall 2025) (2023)
B.S., University of Oklahoma
B.A., Lincoln Memorial University
M.M.S., Lincoln Memorial University

Elisa Zuber, Ph.D., Professor, School of Rehabilitation and Sport Sciences (2026)
B.S., Virginia Commonwealth University
M.S., Radford University
Ph.D., University of Central Arkansas

Teaching Faculty*

Scott Drabenstot, Ph.D., Professor, Dept. of Psychology and Counseling (2013)
B.S., Southern Nazarene University
M.S., Southern Nazarene University
Ph.D., University of Oklahoma

Anne Ghost Bear, Ed.D., Professor, Professional Studies (2002)
B.S., East Central University
M.S., Oklahoma State University
Ed.D., Oklahoma State University

Melany Kyzer, J.D., Professor/Chair, Division of Cultural & Communication Studies (2001)
B.S., Bethany Nazarene College
M.A., Southern Nazarene University
J.D., Oklahoma City University

Loren Hughes, D.P.T., Ed.D., Professor, School of Rehabilitation and Sport Sciences (2016)
B.S., Southern Nazarene University
D.P.T., Northwestern University
Ed.D., Southern Nazarene University

Shayna Medley, Ph.D., Associate Professor/Chair, Biology (2021)
B.S., Oklahoma Christian University
Ph.D., Oklahoma University Health Sciences Center

*Full-time faculty regularly teaching graduate courses.

Graduate Emeriti Faculty

Davis Berryman, Ph.D., Professor of Business Emeritus (2002-2018)
Pamela S. Broyles, Ph.D., Professor of Speech, Education & Leadership Emerita (1979-2024)
Lou Dennard, Ed.D., Professor of Business Emerita (1976-1982; 1991-1997; 2008-2017)
Richard W. Gaddis, Ed.D., Professor of Management Emeritus (1992-2004)
Sylvia Goodman, Ed.D., Professor of Rehabilitation and Sport Sciences Emerita (2001-2025)
Stephen G. Green, D. Min., Professor of Theology/Ministry Emeritus (1998-2022)
Gwen Ladd Hackler, Ph.D., Professor of English Emerita (1983-2022)
Larry Mills, Ph.D., Professor of Business Emeritus (1969-2016)
Linda Miner, Ph.D., Professor of Professional Studies Emerita (1990-2014)
Wayne L. Murrow, Ph.D., Dean, Graduate & Adult Studies/Professor of Speech Communication & Education Emeritus (1968-2002)
Jirair Tashjian, Ph.D., Professor of New Testament Emeritus (1983-2008)
Rex Tullis, Ed.D., Professor of Education Emeritus (1995-2014)

Directors and Administrative Staff

Academic Support Programs and Centers

Academic Grants – Karen Poteet, Director
Library – Prof. Joshua Achipa, Director
Library—Samantha Wilson, Research and Instruction Librarian
Library—Christina Winkle, Catalog and Collections Librarian
Center for Learning and Innovation—Dr. Lynn Lease
VETS Center – Mark Nadig, Director

SNU Site Director

SNU-Tulsa – Dr. Anne Ghost Bear

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