



SOUTHWESTERN CHRISTIAN  
UNIVERSITY

Scholarship • Spirit • Service

# 2015-2016 Undergraduate Academic Catalog



7210 N.W. 39<sup>th</sup> Expressway • Bethany, Oklahoma, 73008  
405-789-7661 • [www.swcu.edu](http://www.swcu.edu)

# **Southwestern Christian University**

## **Undergraduate Academic Catalog**

### **2015-2016**



**Scholarship – Spirit – Service**

7210 N.W. 39<sup>th</sup> Expressway - P.O. Box 340

Bethany, Oklahoma 73008

(405)789-7661

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[www.swcu.edu](http://www.swcu.edu)

## MESSAGE FROM THE PROVOST

Welcome to Southwestern Christian University! We are excited to be an integral part of your academic journey and preparation for the future!

SCU is committed to our core values and student learning outcomes including Scholarship – being a Disciplined Learner; Spirit – embracing a Christ-like identity; and Service – pursuing Servant-minded Leadership. All our efforts are focused on the learning process, the spiritual growth, and the service commitment of our students. As a SCU graduate, you will be equipped to navigate through our rapidly changing world of growing international connections, web-based communications and professional changes that are moving in new directions.

Southwestern Christian University is a higher education institution that is dedicated to our mission of being a Christ-centered liberal arts institution. By integrating faith in all aspects of the University, we are supporting the ideals and principles upon which the institution was founded and, through our graduates, impacting our world for Jesus Christ. Our faculty has carefully planned the curricula of the University so that it carries out our mission. Our educational programs are planned for students to be able to take with them significant learning experiences gained in the classrooms under the instruction of Christian professors and through spiritual experiences that become defining moments for their lives.

We continue to work in providing our students with a high quality of academic rigor, interactive and meaningful instruction from highly-qualified faculty and a well-designed curriculum, which meets the personal and professional needs of our students and constituents. The faculty and staff at SCU personally invest in the lives of students, provide one-on-one academic opportunities, and create a supportive community for personal and spiritual growth. As active scholars in their fields, they are devoted to integrating their knowledge into the classroom experience and providing unparalleled opportunities for students to participate in an engaged learning environment. It is this dedication that makes SCU a distinctive and unique higher education experience for everyone!

SCU has helped students discover their purpose by preparing Christian leaders for productive careers and lives of service. It is my sincere hope that you will join us in celebrating the University's excellent academic programs, authentic ministry opportunities and foundational Christian liberal arts curriculum.

Sincerely,



Dana Owens-DeLong, Ed.D.  
Provost/VP Academic Affairs

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# About SCU



**University Organization**  
**Legal Notices and Compliance**  
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## UNIVERSITY ORGANIZATION

### BOARD OF REGENTS

#### EXECUTIVE COMMITTEE

Rita Tate, Interim Chair  
Bishop Randell Drake, Secretary  
Bishop Thomas McGhee, IPHC Liaison  
David Anderson, Chair, Business and Finance Committee

Rev. Richard Goad, Chair, Enrollment and Student Development Committee  
Jo Ann Johnson, Chair, Institutional Advancement and Planning Committee  
Dr. Ed White, Chair, Academic Affairs Committee

#### MEMBERS

Bishop Greg Amos	Denise Crosswhite Hader	Rev. Jerry C. Morris	Gary Shockley
Bishop Gordon Atwell	Gary Jackson	Mark Muse	Rev. Clyde Smith
David Avila	Jerry Jones	Bishop Manuel Pate	Evelyn I. (Deedee) Springer
Rev. Neil Barlow	George Kanelopoulos, J.D.	Rev. Jack Peck	Bishop Ricky Walter
Dr. Doug Beacham, Jr.	Bob Mills	Brenda Phillips	Rev. Norman Wilkie
Rev. Charles Boyd	Bishop David Moore	Bishop Stuart Sherrill	Rev. John Youell, Jr.

### UNIVERSITY ADMINISTRATION

#### PRESIDENT'S CABINET

##### President

Reggies Wenyika, Ed.D.

##### Vice President for University Development

Joe Blackwell, M.B.A.

##### Provost and Vice President for Academic Affairs

Dana Owens-DeLong, Ed.D.

##### Vice President for Student Life and Dean of Students

Brad Davis, M.Min.

##### Vice President for Intercollegiate Athletics

J. Mark Arthur, M.Ed.

##### Vice President for Fiscal Affairs and Site Planning

Wallace Hamilton

#### ACADEMIC DEANS

##### School of Adult Studies and Online Education

Julian Cowart, Ph.D.

##### School of Education and Sport Studies

Dana Owens-Delong, Ed.D. (Interim)

##### School of Arts and Sciences

Gayle Kearns, Ed.D.

##### School of Graduate and Professional Studies

Adrian Hinkle, Ph.D.

#### ACADEMIC DEPARTMENT CHAIRS

##### Department of Business

Linda Garrett, Ph.D.

##### Department of History

Chet Horn, M.A.

##### Department of Creative Arts

David Roman, M.B.A., M.A.

##### Department of Language Arts

Shelley Groves, M.A.

##### Department of Teacher Education

Shelley Groves, M.A.

##### Department of Social and Behavioral Sciences

Rebecca Webster, Ph.D.

##### Department of Sport Studies

Phylis Hadley, M.Ed.

##### Department of Theology and Missions

Ken L. Young, M.A.T.S.

#### ACADEMIC ADMINISTRATION AND PROGRAM DIRECTORS

##### Adult Studies

Gary Burchette, M.A., Director

##### Library

Michael Lowder, M.L.I.S.

##### General Education

Rhonda Crutcher, Ph.D., Director

##### Online Education

Julian Cowart, Ph.D., Director



### **Institutional Effectiveness**

To Be Filled

### **Registrar**

Sherri J. Hendrix, M.B.A.

## **ACADEMIC PROGRAM COORDINATORS**

### **Academic and Student Success**

Brittanie Wyatt, M.A.

### **History Education (Teacher Education)**

Chet Horn, M.A.

### **Professional Teacher Education**

Shelley Groves, M.A.

### **English Education (Teacher Education)**

Shelley Groves, M.A.

### **P.E., Health and Safety (Teacher Education)**

Phylis Hadley, M.Ed.

## **LEGAL NOTICES AND COMPLIANCE**

### **CATALOG DISCLAIMER**

The provisions of this publication are not to be regarded as the irrevocable terms of a contract between the student and Southwestern Christian University. Changes are effected from time to time in admission requirements, academic requirements, general regulations, tuition, fees, financial aid and scholarship policies. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and/or can be accommodated within the span of years normally required for graduation.

For information on educational expenses, student life, or financial aid, students should contact their advisors or the respective administrative offices. Information on current tuition and fees is published on the SCU website and/or in the student handbook.

### **STATEMENT OF NONDISCRIMINATION**

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

University Provost  
Southwestern Christian University  
7210 NW 39<sup>th</sup> Expressway  
Bethany, OK 73008  
405-789-7661

### **FREEDOM OF INFORMATION**

With certain exceptions provided by law, Southwestern Christian University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release the specific records, and to which parties the releases should be made.

### **ANNUAL FERPA NOTICE TO STUDENTS**

Southwestern Christian University informs students annually of the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). This act was designed to protect the privacy of education records and afford students certain rights with respect to accessing their education records. These rights include:

**Inspect and Review.** Students have the right to inspect and review education records within 45 days of the day the university receives a request for access. Students should submit a written and signed request to the Registrar or other appropriate university official identifying specific records the student intends to review. The university official will make arrangements for access and notify the student of the location and time where the records may be inspected. If the university official to whom the request was submitted does not maintain the records in question, that official will direct the student to the appropriate official.

**Request Amendment.** Students have the right to request an amendment to their own educational records if they believe their records are inaccurate, misleading, or otherwise in violation of the student's rights under FERPA. An amendment request must be submitted in writing to the university official responsible for maintaining the record in question. The written request should clearly identify the part of the record the student wishes to amend and specify why the record it is inaccurate or misleading. If the university chooses not to amend the record, the university official will notify the student in writing of the decision and advise the student of any appeals process that might be available.

**Consent to Disclosure.** Students have the right to consent to disclosures of personally identifiable information contained in their own educational records not permitted under FERPA guidelines to be released without the student's consent. FERPA allows disclosure without consent including, but not limited to:

- a. School officials with a legitimate educational interest as defined by FERPA
- b. School officials or lending institutions in connection with financial aid for which the student has applied or which the student has received if the information is necessary determining eligibility, amount, conditions for the aid or enforcing the terms and conditions of the aid
- c. Organizations conducting studies for or on behalf of educational institutions. Student records will note when such disclosures have occurred
- d. Accrediting organizations
- e. Parents of dependent students as verified under Internal Revenue Code 1986, Section 152 (NOTE: Appropriate tax documentation must be provided by the parents.)
- f. Parents of students under the age of 21 who have violated university policies related to alcohol or controlled substances
- g. Final disciplinary proceedings against a student who is an alleged perpetrator of a violent crime (18 U.S.C. § 16) or non-forcible sex offense regardless of whether the violation was proven under the university's rules or policies
- h. Persons whose knowledge is necessary to protect the health and safety of the student or other individuals where there is an articulable and significant threat to the health and safety of a student or other individuals
- i. Legal representatives with a lawfully issued subpoena or court order
- j. Information deemed as directory information unless the student has requested in writing within 14 days of enrollment at SCU that directory information be held from disclosure (SCU directory information that may be disclosed by the university for any purpose at its discretion includes name, classification, major and degree programs, home and local addresses, e-mail address, all phone numbers, previous institutions attended, dates of attendance, full-time or part-time status, honors and awards, degree/s conferred including dates, religious affiliation, participation in official university athletic and music programs, physical factors such as height and weight, photograph, and birth information such as date and place.)

**File a Complaint.** Students have the right to file a complaint at the following address concerning alleged failures by the university to comply with the requirements of FERPA. Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605

Students with questions about FERPA should contact the Registrar's Office.

## STUDENT RIGHT-TO-KNOW ACT

The Student Right-to-Know Act, passed by Congress in 1990, requires institutions eligible for Title IV funding, under the Higher Education Act of 1965, to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to current and prospective

students. Every institution that participates in any Title IV program and is attended by students receiving athletically-related student aid is required to disclose graduation/completion rates of all students as well as students receiving athletically-related student aid by race/ethnicity, gender and by sport, and the average completion or graduation rate for the four most recent years, to parents, coaches, and potential student athletes. Information about these statistics and data can be found at <http://swcu.edu/students-right-to-know1> and in the student handbook.

## **TITLE IX OF THE EDUCATION AMENDMENTS ACT OF 1972**

As part of our Federal Compliance Program, please find below, information pertinent to Title IX of the Education Amendments Act of 1972. Information about Title IX and how to file a complaint for perceived violations related to sex discrimination can be found on the website of the U.S. Department of Education's Office of Civil Rights at: [http://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html).

SCU's Title IX Coordinator is Seth Canfield, Financial Aid Counselor.

Email: [seth.canfield@swcu.edu](mailto:seth.canfield@swcu.edu)

Phone: 405-789-7661 ext. 3439

Office: Administration Building

## **FEDERAL CAMPUS CRIME AWARENESS AND CAMPUS SECURITY ACT**

Annually, SCU makes every attempt to comply with the Jeanne Cleary Disclosure of Campus Security Policy. Information is reviewed and updated annually. To include information in publications or for questions, comments or remarks, the contact person is the vice president for student life. SCU publishes an annual crime report and log at the following web page: <http://swcu.edu/campus-safety-and-security>.

## **DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM**

In compliance with the Drug-free School and Communities Act, SCU has put in place a Drug and Alcohol Prevention Program and policies related to drug, alcohol, tobacco and weapons use. Information can be found at <http://swcu.edu/campus-safety-and-security>.

## **SEXUAL MISCONDUCT POLICIES AND PROCEDURES**

In conjunction with the Campus Sex Crimes Prevention Act and Violence Against Women Act, SCU encourages victims who experience assault of any kind on SCU property or by members of the SCU community to report offenses immediately to the Office of Student Life or to local law enforcement. Policies and procedures for sexual misconduct can be found at <http://swcu.edu/sexual-assaults-offenses1>.

## **DUPLICATION AND USE OF COPYRIGHTED MATERIALS**

It is the intent of Southwestern Christian University to delineate, enforce, and abide by the provisions of current [United States copyright laws](#) (including the [Digital Millennium Copyright Act of 1998](#)) as they affect the life and activities of the institution, its employees, and its students.

- Copyrighted materials, whether they are print or non-print, will not be duplicated or used unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received.
- Details about "fair use" (that copying and/or use which is allowed by federal law) will be made available to all instructors, students, or administrators as requested or needed. A summary of these standards will be posted or otherwise made easily available at each duplicating machine used for making copies. A summary of these standards will be made available to all in the University Library.
- The administration of SCU does not sanction illegal duplication or use in any form. Employees and students who willfully disregard the university copyright position are in violation of SCU Policy; they do so at their own risk and assume all liability personally.

## OTHER COMPLAINTS

Other complaint processes and procedures can be found in the SCU Student Handbook posted on the SCU website ([www.swcu.edu](http://www.swcu.edu)).

# UNIVERSITY PROFILE

## MISSION STATEMENT

Southwestern Christian University is a Christ-centered liberal arts institution equipping students for a life of learning, leadership, and service; integrating faith, learning, and living; and empowering graduates to excel and to positively impact their world for Jesus Christ.

## MOTTO

Scholarship • Spirit • Service

## PROFILE

Southwestern Christian University is a private, four-year Christian university located on a beautifully wooded campus in the Bethany area of metropolitan Oklahoma City. SCU was founded in 1946 by the International Pentecostal Holiness Church and embraces the Holiness, Pentecostal, and Charismatic traditions. A growing Christian liberal arts university, Southwestern Christian currently offers an Associate of Arts degree, 25 bachelor's degree options, and two master's degrees: Master of Ministry in Leadership and Global Studies and Master of Arts in Theological Studies.

## CORE VALUES

### SCHOLARSHIP

Scholarship at Southwestern Christian University is pursued from the perspective of a Biblical-Christian worldview. The integration of faith, learning and living is central to every academic discipline and is led by dedicated faculty members who are committed to academic excellence, the elevation of critical thinking skills, and personal, spiritual and intellectual growth. SCU is committed to:

- Holistic Christ-centered academic excellence
- Embracing change, diversity and emerging technologies to ensure relevance and the establishment of strategic and collaborative partnerships
- Research and inquiry in an assessment and data-driven academic culture
- Being an organization centered on lifelong learning, social skills and servant leadership development

### SPIRIT

Southwestern Christian University is dedicated to cultivating a Spirit-led environment where students grow in their spiritual relationship with God and their interpersonal relationship with others. SCU is committed to:

- Building a Christ-centered community
- Honoring our Pentecostal Holiness heritage
- Respecting diversity and various Christian backgrounds
- A campus culture where His Spirit and school spirit are prevalent and powerful

### SERVICE

Southwestern Christian University is focused on serving both Christ and others. Through the development of servant-leadership, SCU empowers graduates for a life of learning, leadership and global impact. SCU is committed to:

- Developing and modeling servant leadership
- Fostering an environment of relevant social- and self-awareness, ethics, respect and integrity
- Instilling the value of stewardship in all aspects of life



## UNIVERSITY STUDENT LEARNING OUTCOMES

The University student learning outcomes are assessed through courses in the General Education program.

### SCHOLARSHIP: BEING A DISCIPLINED LEARNER

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1. CRITICAL  
Students will demonstrate an ability to think critically.
2. LOGICAL  
Students will demonstrate logical learning as evidenced by the following:
  - a. A use of cognitive processing including investigation and logical reasoning.
  - b. An expression of an understanding of the belief that humanity cannot rely on reason and experience alone but that humans must also exercise faith.
3. COMMUNICATION  
Students will demonstrate the acquisition of communication skills as evidenced by the following:
  - a. An ability to formulate, communicate and defend their ideas.
  - b. An ability to express their views clearly and effectively.

### SPIRIT: EMBRACING A CHRIST-LIKE IDENTITY

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1. TRUTH  
Students will demonstrate knowledge in the principles of biblical truth and application of theology and defense of the Christian faith as evidenced by the following:
  - a. A clear understanding of the content of the Bible.
  - b. An integration of biblical thoughts into lives and actions as well as the chosen field of study.
  - c. An awareness of truth in the study of Scripture, of nature, and of humanity.
  - d. An appreciation of the beauty and order in God's creation and human creativity in the arts and sciences.
  - e. An application of the above insights to the pursuit of righteousness in the life of both the individual and society.
2. VALUES  
Students will demonstrate a well-conceived system of biblically-based values and beliefs which mediate behavior and will have the ability to make distinctive contributions to humanity through vocation and church and community life and to enhance the spiritual well-being of those they encounter as evidenced by the following:
  - a. A personal, highly-developed and maintained moral standard to serve as a wholesome example and leader.
  - b. An expression of a life-long, clear commitment to Christ.
3. BEHAVIOR  
Students will show a model of Christian behavior as evidenced by the following:
  - a. An ability to openly and wisely share knowledge of the Bible and dedication to Christ
  - b. An ability to model Christian love toward others.
  - c. A demonstration of a teachable spirit.
  - b. A preparedness to fulfill Christ's commission to make disciples of all nations.
  - c. A creation of an atmosphere that encourages growth in the relationship with God, personally and communally, including understanding the role of repentance and forgiveness.

### SERVICE: PURSUING SERVANT-MINDED LEADERSHIP

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1. STEWARDSHIP  
Students will demonstrate the value of stewardship by the following:
  - a. A demonstration and conviction that the Christian is to be a good citizen who respects authority.
  - b. An ability to submit to the laws of the land.
  - c. An ability to seek constructive change through appropriate channels.

## 2. CONTRIBUTION

Students will contribute to humanity and spiritual well-being of others as evidenced by the following:

- a. A sensitivity to the needs of people and a willingness to contribute to meeting those needs.
- b. An acceptance, understanding and appreciation of the cultural contributions and distinctive of all races, cultures and ethnicities.
- c. An understanding of individual value because of the redemptive act of Jesus Christ
- d. An interest in seeking to utilize and develop gifts and abilities as they actively pursue God's will.

## 3. LEADERSHIP

Students will demonstrate the development and modeling of servant leadership as evidenced by the following:

- a. A wholesome example and servant-leader who displays a personal, highly-developed and maintained moral standard.
- b. A practice of life-long learning.

## **PROGRAM/PROFESSIONAL**

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### 1. KNOWLEDGE: Skills and Knowledge

Students will demonstrate an understanding of a foundation in the knowledge and skills that lead directly to a vocation or profession within their chosen discipline as evidenced by the following:

- a. A broad exposure to the ideas that have shaped human thinking.
- b. An understanding and appreciation of the various creative expressions of humanity's search for meaning in art, drama, music, and literature.

### 2. STANDARDS: Academic Standards

Students will demonstrate a mastery of the professional and academic standards within their chosen discipline sufficient to prepare them for future graduate study.

### 3. LEARNING: Life-Long Learning

Graduates demonstrate through the following behaviors a commitment to continuing education, ongoing learning, and self-improvements.

- a. Engagement in continuing education for professional development.
- b. Engagement in continuing education for personal development.
- c. The use of local libraries, acquisition of new materials, or visits to museums or events designed to enrich personal knowledge.
- d. Reflecting qualities of high competency in their selected fields.

## **UNIVERSITY HISTORY**

Southwestern Christian University was founded in the fall of 1946 through the vision of Dr. R. O. Corvin, C. H. Williams and others including Rev. Oral Roberts. Established as Southwestern Bible College, its goals were to establish an educational facility and to train people for leadership in the ministry. Located on the outskirts of Oklahoma City in the "Abe Hale" nightclub, fulfilling its original purpose, the University grew to a bustling junior college campus during the 1960s and 1970s.

In the 1960s, the student body and studies expanded as various junior college programs were developed. The junior college in 1964 was accredited by the Oklahoma State Regents for Higher Education. In 1973, the junior college received accreditation by North Central Association of Colleges and Schools (now The Higher Learning Commission). SCU was approved in 1979 by North Central as a four-year baccalaureate level degree-granting college in the field of religion. In 1981, the University moved to its current location in Bethany, Oklahoma and the name changed to Southwestern College of Christian Ministries.

On October 26, 2001 the name changed again to Southwestern Christian University, which more adequately defined our vision. "Southwestern" relates to our heritage and past; "Christian" reflects our heart, purpose and principle; and "University" focuses on our heading and progress. In 2004, the Higher Learning Commission of the North Central Association of Colleges and Schools granted SCU its longest period of

accreditation to date. The recommendation of NCA also included the approval of the Business Administration degree as well as the ability to broaden degree programs. Southwestern Christian University remains dedicated to educating, equipping and empowering students to be leaders in their chosen fields who impact their spheres of influence with the Gospel of Jesus Christ through the power of the Holy Spirit.

## OUR BELIEFS

Throughout its history, SCU has sought to serve the Kingdom of God by offering educational programs that integrate Christian faith with learning. The University has urged Christian unity among all Christian denominations in a commitment to the basic doctrines of historic and orthodox Christianity. At the same time, SCU feels it has a theological contribution to higher education that is unique to the heritage of its sponsoring denomination – the International Pentecostal Holiness Church (IPHC). Therefore, SCU adheres to the foundational beliefs of the IPHC, specifically, the Apostles' Creed and the IPHC's 14 articles of faith that can be found on the IPHC website at <http://iphc.org/beliefs>.

## ACCREDITATION AND AFFILIATIONS

- Southwestern Christian University is accredited by The Higher Learning Commission and is a member of the North Central Association (30 North LaSalle St., Ste. 2400, Chicago, Illinois 60602; (312) 263-0456; [www.ncahlc.org](http://www.ncahlc.org)).
- SCU academic programs are approved by the Oklahoma State Regents for Higher Education (655 Research Parkway, Suite 200, Oklahoma City, OK 73104; (405) 225-9100; [www.okhighered.org](http://www.okhighered.org)).
- SCU enjoys the full endorsement of the General Department of Church Education Ministries of the International Pentecostal Holiness Church as an approved educational entity for training ministers, missionaries and Christian workers to serve the church around the world. (PO Box 12609 Oklahoma City, OK 73157; (405) 787-7110; [www.iphc.org](http://www.iphc.org)).
- SCU is approved by the U.S. Department of Justice for the admission of international students (950 Pennsylvania Avenue, NW Washington, DC 20530-0001, [www.justice.gov](http://www.justice.gov)).
- SCU is approved by the State Accrediting Agency for the admission of eligible veterans (4045 N.W. 64th Street, Suite 205, Oklahoma City, OK 73116; (405) 879-9600; [www.ok.gov/saa](http://www.ok.gov/saa)).
- The SCU Department of Education Teacher Education programs are accredited by the Oklahoma Commission for Teacher Preparation and meet national standards associated with National Council Accreditation for Teacher Education (840 Research Parkway, Suite 455, Oklahoma City, OK 73104; (405) 522-5399; [www.ok.gov/octp/About OCTP](http://www.ok.gov/octp/About%20OCTP)).

## ALUMNI ASSOCIATION

Active membership in the Southwestern Christian University Alumni Association consists of all former students since the school's founding in 1946. It is the aim of the association to conserve the spirit of fellowship between graduates and former students, to maintain a spirit of cooperation in the promotion of the Kingdom of God, and to serve the University in every way possible. Alumni of SCU include people who influence their world for Jesus Christ in many professions including, but not limited to, missions, business and management, law, public service and administration, medicine, ministry church administration, administrative support, art, education, communication, music and many other industries around the world.

## CAMPUS LOCATIONS

Southwestern Christian University's main campus is located on historic Route 66 in a beautiful wooded area of Bethany, Oklahoma, a suburb of Oklahoma City. As one of the major cities in the Southwest and with a metropolitan area population of about one million, the greater Oklahoma City area is home to a large number and variety of churches, jobs, museums, sporting events and recreational activities. Additional teaching sites

are located in the Tulsa, Oklahoma metropolitan area and, as needed for the master's program, in Franklin Springs and Atlanta, Georgia.

## **BETHANY CAMPUS FACILITIES**

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### **Bethany Bank Tower**

To accommodate for the growing student population, class offerings, and faculty and staff offices, Southwestern Christian University leased a floor of the Bethany Bank Tower in spring 2014. This building houses the Department of Adult Studies and Online Education.

### **C. H. Springer Building**

The ground floor of this facility serves as the Administrative Center of the campus. It houses the offices of the President, Provost and Vice President for Academic Affairs, Vice President for Student Life and Dean of Students, Vice President for Fiscal Affairs and Site Planning, Registrar, Financial Aid, and the Business Office. Also located in C. H. Spring on the lower level are two classrooms, a computer lab, and the library. The library provides access to nearly 30,000 resources in a variety of formats with a wide religious collection of a size normally only found in much larger institutions. The library partners with the Oklahoma Regents for High Education (OSRHE) and the Oklahoma Council of Academic Library Directors (OCALD) to issue and recognize the OK Share Card program. This partnership expands research capabilities for our students, faculty and guests. Also featured within the library are the Pentecostal Research Collection (PRC), the Noel Brooks Collection (NBC), and historic displays of the University.

### **Center for Student Success**

The Center for Student Success is located on the eastern side of the main campus. The Center was originally a residential home renovated to accommodate our music programs at SCU. In 2012, it was again renovated to accommodate the student support services including tutoring, a writing math lab, and disability services. The Center houses technology for sustaining student services as well as offices for the Director for Academic and Student Success and the chair of the Department of History.

### **E. Terry Tripp Student Center**

The Tripp Student Center provides facilities for student activities and is adjacent to the Pickens/Springer Gymnasium. The Tripp Center houses two newly renovated classrooms as of 2013 and offices for coaches and faculty members.

### **East Hall**

Opened for occupancy in January, 2004, the 56-bed, two-story student residential facility features a two-bedroom Residential Director's apartment, a laundry/vending area and a "commons" student social area, the Jane Hayes Memorial Glass House (2006). The new unit contains two-bedroom suites with connecting baths. The Hall also features the Rita Tate Residence Hall (2008) on the 2<sup>nd</sup> Floor.

### **Irvin Hall and Light Hall**

These two residential halls together can house up to 62 students and are joined by the Bell Student Center which serves as a hub for a variety of student gatherings, study groups, and other planned and unplanned campus activities.

### **L. D. Patrick Building**

This 10,000 square foot facility houses the Ollie Bell Dining Hall which includes a modern commercial kitchen, a large student dining area, and the more formal Rena Patrick Dining Room which seats approximately 20 and is used to entertain special guests of the University. The Patrick Building also includes two classrooms, a student lounge, and a coffee shop.

### **Music Center**

The Music Center is a 2,400 square foot building located behind the IPHC headquarters facility on the west side of the campus. Originally a storage unit, the building was converted in July 2012 to accommodate our



music programs at SCU. The building houses rehearsal rooms, practice rooms, classrooms and offices for the Department of Creative Arts faculty.

### **North Hall and Conference Center**

Completed in 2011, this three story structure is comprised of residential suites that can house a total of up to 62 students on the top two floors. The ground level is a multifunctional facility that consists of an atrium and one large, open room with a capacity for approximately 200 people. The large room can be converted into three smaller rooms and can serve as a conference center or classrooms.

### **Pickens/Springer Gymnasium**

The Pickens/Springer Gymnasium was dedicated in spring 2000. It seats up to 500 for athletic events and up to 800 for other college convocations. The facility houses locker rooms for visiting teams, a student/staff training room, a collegiate size basketball, and volleyball court. In 2006, the Mash/Loflin Hall of Fame room was completed along with three offices for the coaching staff, men's and women's home locker rooms, laundry facilities, and a shower room for referees. In summer 2013, an addition of a Wellness Center was completed to include additional offices for coaches and faculty as well as a fitness center complete with treadmills, weight-lifting equipment, and many other types of fitness equipment.

### **Roberson Building**

The Roberson building houses the Office of Admissions, the office for the Department of Graduate Studies, several classrooms and faculty offices, and the Minchew Auditorium where chapel is held.

## **TULSA METRO FACILITIES**

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Southwestern Christian University Tulsa Metro Center is located in the RHEMA Bible Training Center (RBTC) in Broken Arrow, Oklahoma.

# Admissions



**Admission Policies**  
**Financial Information**  
**The SCU Student**

## ADMISSION POLICIES

### ADMISSION TO THE UNIVERSITY

The University accepts applications from graduates of secondary schools (or those who have completed the G.E.D.), international students, home-school students, and transferring college students. Southwestern Christian University, in compliance with Title VI of the Civil Rights Act of 1964 and IX of the Education Amendments of 1972 (Higher Education Act), does not discriminate on the basis of race, color, national origin, sex, qualified handicap, or disability in any of its policies, practices or procedures. This provision includes but is not limited to admission, employment, financial aid, and education services.

Permission to enroll at SCU is a privilege and carries with it certain responsibilities. The University reserves the right to cancel enrollment and to require withdrawal whenever it becomes evident that the student is not conforming to the standards of scholarship and conduct established by the University. Students seeking admission should become aware of the mission and objectives of the University when making application. These objectives are carefully outlined in other sections of this catalog.

**For Adult Studies and Online Education admission criteria/requirements**, see the respective department sections of this catalog and/or handbooks.

### ADMISSION CRITERIA/REQUIREMENTS

CRITERIA	ADMISSION REQUIREMENTS	PROBATIONARY ADMISSION	PROVISIONAL ADMISSION	BRIDGE PROGRAM
APPLICATION	COMPLETED APPLICATION	NA	NA	NA
HIGH SCHOOL CGPA	2.0	<2.0	NA	ACT scores <19
COLLEGE CGPA	2.0	<2.0	N A	ACT scores <19
ACT TEST	Score=min. of 19 composite  Writing Score=6 min.	<19 composite OR individual scores: English 11-18 Reading 11-18 Math 11-18 Science 11-18  Writing <6; essay is required to be submitted during orientation; evaluation will determine probation	NA	<19 in English, reading and Math  Below 11, not admitted.
SAT TEST	Equivalents to ACT	Equivalents to ACT	NA	Equivalents to ACT
REQ. SCORES, TRANSCRIPTS, AND ACADEMIC DATA	Due by 8 <sup>th</sup> week of enrollment.	NA	Student waiting for required documents may not re-enroll for 2 <sup>nd</sup> semester if still provisional admission status.	NA

### FULL ADMISSION

Students seeking admission to Southwestern Christian University must 1) complete an application and 2) provide all supporting documentation including official transcripts from all previous colleges attended.

Students who enroll after the financial aid deadline must be prepared to pay 25% of their tuition to be fully registered and cleared to attend classes.

Entrance requirement are as follows:

- 2.0 minimum high school or college CGPA
- ACT composite score of 19; ACT Writing score of 6 (SAT equivalents=1360 composite; 450 writing)

Students are advised that the University's decision to admit them is contingent upon the truthfulness of the information contained in the application file. Discovery of false information subsequent to admission is, at the University's discretion, grounds for withdrawal of the offer of admission. False information includes failure to disclose any other colleges attended. Discovery of false information at any point in the student's course of study may result in immediate dismissal from the institution. Such dismissal shall result in forfeiture of all charges paid and all academic credits earned.

### **PROBATIONARY ADMISSION**

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Applicants who do not meet the stated criteria for full admission may be probationally admitted. The following may be required for probationary consideration.

1. An interview
2. An essay (approximately 250 words) expressing the student's goals and stating how attending SCU will help the student achieve those goals
3. Two (2) letters of reference from individuals who believe the student can successfully complete college work

The University will limit the number of new students admitted on probation to approximately 8% of each incoming class. Applicants who do not meet the minimum entrance requirements may go through an appeals process. After reviewing all appeals, the Admissions Council will select which applicants will be admitted on probationary status. The selected applicants will then be sent a contractual agreement detailing the condition/s of their acceptance.

### **PROVISIONAL ADMISSION**

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Students who have not supplied with all documents or other supporting data required for full admission by the start of classes are given provisional admission. A student may also be given provisional admission if the Admissions Council believes certain provisions, requirements, or conditions should be met before full admission status is granted. Students must meet all conditions for full admission by the end of one semester of provisional status unless otherwise stated by the Admissions Council. Once all required materials have been received, a provisional acceptance can be rescinded.

### **G.E.D. APPLICANTS**

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Applicants who have not completed high school must submit a passing G.E.D. score and an official transcript of completed high school credits. The G.E.D. must have no scores less than 40 on the five components of the G.E.D. instrument and all of the component scores must total a minimum of 225 for an average of 45 or above.

### **HOME-SCHOOLED APPLICANTS**

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Students who have been home-schooled must submit a copy of their transcript and must achieve satisfactory test scores from either the ACT or SAT in order to be admitted to the University as a regular student.

### **INTERNATIONAL STUDENT APPLICANTS**

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Any international student who is interested in attending Southwestern Christian University will be issued an I-20 from the Admissions Office upon acceptance to the University.

In order to be accepted, an international student must complete the following admission procedures.

- The Application must be completed in the English language and submitted to the Admissions Office. All applicable items on the application must be completed.
- Prior to issuing an I-20, a \$200.00 application fee will be added to international students' billing statement in the initial semester of enrollment to cover the costs of processing. This fee is non-refundable.
- If English is not the applicant's first language, the applicant must provide evidence of proficiency in spoken and written English. A score of the Test of English as a Foreign Language (TOEFL) must be at least 525 PBT or 196 CBT or 59 iBT (or equivalent IELTS score).
- Applicants must submit official high school transcripts and, if applicable, all official transcripts of previous college work. These transcripts must be translated into English, and college coursework be



accompanied by a "basic, course-by-course" evaluation from World Education Services (WES) or other international transcript evaluation service provider. This evaluation will be done at the cost of the student.

- Applicants must demonstrate the ability to pay the cost of a college education at Southwestern Christian University. The CERTIFICATE OF FINANCIAL RESOURCES (CFR) section of the Estimated Cost Sheet must be submitted with the application to the International Student Advisor in the Admissions office.
- All students are required to carry medical insurance and must show proof of insurance for registration to be complete.

NOTE: upon completion of all the admissions requirements, a letter of full acceptance will be sent. It is the student's responsibility to have all required Department of Immigration and Naturalization forms completed.

## **CONCURRENT ADMISSION**

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### **High School Students**

High school students may be concurrently enrolled in high school and at SCU. They are permitted to take four (4) credit hours per semester at reduced tuition and up to an additional three (3) credit hours per semester at the regular tuition rate for a total of up to seven (7) credit hours. Admission requirements are the same for concurrent students as a student applying for full admission.

### **College Students**

SCU students may not be concurrently enrolled in classes at SCU and at another higher education institution for purpose of transferring credit to SCU without receiving the advanced approval of the provost.

## **EXTRA-INSTITUTIONAL CREDIT**

Extra-institutional credit earned through the validation of learning acquired by means other than the completion of college-level courses may be accepted at SCU and applied to degree programs as determined by the Office of the Registrar in consultation with the department chair of the program. The following extra-institutional credit may be accepted at SCU and applied to the transcript with grades of "P." Up to 30 credit hours may be used in any combination of the following types of credit.

### **ADVANCED PLACEMENT (AP)**

SCU accepts credit for advanced placement exam scores as recommended by the [College Board](#). Credit will be recorded on the transcript with a grade of "P." Courses accepted by SCU are listed on the SCU website at <http://swcu.edu/advanced-placement-credit>.

### **CLEP (COLLEGE LEVEL EXAMINATION PROGRAM)**

SCU students can earn college credit through CLEP Subject Examinations with the College Board or through SCU-administered course equivalency tests offered through the Student Success Center. SCU students may earn up to 30 semester hours of combined prior learning or credit by examination including CLEP.

If the student scores at the ACE recommended level, credit is recorded on the SCU transcript. The credit is specified as being by examination, with a passing grade of "P." Courses accepted for CLEP credit are listed on our website at [www.swcu.edu/clep-credits](http://www.swcu.edu/clep-credits).

College Board CLEP exams are available in more than 30 subjects and are administered monthly at more than 1,000 colleges and testing centers. These exams include multiple-choice and essay components. Students can take the exams at any Open Testing Center. To locate an Open Testing Center, students should visit the College Board website: [www.collegeboard.org](http://www.collegeboard.org). For reporting CLEP scores, students should use SCU's college code: 1433.

SCU offers two course equivalency tests: MATH 2123 Business Math with Excel and ENGL 1113 English Grammar and Composition I. These tests are graded by SCU faculty in the field of expertise, and students must receive the equivalent of a "C" grade on the exam to be given a "P" grade on the transcript. These tests are to be scheduled through the Center for Student Success.

## MILITARY EXPERIENCE

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Veterans who meet the requirements for admission will be allowed advanced standing to the extent that their experience in the armed forces is applicable to the regular curriculum they expect to follow in college. The Guide to the Evaluation of Educational Experience in the Armed Forces issued by the American Council on Education will be followed in evaluating the applicant's educational experiences for such advanced standing. A total of two hours of credit in physical education will be allowed for basic or boot camp training. Credit on the transcript will reflect as credit through validation with a grade of "P."

## CREDIT FOR PRIOR LEARNING

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Prior learning credits are available only to students enrolled in adult studies programs administered at the Bethany and Tulsa campuses. See Adult Studies section of this catalog and the Adult Studies Handbook for more information.

## ACCEPTANCE

Upon receipt of the completed application, recommendations, health record, all transcripts and application fee, the institution will determine the applicant's eligibility for admission. Upon acceptance the student will be notified by the Office of Admissions. If high school grades and/or ACT/SAT scores indicate a likelihood of academic difficulty but show reasonable promise of success at SCU, the student may be accepted on academic probation.

## BRIDGE PROGRAM FOR UNDERPREPARED STUDENTS

### DESCRIPTION

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The Bridge Program is designed to facilitate a transition for all traditional new students to SCU who are under-prepared in English, reading and mathematics. There are two major components to the curriculum of the Bridge Program: 1) to supply all traditional students entering SCU with adequate information about college life at SCU and the ways the University can provide academic support for student success, and 2) to provide courses that will assist academically underprepared students to succeed in regular college coursework.

### CURRICULUM

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#### Strategies for Student Success

UNIV 1003 Strategies for Student Success is required for all new students in traditional programs at SCU. (See Course Descriptions for specifics about the course.)

#### Academically Underprepared Students

Students who are admitted to SCU with ACT scores or background indicating that they are underprepared for successful college level work in the area of math, English, or reading are enrolled in preparatory or developmental courses. These "Bridge" courses in math, English, and reading do not transfer to other institutions, but may, if necessary, count as **one elective credit hour** at SCU. These classes address gaps in student learning that may exist for many reasons and allow the student to advance into regular, full-credit courses.

The limited number of student admitted into the Bridge cohort will be under probationary classification and progress subject to review. The developmental course offerings – MATH 0203 Developmental Math, ENGL 0203 Developmental English, and READ 0103 Developmental Reading – as well as tutors in the Center for Student Success are limited due to staffing, funding, and availability of space. Therefore enrollment in the Bridge program is limited to a maximum of 10 to 12 students in any one course. The classes will be taught by individuals with expertise and necessary academic qualifications in subject matter, adult education, and/or remedial education. These courses will receive grades of P/NC (Pass/No Credit).

Students scoring less than 19 on the ACT who would like to be re-evaluated for the Bridge Program may, during orientation or during the admission process, take a writing test.

## READMISSION

Students who have not been enrolled at SCU for part of a semester or longer must apply for readmission to the University. A readmission application is available through the Office of Admissions.

## NEW STUDENT ORIENTATION

New student orientation called Student Orientation and Registration (S.O.A.R.) is required for all new traditional college students (first-time freshman and transfer students). The orientation is conducted at the beginning of the fall and spring semesters. A student who fails to report on the date scheduled and complete orientation may be denied admission. During the important registration and orientation time, students are introduced to the University, its services, lifestyle, and activities. Additional orientation to the programs, services and activities are integrated into campus life and scheduled throughout the entire semester.

## FINANCIAL INFORMATION

### PAYMENT EXPECTATIONS (STUDENT ACCOUNTS)

SCU believes that teaching sound financial stewardship is a vital part of the University experience. All students have access to their student account balance through the student portal. Secure login information for the student portal is provided upon admission to SCU. Students are expected to track their balance through their portals.

Students are expected to arrange for the payment of tuition and fees each semester before they attend any class. Therefore, all financial aid possibilities should be explored far in advance of the start of the semester, and a maximum effort to provide financial assistance on the part of the student's family is expected. Students are encouraged to contact the SCU Office of Financial Aid for assistance at any time for information about financial aid and scholarships. FAFSA forms should be submitted no later than March 1 each year to ensure availability of federal assistance.

For any outstanding balance in a student's account that is not/will not be covered by financial aid and cannot be paid in full before the first payment deadline, students will have the option of arranging to pay by payment plan with a signed contract with the business office. Students must verify their intent to pay with the business office each semester before the first payment is due. Details for the payment plan and payment due dates can be found on the SCU website ([www.swcu.edu/tuition-costs](http://www.swcu.edu/tuition-costs)) or by contacting the business office.

If students have not verified with the business office by the first payment deadline, they will be dropped from classes. Student may re-enroll after making the first payment, but scheduling changes may occur due to class closures or cancellations. If they are residential students, they will not be allowed to move into the dorms until they are re-enrolled and cleared by the business office.

Students who have not satisfied their financial obligations by the end of the semester will not be allowed to enroll in classes for in the following semester.

If a student's financial aid exceeds tuition and other charges, a refund check is issued by the business office within 15 business days of a credit balance.

## TUITION AND FEES

SCU endeavors to keep the costs of an education as reasonable and realistic as possible. The expense of educating each student is well in excess of the amount the student contributes through fees. Gifts from the sponsoring denomination, alumni and friends help the student by providing the majority of the funds for a student's education. To help reduce costs, the University assists large numbers of students who qualify for scholarships, grants and/or loans. Current tuition and fees are included on the SCU website at [www.swcu.edu/how-much-does-it-cost](http://www.swcu.edu/how-much-does-it-cost).

## TUITION REFUNDS

### STUDENTS IN TRADITIONAL UNDERGRADUATE PROGRAMS

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Tuition refunds following withdrawal from the University or dropping a course are subject to the following schedule:

Full Refund:	Before classes officially begin
80% Refund:	During the first full week of classes
60% Refund:	During the second full week of classes
40% Refund:	During the third full week of classes
No Refund:	After the end of the third full week of classes

Room and board costs constitute a full semester lease. Students withdrawing from the University at any point during the semester are breaking the lease and are not entitled to any refund. This policy is applicable to all dormitory housing. No refunds for tuition, room, board and fees are made to the student who is asked to withdraw for academic or disciplinary reasons. However, in compliance with Title IV U.S. Department of Education Student Financial Assistance Program, first-time students are entitled to a statutory pro-rata refund that varies in rigidity to the above schedule.

### ADULT STUDIES TUITION AND FEES

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Contact the adult studies offices.

### ONLINE EDUCATION TUITIONS AND FEES - ONLINE ADULT STUDIES PROGRAMS

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See Online Studies Handbook.

## SCHOLARSHIPS

Funds have been provided by the University, its sponsoring denomination and a number of individuals wishing to assist students who qualify to meet academic and/or ministry objectives.

All financial aid grants must be applied to a student's account before SCU scholarships are awarded. Scholarships awarded in any given semester may not exceed the total of actual tuition, fees, and room and board expenses, less financial aid grants. Scholarship recipients must be in good standing with the University. Students on probation (academic, disciplinary or chapel) will not be eligible for institutional scholarships except by special permission of the scholarship administrator. Also, students must be enrolled full-time (12 credit hours) to be eligible for institutional scholarships.

Complete information and applications about available scholarships are obtained in the SCU Financial Aid Office or online at [www.swcu.edu](http://www.swcu.edu) under financial information. Deadlines for Scholarships are March 1 for returning students and July 15 for new students.

## FINANCIAL AID POLICIES

### FINANCIAL AID REFUNDS

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Students receiving federal financial aid, other than college work study, who withdraw during the first three full weeks of classes, are eligible for tuition refunds. However, a portion of this refund must be returned to the proper financial aid program. The amount to be returned is determined by federal regulations and is based on the college's refund policy outlined in the business policies. Students are responsible for notifying the financial aid office of any tuition refund they receive.

Students receiving federal financial aid, other than college work study, who withdraw from all classes after the first three full weeks of classes, are not eligible for a tuition refund. However, they may have received a cash refund at the beginning of the semester for financial aid received in excess of their tuition to cover education-related expenses. This student is required to repay a portion of the cash refund to the college for repayment to the proper financial aid program. The amount to be repaid is determined by federal regulations. Students are responsible for notifying the financial aid office at the time of their withdrawal.

## **RETURN OF TITLE IV FUNDS POLICY (R2T4)**

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Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws from all courses for any reason including medical withdrawals, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

If the student withdraws from all courses prior to completing over 60% of a semester, the student may be required to repay a portion of the federal financial aid received for that term. A pro rata schedule is used to determine the amount of federal student aid funds the student will have earned at the time of the withdrawal. Federal aid includes Direct Student Loans (subsidized and unsubsidized), Parent Plus Loan and Federal Pell Grant.

The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. Under this reasoning, a student who withdraws in the second week of classes has earned less financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his financial aid and will not be required to return any funds.

The withdrawal date is:

- The date the student officially withdrew in writing with the Office of the Registrar
- The date the student was expelled/dismissed from the University
- The date the student died if the student passed away during the semester
- The student must inform in a timely fashion the Office of Financial Aid by email at [finaid@swcu.edu](mailto:finaid@swcu.edu) of any withdrawal occurring during a semester

The Financial Aid Counselor (FAC) to which the student is assigned will determine the return of Title IV funds percentage by using the Federal R2T4 web tool. The Department endorses R2T4 on the Web as it effectuates the provisions of 20 U.S.C. 1091b, as implemented in 34 CFR 668.22, for the determination of the earned and unearned amounts of Title IV, HEA program funds when a student ceases to be enrolled from an institution prior to the planned completion date.

The R2T4 calculation is based on the amount of time completed divided by the total amount of time that was scheduled to be in the payment period or period of enrollment. Institutions must consistently use either a payment period or period of enrollment for calculating R2T4 on the Web. The following information is collected by your FAC: school calendar code (which maintains the term start and end dates and institutionally scheduled breaks of 5 or more consecutive days), net number of days in the payment period or period of enrollment, the number of days of an approved leave of absence (if you took one), the clock hours scheduled in the program, the clock hours you completed, whether the R2T4 calculation is based upon a payment period or period of enrollment, and the total number of clock hours or number of days in the payment period or period of enrollment.

The calculation report is printed and all unearned funds are returned, based on the type of aid disbursed, in the following order:

- Private Loan
- Federal Unsubsidized Loan
- Federal Subsidized Loan
- Parent Plus Loan
- Pell Grants/Other gift aid

## **FINANCIAL AID COUNSELOR AND STUDENT RESPONSIBILITY**

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The FAC should:

1. Provide each student with the information given in this policy;
2. Identify students affected by this policy and completing the Return of Title IV Funds calculation using the R2T4 web tool;
3. Inform the student of the result of the Return of title IV Funds calculation and any balance owed to the University as a result of a required return of funds;

4. Return any unearned Title IV aid that is due to the Title IV programs and, if applicable, notify the borrower's holder of federal loan funds of the student's withdrawal date
5. Notify student and /or Plus borrower of eligibility for a Post-Withdraw Disbursement, if applicable

The Student should:

1. Become familiar with the Return of Title IV Funds policy and how withdrawing from all courses affect eligibility for Title IV aid;
2. Resolve any outstanding balance owed to Southwestern Christian University resulting from a required return of unearned Title IV aid.

## **AWARDS**

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Financial Aid awards to students will be considered upon receipt of the following items:

- Application to the Institution
- Institutional Student Information Record (ISIR)
- Copy of Income Taxes, if required

Financial aid awards may be revised at any time due to changes in enrollment status, additional financial resources or revised information. The student is responsible for notifying the Financial Aid Office of any changes in financial or academic status. In the event a student is over-awarded, whether by school or student error, the student must repay the over-award to the school so that it can be returned to the proper financial aid account.

## **AWARDS DETERMINED BY NEED**

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Financial aid awards are determined by a student's need and the availability of funds. Recipients of financial aid awards are responsible for notifying the Financial Aid Office of any scholarships or loans they have received from outside sources so these may be included in their financial aid package.

## **NECESSITY OF DEGREE PROGRAM**

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Students receiving financial aid (loans, grants or college work study) must be enrolled in a degree program at SCU and maintain, or exceed, the minimum grade point average.

## **FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS**

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In order to receive student financial aid under the programs authorized by the institution and by Title IV of the Higher Education Act, the following conditions must be met:

- A student is eligible to receive financial aid for a total of 1.5 times the length of the academic program (i.e. four-year program = 6 years, five-year program = 7.5 years). A less-than-full-time student must complete the program within a proportionate length of time. All transfer hours accepted by the Registrar's office toward a student's program are counted as attempted and earned.
- A student must be enrolled in at least twelve (12) credit hours each semester to be eligible for institutional and institutionally-awarded private aid.
- To maintain satisfactory progress, a student must successfully complete at least 75% of the total cumulative hours attempted. For example, a student who attempted a cumulative total of 55 hours must have successfully completed at least 41 hours to meet the requirement ( $55 \times .75 = 41.25$ : round decimals down to whole numbers).
- Hours attempted are defined as hours for which students are enrolled by the end of the 10<sup>th</sup> day of class and classes added thereafter.
- To maintain satisfactory progress for financial aid, a student must earn the required cumulative grade point average (CGPA) each semester (See Academic Probation)
- At the conclusion of each semester, every student's academic progress is evaluated by the Financial Aid Office to assess satisfactory progress according to the guidelines established by the college.
- If a student fails to complete the minimum number of hours and the minimum CGPA needed to maintain satisfactory progress, the student will be placed on financial aid probation for the following semester of enrollment. The student IS eligible to receive financial aid during the probation semester.



- If a student does not make up academic deficiencies but does successfully complete the required 75% of the attempted hours and achieves the required minimum GPA during the probationary semester, the student may continue on financial aid probation and receive aid.
- If a student fails to meet minimum satisfactory progress at the end of the probation semester, the student will be ineligible to receive financial aid until satisfactory progress has been achieved. The Financial Aid Office will inform the student as to the minimum number of semester hours and the minimum CGPA that must be achieved before eligibility for further financial aid is regained.
- Any coursework taken in order to regain satisfactory progress must be completed before the end of the refund period (fifth week) of the semester for which the student is ineligible.
- Exceptions to this policy must be approved by the Financial Aid Committee and will be considered only under extenuating circumstances and with a written appeal. Circumstances could include the student or a relative becoming very ill or severely injured, a mental breakdown, or proof of improved academic achievement at another school, both qualitatively and quantitatively.
- For the purpose of calculating Financial Aid Satisfactory Academic Progress, students who have incomplete hours beyond the last day of the institutional refund period (fifth week) will have their Satisfactory Progress calculated as if they had received "F/s" in the incomplete hours. Recalculation of Satisfactory Progress based on actual grades received after this fifth week must be requested in the form of an appeal to the Financial Aid Committee.

## **FINANCIAL AID PROBATION**

Students registered as full-time students at the beginning of the semester must pass 12 credit hours by the end of the semester. Those who do not will be placed on financial aid probation for the following semester of enrollment. The student is eligible to receive financial aid during the probation semester. This will be determined by the Financial Aid Department.

If a student does not make up the deficiencies during the probationary period but does successfully complete the required 75% of the attempted hours and achieves the required minimum GPA during the probationary semester (see Satisfactory Academic Progress), the student may continue on financial aid probation and receive aid.

If a student fails to meet minimum satisfactory academic progress at the end of the probation semester, the student will be ineligible to receive financial aid until satisfactory progress has been achieved. The Financial Aid Office will inform the student as to the minimum number of semester hours and the minimum CGPA that must be achieved before eligibility for further financial aid is regained.

## **THE SCU STUDENT THE SCU LIFESTYLE**

SCU accepts any qualified student who fits the university's mission, is a Christian, and/or is willing to accept Jesus Christ as an example of a servant-leader.

Students are welcome regardless of creed, denomination, race, sex, color, nationality or handicap in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 (Higher Education Act). This provision includes but is not limited to admission, employment, financial aid and educational services. Enrollment at SCU assumes, however, that the student realizes personal preferences may need to be modified for the best interests of the larger group.

Attendance in this University is a privilege granted to the student and not a right of the student. That privilege can be withdrawn through the established disciplinary process of the University to safeguard its ideals of scholarship or the moral atmosphere assumed by this lifestyle. Therefore, the student's enrollment at SCU constitutes a commitment to accept the standards of this lifestyle.

SCU encourages students to reside on campus. The University does accept commuter students, but does so on the condition that they, too, will seek to become actively involved in the richest meaning of the University lifestyle. It is the conviction of the University that an important element of its educational program is living in the residence halls.

## SCU LIFESTYLE COVENANT

Since its inception in 1946, SCU has been an educational institution founded in the holiness, Pentecostal, and charismatic traditions committed to the transformation of students. The University is dedicated to providing a Christ-centered education that will promote the growth of the whole person. The University is a Christian institution, and it maintains a clear reliance upon a strong campus community. Clear expectations help the members of the community live in unity.

As part of the registration process, the student will sign the SCU Lifestyle Covenant. Failure to sign the covenant is grounds for dismissal from SCU. The university believes that, as Jesus Christ becomes the center of the student's life, the student will commit to a lifestyle that cultivates spiritual, ethical, social, physical and academic growth.

The SCU Lifestyle Covenant includes rules and consequences for students living in SCU housing and community principles for all SCU students, whether the student lives on campus or not. The SCU Lifestyle Covenant can be found in the SCU Student Handbook on our website at [www.swcu.edu/scu-student-handbook](http://www.swcu.edu/scu-student-handbook).

## ATHLETICS

The purpose of the Athletic Department of Southwestern Christian University is to glorify God through competitive intercollegiate sports competition. We believe this can be accomplished by the way we demonstrate Christ-like character while competing in physical competition. SCU coaches and athletes believe winning comes from excellence, and character comes from perseverance.

The expectations for our athletes are that they will grow physically through sport competition, increase their mental capacity by the knowledge gained from highly qualified classroom instruction, and grow spiritually through multiple opportunities.

SCU has a proud history of excellence in athletic endeavors including several national championships and students recognized nationally by their peers. SCU was accepted as a member (NAIA) National Association of Intercollegiate Athletics beginning fall of 2010 and have also been accepted to the (MCAC) Midlands Collegiate Athletic Conference. Scholarships opportunities are now available. Membership will continue in the National Christian College Athletic Association (NCCAA).

## SCHOLAR-ATHLETES

SCU is committed to encouraging students to develop in all aspects of their life. Each spring a special Scholar-Athlete Award is given to a student who successfully combines excellence in the classroom with achievements in athletics. Additionally, the Athletic Department selects students to be awarded and recognized for exemplifying, in all they do, the true meaning of the University's motto: Scholarship, Spirit and Service. For more information about athletics at SCU, please visit <http://www.scueagles.com/>.

# Registration and Academics



**Registration Policies**  
**Academic Policies**  
**Curriculum Requirements**  
**Academic Programs**

## REGISTRATION POLICIES

Registration includes academic advisement, enrollment into classes, filing FAFSA forms each spring for the following academic year, applying for scholarships, finalizing financial aid processes and completing all financial aid forms, and arranging payments of tuition and fees with the Business Office. Students failing to complete registration processes by the end of the scheduled registration period may be denied admission and/or charged a late registration fee. (See also Financial Information)

### DECLARATION OF A MAJOR

A degree program must be chosen within the first two years at the university (up to two years for a bachelor's or one year for an associate's). Students may change their major at any time by completing a Change of Major form available online at <http://swcu.edu/changemajor>. All degree requirements listed in the catalog in effect at the time of the student's declaration of major must be met for conferral of that degree. In these cases, students may be required to take more than the total number of credit hours prescribed by the degree requirements of the program.

Certain degree programs require that the student make formal application for candidacy. The application for those programs must be filed with the appropriate office by the established deadlines. The advisor can guide the student in the process of acceptance into a particular degree program. An appeal of the decision regarding acceptance into a degree program may be submitted to the Academic Council. All decisions of the Academic Council are final. If denied admission into a program, students may reapply after one semester. A student may apply no more than two times. Admission to the University does not assure acceptance into a degree program/major.

### TRANSFER CREDIT POLICIES

Also see [www.swcu.edu/transfer-credit](http://www.swcu.edu/transfer-credit) for more information about how transfer credits are evaluated upon admission to SCU.

Transfer credit will be accepted by SCU from regionally accredited colleges and colleges accredited by the Association of Biblical Higher Education (ABHE) and Transnational Association of Christian Colleges and Schools (TRACS). Southwestern Christian University also accepts credits from international institutions that are state chartered or recognized by their respective Ministry of Education/Higher Education or covered by the European Credit Transfer and Accumulation System (ECTS) through the Bologna Process. The Office of the Registrar validates equivalencies using the guidelines of the Oklahoma Association of Collegiate Registrars and Admissions Officers (OACRAO) and World Education Services (WES) and in consultation with department chairs who administer the courses.

Courses counted as requirements of the major core must carry a grade of "C" or better to count toward the degree. All other transfer credit hours must meet SCU grade requirements equal to non-transfer students at SCU in order to transfer and count toward the degree.

Limited credit from nationally accredited or non-accredited institutions of higher education may be applied to the degree requirements on a course-by-course basis after careful review of applicability to degree program. All courses accepted from nationally accredited or non-accredited institutions must carry a grade of "C" (2.0) or better.

If SCU holds an articulation agreement with a nationally accredited or non-accredited institution, transfer credits and equivalencies will be applied as specified in the agreement. If no specific equivalencies are written in the agreement, the registrar has discretion on the application of equivalencies. Typically, these credits will be applied to elective courses.

Lower-division courses (freshmen and sophomore level) may transfer as equivalencies and substitutions for SCU lower-division courses on the approval of the registrar based on course descriptions. At least 60% of the course description must correlate with SCU courses.

Lower-division courses may transfer as equivalencies for SCU upper-division courses (junior and senior level) if the course content and student learning objectives are deemed equivalent as approved by the department chair and/or dean of the student's academic program. However, transferred lower-division courses will not be counted in the total number of required upper-division credit hours required to graduate. (See "Graduation Requirements" for upper-division credit hour requirements.)

Courses related to biblical interpretation, textual criticism, and hermeneutics will not transfer to fulfill the religious literacy requirements at SCU without written authorization from the Chair of the Theology and Missions Department.

## **TRANSFER CREDITS AND GRADES ON THE TRANSCRIPT**

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All credit hours accepted for transfer will be recorded on the SCU transcripts once official transcripts from transferring institutions are received. However, not all transfer credit hours placed on the SCU transcript will count toward degree requirements. Only those courses that are deemed equivalent by the registrar and/or department chair of the field of study will count toward degree completion. Therefore, a transfer student might be required to complete more than the specified number of credit hours in the degree program to graduate. For example, a student transfers 28 credit hours to a degree program at SCU that requires 128 credit hours for graduation. However, if 10 of those credit hours do not apply to the degree requirements, the student will likely need to make up those 10 credit hours at SCU and will graduate with 138 credit hours.

Credit hours will not be placed on the transcript until all official transcripts from other institutions are received. Unofficial transcripts can be used for an initial degree evaluation and enrollment, but if all official transcripts are not received, the courses will not be transferred to the student's transcript, which will affect financial aid and graduation. All transcripts must be submitted before a student enrolls in a second term. (A term as defined by the student's program of study. For example, online students' terms are defined as 5-weeks modules, whereas traditional students' terms are defined as semesters.) Only after all transcripts are submitted will a student be admitted for a second term.

All courses transferred to the SCU transcript will show a grade of TA, TB, TC or TD and will not be calculated in the term or cumulative GPA.

1. Courses that will not be accepted as transfer credits without an articulation agreement include:
2. Courses considered remedial or are below college level
3. Repeated courses or courses with duplicate subject content
4. Coursework earned at an institution that did not hold at least candidacy status with its regional accrediting association when the coursework was taken and/or did not have an articulation agreement on file with SCU at the time courses were taken
5. Continuing education units

## **TRANSFER EQUIVALENCY APPEALS PROCESS**

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Students may petition the Office of the Registrar in writing for a class to be counted toward the degree audit as equivalent to a course offered in the student's degree program that was not made equivalent in the initial transfer of credits. A course description and, if possible, a syllabus from the transferring institution must accompany the petition. If the petition is granted, the student will be notified within 30 days of the petition, and the course will be made equivalent on the student's degree audit. If the petition is not granted, the student may appeal in writing to the dean of the college in the student's major. For example, a major in English would appeal to the dean of the College of Arts and Sciences. The dean's decision on the matter is final.

## **CALCULATION OF TRANSFER CREDIT HOURS**

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Credit hours transferring from institutions operating on a semester or trimester academic calendar will be calculated on a 1:1 ratio. Credit hours transferring from a quarter hour academic calendar will be calculated as: Number of quarter credit hours divided by 1.5 (e.g. 4 quarter credit hour = 2.67 semester credits). Credit hours transferring from a contact hour institution will be calculated as 37.5:1 ratio.

## **TRANSFER CREDIT HOUR LIMITS**

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The total number of transfer credit hours from colleges not offering bachelor's degrees (a.k.a. junior colleges or 2-year colleges) that can be applied to bachelor's degree requirements is limited to 64. Students may transfer credit hours from 4-year colleges beyond the 64 credit hours as long as residency requirements at SCU listed elsewhere in this catalog are met.

## **DEGREE TRANSFER**

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Associate's degrees from other institutions may or may not transfer as a completed degree to SCU. For an associate's degree to transfer and apply to a bachelor's degree program, the curricula will be evaluated to verify equivalency to that of an associate's degrees offered at SCU. In the event an associate's degree qualifies for transfer, additional courses in the General Education area might still be required as a part of the curricula for the bachelor's degree sought.

Bachelor's degrees from other institutions will be transferred if the student is seeking a second bachelor's degree. (See Second Baccalaureate Degree)

## **CHANGES IN REGISTRATION (ADD/DROP/WITHDRAW)**

Students are permitted to make changes in their schedules according to the policies listed below. Changes will not become effective until the proper registration procedures have been followed and financial adjustments have been made in the Business Office. A fee will be charged for any classes dropped or added after the established drop/add deadlines. This fee must be paid before the change in registration is completed. The vice president for fiscal affairs or the provost may waive the fee under special circumstances.

## **WITHDRAWAL FROM THE UNIVERSITY**

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If it becomes necessary for a student to withdraw from the University after the drop period and before the end of the semester, the student must complete a withdrawal form available at <http://swcu.edu/withdrawal>. The withdrawal is not complete until the documentation has been submitted. (See also Unofficial Withdrawal for Attendance).

## **ADDING CLASSES**

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Classes may be added during the schedule adjustment period which begins the first day of classes and continues through the first full week of classes. (Late fees may apply.) No classes may be added after this time without the approval of the school dean.

## **DROPPING OR WITHDRAWING FROM A CLASS**

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### **Drop**

Dropping from a class or classes can occur during the allowed drop period as indicated below. A partial refund will be given according to the established refund schedule published by the SCU Business Office. Dropping from a class will remove any evidence of the student's enrollment in the class/es. There will be no enrollment record on the student's transcript.

Students must notify the registrar's office in writing before the end of the drop period in order for the class/es to be removed from the student's record. The drop periods for the various types of course delivery methods are:

- semester-long: 3rd Friday of the semester
- seminar: before the first class session
- adult evening: two weeks before class (full refund) or before the first class (partial refund)
- graduate: two weeks before class (full refund) or before the first class (partial refund)
- online: two weeks before class (full refund) or before the first class (partial refund)

### **Withdrawal**

Withdrawing from a class or classes occurs after the allowed drop period through 60 percent of the class duration. The student's transcript will reflect a grade of "W" for a withdrawal which will not be calculated



into the term or cumulative GPA. No refund will be given for a withdrawal; therefore students will be responsible for all costs associated with the class. Students may not withdraw from class/es after 60% of the class is completed unless the student is passing as confirmed with written documentation from the instructor to the Office of the Registrar.

Withdrawing before 60 percent of the semester has completed will reduce the student's enrollment status. Therefore, if the student is receiving scholarships requiring full-time enrollment, those scholarships will be lost. Additionally, full-time enrollment is required for campus housing; therefore, withdrawing before 60% of the semester has finished will result in the student being asked to leave campus. There is no tuition refund for withdrawing from classes.

Students must notify the registrar's office of the withdrawal in writing before 60 percent of the class is completed for a grade of "W" to reflect on the transcript. There are no refunds for withdrawals. Sixty percent of each type of class offering is listed below.

- semester-long: 10th Friday of the semester
- 6-day seminar: 4th day of class
- adult evening: 4th class session
- graduate: 4th class session
- online: 4th week of the class duration

## **TYPES OF DROP/WITHDRAWAL**

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### **Official Drop/Withdrawal**

An official drop/withdrawal occurs when the student notifies the registrar in writing of drop/withdrawal from at least one class or from the University. Forms are available on the student portal and at on the SCU Website. Communicating with an official of the University other than the registrar does not constitute an official drop/withdrawal. The registrar's office must receive documentation for the drop/withdrawal from the student in order for records to reflect the student's intentions accurately.

An official /drop withdrawal will be effective as of the date of the student's request. Retroactive official drop/withdrawal will not be permitted.

An official drop will remove the class/es from the student's record. There may be some charges associated with an official drop.

An official withdrawal will not relieve the student of financial obligations for the class/es associated with the withdrawal. The grade on the transcript for an official withdrawal will be "W."

### **Unofficial Drop/Withdrawal**

An unofficial drop/withdrawal occurs when a student fails to officially withdraw/drop. There are several types of unofficial drop/withdrawal that have varying consequences. They are as follows:

#### **Administrative Unofficial Drop/Withdrawal**

An administrative unofficial drop/withdrawal may be requested by instructors and/or other University official in the best interest of the student. The decision for administrative withdrawal will be made by the appropriate University senior administrator and communicated to the student in writing in a timely manner. For an administrative unofficial withdrawal, a "W" will be reflected on the student's transcript.

Possible reasons for administrative unofficial drop/withdrawal include but are not limited to the following:

- Failure to verify enrollment (make first semester payment)
- Student conduct infractions
- Emergency medical issues
- Improper registration in classes
- Financial hardship

Students will be responsible for whatever costs incurred as determined by the administration up to the point of the administrative decision.

### **Unofficial Withdrawal for Attendance**

When a student fails to officially withdraw but stops attending class/es, the student will be considered unofficially withdrawn as of the last date of attendance but will remain enrolled in the class through the duration of the class. The grade on the transcript will reflect the final grade earned for the totality of the course work. Retroactive official withdrawal will not be permitted without administrative approval from the chief academic and financial officers.

### **"No Show" Unofficial Drop**

If a student does not attend a class during the time period as defined below, the student will be automatically dropped from the class as a "no show." The student might be responsible for partial costs due to failure to officially drop. Attendance is defined as by the following parameters:

- Face-to-Face:
  - semester-long: attending any class during first two weeks of the semester
  - seminar: attending the class during any part of the first class session
  - adult evening: attending the class during any part of the first class session
  - graduate: attending the class during any part of the first class session
- Online classes: submitting a graded assignment during the first week of the class

### **Passive Withdrawal**

A student who fails to enroll in continuous semesters without following official withdrawal/military leave of absence procedures will be considered unofficially withdrawn as of the last date of attendance. Students who passively withdraw must seek readmission for subsequent enrollment.

## **REGISTRATION APPEAL PROCESS**

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Students may appeal an add/drop/withdrawal policy following the procedure below:

1. Submit a written appeal to the Office of the Registrar, including supporting documentation for the reason for the appeal.
2. The registrar will consult with appropriate senior administrator for a decision.
3. The decision will be communicated to the student by the senior administrator in writing in a reasonably timely manner.

## **MILITARY LEAVE OF ABSENCE POLICY**

### **MILITARY LEAVE OF ABSENCE ELIGIBILITY**

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Only member of the U.S. military are eligible for leave of absence under this policy. Members of other countries' militaries are not eligible.

Unless notice is precluded by military necessity, students will be eligible for consideration for a military leave of absence after submitting a Leave of Absence Form to the SCU Office of the Registrar. If the student is unable to submit this form due to deployment time frames or security issues, an appropriate officer of the Armed Forces or an official of the Department of Defense may also notify the Office of the Registrar in writing (registrar@swcu.edu). Orders for military deployment or active duty service should accompany requests for a military leave of absence (scan and attach to email, or fax to 405-495-0078).

### **MILITARY LEAVE OF ABSENCE REGULATIONS**

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A military leave of absence allows U.S. military personnel who are students of SCU to be readmitted and resume studies in the same degree program in which they are enrolled at the time of the leave request, meaning they will not be responsible for completing new program requirements that may be implemented during the leave period.

Students granted a military leave of absence will be given a refund of tuition and fees paid during the term in which their studies are interrupted. If applicable, housing and meal plan refunds will be prorated for time remaining in the term. These refunds do not mean students will not owe the school any money for the term, especially if the student took out loans to pay for their tuition and fees. Students requesting a military leave of absence from the University who received financial aid should contact the Office of Financial Aid to determine

their financial responsibility to the University once financial aid monies are returned to the federal government.

Students returning from military leave of absence will have guaranteed enrollment for the term in which they return if the student is granted readmission under this policy.

### **MILITARY LEAVE OF ABSENCE READMISSION**

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The cumulative length of the absence and all previous absences from the University for serving in the U.S. military cannot exceed five years, including the time the student spent actually performing military service and any recovery time for injuries sustained during military service.

Veterans seeking admission to a different program are not eligible for readmission under this policy unless the original program of study is no longer offered at the University. If the program is no longer offered, the student must enroll in the replacement program or a program that is in the same field of study as the original program. Veterans who received a dishonorable or bad conduct discharge are not eligible for readmission under this policy.

Students qualify for leave-of-absence readmission after a period of at least 90 consecutive days serving in voluntary or involuntary active duty in the United States Armed Forces (including service by a member of the National Guard or Reserve on active duty, active duty for training, or full-time National Guard duty under federal authority).

To be readmitted, students must submit an Admission Application (indicate "Readmission") through the Office of Admissions, and a Leave of Absence Return form to the Office of the Registrar no later than the admission application deadline for the upcoming term. Forms are available online on the SCU website. Documentation of military separation or discharge must accompany the Leave of Absence Return form (upload to form or fax, 405-495-0078). The registrar's office will notify the Office of Admissions of the student's intent to return under this policy.

### **TRANSCRIPT REQUESTS**

See the SCU website ([www.swcu.edu/transcript-request](http://www.swcu.edu/transcript-request)) for information on how to obtain SCU transcripts.

## CURRICULUM REQUIREMENTS

Southwestern Christian University as a Christ-centered liberal arts institution has a clear purpose of equipping and empowering students to integrate and live a dynamic life of learning, faith, leadership, and service so that they excel and positively influence their world for Jesus Christ. The curriculum reflects that commitment and provides course selections of quality and merit to help fulfill the institutional mission. (See Mission Statement)

Students working toward a degree at SCU must complete coursework for the degree according to the requirements of the catalog in force when the major was chosen. The University's right to change degree requirements is explained in the section titled "Catalog Disclaimer."

### CHOICE OF ACADEMIC PROGRAM

All of SCU's baccalaureate programs provide adequate foundation for graduate work. The programs of study leading to a Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, or Bachelor of Science degree build upon a common core of General Education core courses and electives according to the policies of the Oklahoma State Regents of Higher Education. The ability to understand human behavior, to evaluate the thinking of others, and to communicate clearly are all essential for competence. Thus, the General Education courses required in each of the programs broaden the student's scope of awareness and inquiry into the knowledge of humanity and the world.

The Associate of Arts program also supplies the required General Education core for a baccalaureate degree should SCU students choose to continue their education.

### REQUIRED ENROLLMENT

#### BRIDGE PROGRAM

Students who are required to enroll in developmental courses (see Bridge Program for Under Prepared Students) must complete these courses in addition to those required in the curriculum of the program they declare as their major. Therefore, the total number of credit hours for students in the Bridge Program may be more than what is outlined in the total program credit hours.

#### STUDENT SUCCESS

It is SCU's desire for a student to succeed in college; therefore, UNIV 1003 Strategies for Student Success course is required of all new traditional students.

#### ENGLISH COURSE ENROLLMENT

Because of the importance of a quality English foundation, students who have not completed the required English courses through AP or CLEP must do so during the initial semesters of their enrollment. Students will not be allowed to withdraw from ENGL 1113 English Grammar and Composition I or ENGL 1213 English Grammar and Composition II. They may change their enrollment in these courses to "audit," but must attend these classes the entire semester.

A student who scored 18 or below on the English testing will be required to enroll in developmental English. A student's score that is 18 or below on the mathematics testing will be required to enroll in a developmental math course. A student will receive one elective credit for these courses. (See Bridge Program Curriculum)

### DEGREE AUDITS

A degree audit should be conducted between the student and advisor during the first semester of enrollment and regularly maintained throughout the course of the student's studies. Students can track their degree completion at all times by monitoring their unofficial transcripts and degree audit through the student portal. Unless the student has an account hold, unofficial transcripts and the degree audit should be viewable at all times. Transfer students need to be especially alert to their unofficial transcripts as they will show which of their courses from other higher education institutions have been accepted for transfer. Not all transfer

courses will apply to the degree audit, so students should consult their degree audit and advisor to ensure which transfer courses are equivalent or can be substituted with courses in the degree program at SCU.

## DEVIATION FROM CURRICULUM REQUIREMENTS

In general, freshmen level courses should be taken before sophomore level; sophomore level before junior level and junior level before senior level. A deviation from the normal requirements of a curriculum, and substitutions, must be approved by the faculty advisor and/or school dean. If students opt to go against advisement provided by the faculty, they should understand that their graduation may be delayed, and they may not be permitted to participate in their anticipated Commencement ceremony. Careful consideration should be made before going against advisement.

## SECOND BACCALAUREATE DEGREE

Those students seeking a second baccalaureate degree must meet all admissions and graduation requirements of a first-time degree-seeking student. To be graduated with a second degree, the student must

- have completed the first baccalaureate degree at an accredited college or university as defined by the catalog section titled Acceptable Institutions for Transfer Credits.
- select a different degree (e.g. if the student graduated with a Bachelor of Science, the student must select a Bachelor of Arts)
- select a major from a different academic department than the major of the first degree. (For example, if the student's first degree and major was a Bachelor of Science in Psychology, the student may not select a Bachelor of Arts in Behavioral Science as the second degree major. Instead, the student might select a Bachelor of Arts in English.)
- complete all required courses of a second degree program including any required General Education courses not completed in the first degree. General Education courses completed in a first degree do not need to be repeated. Any major course previously credited at SCU may not count towards the fulfillment of the second degree. At least 30 credit hours must be completed in courses offered through SCU of which 21 must be upper division. However, if the first degree was completed at SCU, the student needs only complete 15 of the 30 credit hours through courses offered at SCU.
- complete all courses required for the second degree program at SCU including any lower division or religion courses not taken as a part of the first degree.
- have not earned the first degree with a double major.

A graduation fee will be applied to students graduating with a second degree.

## DOUBLE MAJOR

A double major can be earned when both majors lead to the same degree name (e.g., Bachelor of Arts, Bachelor of Science.) even if the two majors are in different departments or schools. For example, if students complete the requirements for the B.A. in History (Department of History, School of Arts and Sciences) and the B.A. in Biblical Studies (Department of Theology and Missions, School of Professional Studies), students will earn a single B.A. degree with a double major. Students cannot earn a double degree when the two majors lead to the same degree name (see "Second Baccalaureate Degree").

The easiest way to discern the degree name is to look for the word "degree" in the name. Everything to the left of the word "degree" is the degree name. For example, in "Bachelor of Arts in History," the degree name is "Bachelor of Arts" and the major is "History." This major can be combined with any other Bachelor of Arts major to form a double major.

## DECLARING AND COMPLETING A DOUBLE MAJOR

Both majors do not have to be declared at the same time. However, to declare a double major, the student must meet with the department chair from each area of study and complete the Petition to Declare a Double Major form and submit to the registrar's office, which must be approved by the dean/s of the appropriate college/s.

## **DOUBLE MAJOR REQUIREMENTS**

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Double majors require students to complete a minimum of 128 credit hours. However, depending on the scope of departmental learning objectives for each of the areas of study in the double major, students might be required to complete more than 128 credit hours.

Students must consult with department chairs from both areas of study to determine which courses will best fit with the planned course rotation in the department and the student's future career goals. Each department is responsible for determining at least 30 credit hours of major core courses that will be required for their portion of a double major. Students will be advised by the University-designated academic advisor for double majors.

## **GENERAL EDUCATION/RELIGIOUS LITERACY FOR DOUBLE MAJOR**

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General Education and religious literacy courses that are distinctive to each major must be completed for the double major, which might increase the total number of credit hours earned for the degree.

## **OVERLAPPING REQUIREMENTS**

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Overlapping requirements, or courses that can be counted as requirements for both majors, are allowed as long as double majors complete 30 non-overlapping, departmentally distinctive credit hours in each major of which 21 must be upper-division courses. Each department must be consulted for approval for courses the student hopes to count toward each major.

## **GRADUATING WITH A DOUBLE MAJOR**

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Students must complete degree requirements in both majors to be awarded a degree with a double major. A student may not graduate with one major and then seek a second major after a degree is conferred. Students may, however, seek a second degree (see "Second Baccalaureate Degree").

All other degree requirements listed in this catalog (e.g. residency requirements, GPA requirements) apply to graduating with a double major.

## **DOUBLE MAJOR TRANSCRIPT, COMMENCEMENT PROGRAM AND DIPLOMA**

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Both majors will be visible on the official SCU transcript, but only one diploma will be issued that lists the degree and both majors. Double majors will not receive two diplomas. Students graduating with a double major will be listed in the Commencement program under the degree name with "Double Major" as the major designation. Their names will not be listed under both majors.

## **RELIGIOUS STUDIES MINOR**

A distinctive of the curriculum at Southwestern Christian University is that as a Christian liberal arts institution of higher learning we value religious literacy. Every four-year student is required to take a block of courses designed to enhance their understanding of biblical literature (BIBL 1403 Old Testament and New Testament), become skilled in use of the Bible (Biblical Hermeneutics), enrich their personal spiritual development (Biblical Discipleship), and gain understanding, as well as appreciation of, the global Pentecostal movement (Pentecostal History), and find innovative ways to integrate effectively the Christian worldview into their particular subject field (major capstone course). This 18 credit hour block comprises a minor in religious studies. Every baccalaureate student—no matter what their major—will leave the University with this strong core unit of study to support the mission of the University to shape people who will go out and influence their world for Jesus Christ.

## **REQUIRED RELIGIOUS LITERACY ENROLLMENT**

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A primary goal of SCU is to impart biblical knowledge and religious literacy to its students. Each fulltime student is required to be enrolled each semester in at least three (3) or more hours of Bible or courses specified as substitute courses for Bible until they have completed the required hours of religious literacy as outlined in their degree plan.



## ACADEMIC POLICIES

### ACADEMIC ADVISING

SCU assists its students in making wise educational and vocational choices through the University advising program. Each student is assigned an academic advisor by the department of the student's major who provides guidance concerning the student's academic program and is available to the student throughout the semester for counseling. The academic advising process of the University focuses on helping the student enroll in courses in the proper sequence, answering any special questions which might arise, and otherwise guiding the student through the entire college career. It is recommended that students visit at least each semester with their advisor to maximize assistance.

### ACADEMIC GRIEVANCE

In the event that an SCU student has an academic grievance other than academic probation or suspension or feels that some action of the University is not justified or constitutes an encroachment upon students' academic rights, the student may present the grievance according to the provisions of the student academic grievance process; e.g. any question of examinations, assessments or student outcomes, requirements for satisfactory progress in a course, or personal difference with any instructor, etc. The five-step grievance and appeal process is defined below. (For probation/suspension appeals, see Academic Probation/Suspension Appeals.)

#### **Step 1: Direct Appeal to Instructor**

The student will seek to resolve any academic problems by direct appeal to the instructor or person(s) involved, if feasible. (Appeals made after the end of the academic semester will not be heard until the beginning of the following semester. Faculty should not be contacted by the student during the summer months for the purpose of an appeal.)

#### **Step 2: Appeal to Department Chair**

If a meeting with the department chair does not resolve the matter to the satisfaction of the student, the student shall be entitled to a hearing before the school dean.

#### **Step 3: Appeal to School Dean**

The appeal should be addressed to the school dean in a written format. The dean will establish a mutually satisfactory date for hearing the appeal. (Final grade appeals must be filed with the dean no later than 45 days after the grade is submitted to the registrar's office.) The 45-day appeal period also applies to students prevented from receiving final grade notification due to an outstanding financial account.

The dean has the responsibility to rule on all appeals and may do so in private consultation with the parties involved. Should the dean feel that a formal hearing of the case is necessary, the student and instructor/other parties involved will receive written notification of the date, time, and place to meet. The dean may refer the matter to the Academic Council. The Academic Council may hold such informal or formal hearings as it deems necessary.

The burden of proving grievances shall be upon the aggrieved student, but he may be entitled to witnesses if approved by the dean. The dean may dismiss any case where, in the dean's judgment, the aggrieved student fails to make a Prima Facie case.

#### **Step 4: Appeal to Academic Council**

Should the process include the Academic Council and action is warranted, the student will be notified.

#### **Step 5: President's Cabinet**

A final appeal may be made to the President's Cabinet by submitting a written appeal to the provost. All decisions by the President's Cabinet shall be final and binding upon all parties involved.

## ACADEMIC CALENDAR

SCU operates on the semester system. Credit for work completed is expressed in semester credit hours. The full academic calendar can be found on the SCU website at [www.swcu.edu/academic-calendar](http://www.swcu.edu/academic-calendar).

## ACADEMIC HONOR CODE

Personal integrity is presumed to be sufficient assurance that students complete their own work without unauthorized help. Students who are involved in forms of academic dishonesty are subject to the jurisdiction of the provost. Students who violate the Academic Honor Code may forfeit the privilege of continuing their studies at SCU. The honor principle of the campus depends on the willingness of students, individually and collectively, to maintain and perpetuate standards of academic honesty. Each student accepts the responsibility of not only being honorable in academic work, but also supporting the principle of honesty as it applies to others.

Students are responsible for obtaining and understanding each of their instructors' policies related to the freedom they may exercise in collaborating with other students or using outside sources including their own work prepared and submitted for another course at SCU or any other educational venue. If a student does not obtain a clear definition of the application of the Academic Honor Code, the student must assume that the provost and appellate bodies will follow the strictest interpretation of the Academic Honor Code. Honesty and integrity in the performance of academic assignments is expected of every student.

## ACADEMIC HONOR CODE VIOLATIONS

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The following are examples of violations of the Academic Honor Code:

- Cheating on an exercise, test, problem or examination. Cheating includes the use of unauthorized aids, such as crib sheets, digital tools, the aid of another instructor on a take-home exam; copying from another student's work; soliciting, giving and/or receiving unauthorized aid orally or in writing (before, during or after the quiz/examination), in such a way as to gain or give an advantage over other students; or any similar action contrary to the principles of academic honesty.
- Plagiarism on an assigned paper, theme, report or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source. Included, but not limited to, are infractions of submitting for credit papers or reports written by someone other than the student, providing such a paper to a student, and failure to indicate the source of ideas, expressions, phrases or sentences (lack of citations). This also includes the use of commercially prepared papers or texts.
- Non-reporting of suspected violations of the Academic Honor Code.
- Actions designed to deceive a member of the faculty or a fellow student regarding principles contained in the Academic Honor Code, such as securing assistance from a faculty member in another course when such assistance has been unauthorized
- Submissions of work prepared for another course without specific prior authorization of the instructors in both courses.
- Falsification of results of study and research. Presenting material that is known to be false and/or fabricated.
- Infringing upon the right of others to fair and equal access to the library and classroom resources.
- Failure to sign for material and equipment taken from the library, classrooms and/or other college depositories of information and equipment.
- Abuse of library privileges by defacing resources, failing to check out materials, or return materials in a timely fashion.
- Actions or statements showing disrespect, contempt, or insolence for the institution's educational philosophy, mission, faculty, or administration.

## ACADEMIC HONOR CODE APPEALS

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Appeals of a decision by the dean regarding violations of the Academic Honor Code shall be filed with the Office of the Provost within 48 hours of receiving written notification of the case decision. The appeal must be

in writing and shall state whether a) new information is to be presented or b) if the severity of the penalty is being appealed. Either the student or faculty member involved may appeal the decision.

The appeal shall be heard by the Academic Council. If a majority of the appellate body is directly involved in the case, then the appeal shall be heard by the Faculty Senate. The student or the provost may appeal the decision of the appellate body. The appeal will then be heard by the President's Cabinet. All decisions of the President's Cabinet shall be binding and final. Penalties for violation of the Academic Honor Code may include, but not be limited to, failure of a course, suspension, or dismissal from the institution.

## ACADEMIC LOAD

The normal academic load is between 12 and 18 credit hours per semester. To be classified as full-time for financial aid, an undergraduate student must be enrolled in a minimum of 12 credit hours (9 credit hours for graduate students).

In order to complete a prescribed degree program a student should enroll in an average of 16 credit hours per semester. Students who maintain the average 16 credit hours per semester should be able to finish an Associate of Arts degree within two years and a bachelor's degree within four years. Students are encouraged to enroll in as many as 18 credit hours per semester.

Students who are involved in part-time employment during the academic year should plan their academic load very carefully with their advisor. Full-time students should limit their weekly hours of employment according to the following suggested schedule:

- 1-20 hours weekly – 18 hours maximum load
- 20-30 hours weekly – 15 hours maximum load
- 30-40 hours weekly – 12 hours maximum load

## ACADEMIC STATUS AND SANCTIONS

### POLICY SCOPE

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Students should be aware that this policy applies only to academic standing and may not be the same as those used to determine eligibility for other areas (financial assistance awards, athletics, scholarships, etc.).

### ACADEMIC STANDING

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At SCU, students are three types of academic status: good standing, academic probation and academic suspension.

**Good Standing:** refers to students who are meeting the 2.0 graduation cumulative grade point average (CGPA) requirements each term they are enrolled at SCU.

**Academic Probation:** refers to a level of academic standing between good standing and academic suspension. While on probation, students are allowed to continue enrollment at SCU, but they are no longer in good standing and are in jeopardy of academic suspension. (See Academic Probation)

**Academic Suspension:** the period of time students are no longer permitted to be enrolled at SCU. During this time period, students may attend other schools to demonstrate readiness for the academic rigor required at SCU. (See Academic Suspension)

### ACADEMIC PROBATION

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Academic probation refers to a level of academic standing between good standing and academic suspension. While on probation, students are allowed to continue enrollment at SCU, but they are no longer in good standing and are in jeopardy of academic suspension.

Students are placed on academic probation following the term in which their term grade point average (GPA) and/or cumulative grade point average (CGPA) falls below the minimum standards according to the chart below. First-time freshmen are allowed a lower minimum GPA in their first semester to allow for transitional

issues that are common in the first semester. However, after the first full-time semester at SCU, students should be able to maintain the 2.0 minimum GPA for graduation.

<b>Attempted Credit Hours (Figured into GPA)</b>	<b>Probation</b>	<b>Duration</b>
Admission	Below 2.0 H.S. or college transfer GPA	First semester on probation.
0-12 college credit hours (First semester)	Below 1.7 term GPA or Below 1.7 CGPA	Students will have one semester of probation before suspension will occur.
13 or more college credit hours	Below 2.0 term GPA Below 2.0 CGPA	Students will have one semester of probation before suspension will occur.
Any	Withdrawal from more than 50% of courses	Student will have one semester to successfully complete at least 80% of courses before suspension will occur.

### Unsatisfactory Progress Probation

Students who withdraw from 50% or more of their classes in any one term will be placed on academic probation for the term immediately following regardless of their term or cumulative GPA. These students are considered to be making unsatisfactory progress toward a degree. (Also see Financial Aid Policies for financial aid eligibility related to Financial Aid Satisfactory Academic Progress.)

### Probationary Enrollment Limits

Students enrolled with probation status may pre-enroll for classes in the following semester but are limited to 14 credit hours. Students on probation status in the pre-enrollment term may add more classes to their schedule for the following term once grades for the probation term are recorded on the transcript and the student is officially removed from probation status.

### Eligibility for Co-curricular Activities

Students who participate in co-curricular activities must also be enrolled full-time and in good standing in all phases of the program. Students on academic probation may participate in co-curricular activities but are not eligible for official absences. Students on disciplinary probation are ineligible for participation in co-curricular activities.

Any student on probation will not be eligible for official absences or representative roles at the University.

### Probation Success Planning

The placement of a student on academic probation serves as a warning to students that their academic performance needs improvement and is an opportunity for students to focus their time and attention more exclusively on their academic success.

During the academic probation period, students are required to develop accountability and academic success plans with the Center for Student Success. Students on first semester probation are expected to fulfill the provisions of their academic recovery plan in order to continue enrollment at SCU after the first semester of probation.

Students on academic probation may be encouraged to repeat courses at SCU in which they have earned a grade of "D" or "F" as the fastest way to raise their GPA. (Transfer courses do not impact or substitute for grades of "D" or "F" attained at SCU.)

## ACADEMIC SUSPENSION

If a student fails to meet the minimum term or cumulative GPA standards or other requirements as outlined in the chart above by the end of the probationary term, the student will be placed on academic suspension.

### Suspension Criteria

<b>Attempted Credit Hours (Figured into GPA)</b>	<b>Suspension</b>	<b>Duration</b>
13 or more college credit hours	Below 2.0 term GPA Below 2.0 CGPA	Students may reapply to the University after an absence of one semester.

### **Satisfactory Progress Suspension**

Students who were placed on probation for withdrawing from 50% or more of their classes in the previous term must complete and pass 80% of their classes in the term following probation or they will be suspended at the end of the probationary period regardless of term or cumulative GPA.

### **READMISSION AFTER ACADEMIC SUSPENSION**

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Following the specified duration of academic suspension, an academically suspended student may apply for readmission. Students must indicate they are reapplying after academic suspension. Readmission will be considered on a case-by-case basis and only if the petition clearly explains the student's plan for future academic success and includes at least one of the following:

- Evidence of academic improvement through successful completion of courses at another institution.
- Explanation of the student's previous academic performance and the steps taken to resolve those issues.
- Documentation or evidence of extraordinary circumstances or medical condition that may have been temporary obstacles for academic success, and proof of the resolution or management of those issues.

Readmitted students will be subject to the academic curriculum in the catalog in effect at the time they are readmitted. Therefore, any new courses or requirements added to the academic program during the suspension period, whether in the General Education or major, will become requirements for the student is subject to those new requirements. A reinstated student will be admitted on Academic Probation.

NOTE: Students should be aware that they may not be eligible for financial aid if being readmitted after probation or suspension.

### **ACADEMIC PROBATION AND SUSPENSION APPEALS**

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An appeal of academic probation or suspension can be made in writing to the dean of the program from which the student is suspended. These appeals will be considered by the Retention Committee established by the University to address such appeals.

Appeals will be considered only if the student has evidence of extraordinary or exceptional, temporary circumstances that might have impeded academic success such as a family crisis or an emergency/acute medical condition.

If the Retention Committee upholds an appeal for suspension, students will be placed on academic probation and will be permitted to enroll in only up to 14 credit hours. Some courses from the original pre-enrollment may no longer be available.

Students placed on any other type of suspension may not appeal academic suspension.

The process for an academic probation or suspension appeal is as follows:

#### **Step 1**

Students receive probation/suspension notifications from the dean of the school of their academic programs within 14 days after final grades for the students' programs are submitted.

Suspended students are immediately dropped from pre-enrolled classes for the following semester.

Students placed on probation may be dropped from classes for the following semester if they are enrolled in more than the allowed 14 credit hours. The registrar's office will notify the student and student's advisor if this is necessary.

#### **Step 2**

An appeal of academic probation or suspension is made in writing to the academic dean from whom the student received notification. **Appeals must be made no later than 30 calendar days** after the notification of suspension is sent to the student. Appeals received after 30 calendar days have expired will not be considered.

Appeals should contain the student's name, preferred contact information (email, phone, etc.), and what the student is hoping will be the result of the appeal. The appeal should also contain an explanation of the reasons the student did not perform well academically and a plan for overcoming those academic impediments in the future.

Appeals will only be considered if the cause for poor academic performance was related to at least one of the following criteria. Support documentation should be included along with the written appeal.

1. The established procedures for probation/suspension were not followed and/or the student does not meet the suspension/probation criteria as listed in the effective catalog.
2. The student's situation in the semester that caused the suspension meets at least one of the following parameters:
  - a. A family crisis which may have caused psychological and/or emotional stresses that may have significantly impeded the student's academic performance.
  - b. A new medical condition not previously disclosed that may have impeded the student's academic performance.
  - c. Other significant stressors that may have impeded academic performance.

Appeals will not be considered under the following circumstances:

1. The student is additionally suspended for reasons other than academic.
2. The student has made a previously denied appeal.
3. The student has made a previously upheld appeal in which the student did not adhere to the plan included in the original appeal.
4. The student's reason for poor academic performance was related to something prohibited by the student code of conduct.

### **Step 3**

If the written appeal meets the criteria in Step 2, the dean will submit the appeal to the Retention Committee chair. The committee will consider the appeal within two weeks prior to the beginning of the semester.

### **Step 4**

If the appeal is upheld, students are then free to re-enroll in classes if they have been dropped in Step 1. Students who were to be suspended will be placed on academic probation status and will be allowed to enroll into only up to 14 credit hours. Some courses from the original pre-enrollment may no longer be available.

## **ATTENDANCE POLICIES**

SCU defines a credit hour by the average number of seat hours and estimated time outside class students will likely spend completing work. (See [www.swcu.edu/academic-affairs-policies](http://www.swcu.edu/academic-affairs-policies), Credit Hour.) Therefore, class attendance is very important for students to obtain the learning hours designated for the credits they will earn. Additionally, students in higher education take on the responsibility of maximizing their educational experience, and because absences can adversely impact students' learning, it is beneficial for students to make the responsibility of class attendance a high priority. The interaction of the instructor and student is of vital importance in the learning process, so students are expected to be regular and punctual in attending all classes. Additionally, the number of credit hours assigned to a course is determined by the number of contact hours and the estimated time it will take students to complete work assigned to be done outside of class time. Attendance policies are created to ensure students' are participating in course activities enough to earn the full value of the credit hours assigned to the course.

Faculty members are given latitude to impose stricter attendance policies at their discretion. Therefore, students should pay careful attention to each course syllabus for specific attendance policies outlined by the instructor. If attendance policies are not outlined in class syllabi, the University policies will apply.

Additionally, faculty members have discretion in their allowance of make-up work for any and all absences. Students should refer to course syllabi for specific course absence policies and make-up work.



## ATTENDANCE POLICY DEFINITIONS

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**NOTE:** Faculty members have discretion in how they will handle make-up work for any absence.

### Official Absences

These absences are sanctioned by the University for student participation in University-sponsored activities or events involving, but not limited to, travel for athletes, recruiters, creative arts, etc. An official absence for a University-sponsored event must be approved by the Director of the Center for Student Success prior to absence and will only be granted to academically qualified students. Students on academic probation will not be eligible for official absences.

Sponsoring campus groups (athletics, music group, admissions, etc.) must notify the Director of the Center for Student Success with a list of proposed students far enough in advance of the absence for students to make arrangements with instructors for work to be done that might be missed during the absence.

### Unofficial Absences

Unofficial absences are any absences other than official absences, including illness, car trouble, etc.

### Unofficial Excused Absences

Excused absences are considered **unofficial absences** for which students can make special arrangements with faculty members **in advance** of a planned absence or for which students provide the Office of Academic Affairs with documentation of an unanticipated absence, verifying the reason for the absence (i.e., a doctor's note, funeral program, etc.). For unexpected absences, students have **two weeks from the last day of the absence** to submit documentation to the Office of Academic Affairs in order for their absence to be considered as excused.

### Tardiness

Students are considered tardy when they arrive to class after the official starting time as designated in the semester course schedule or the time specified by the instructor and/or syllabus.

- Students who arrive to class more than 10 minutes after the official starting time of the class may be counted absent
- Students who leave a class early without permission are subject to being counted absent by the instructor
- On announced test days, students who are tardy may not be allowed to take tests. Students must arrive on time on announced test days.

### Removal from Class

Students may be removed from class if the student is being uncontrollably disruptive or creating a hostile learning environment as determined by the instructor. Students removed from class must immediately report to the office of the provost and cannot return to the class until cleared by the provost. Failure to report immediately to the provost may result in further disciplinary action. In these cases, instructors should file an incident report with the Office of the Registrar to be filed in the student's permanent file. Students removed from class will be considered unofficially absent.

## ABSENCE POLICIES

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- Students may be allowed official absences for 15% of the class meeting time for the duration between the start and end dates of the class. For students in semester-long classes, this percentage equals five (5) class periods. For students in accelerated classes, the percentage will be calculated using actual clock hours scheduled for the class.
- Students may be allowed unofficial absences for 15% class meeting time for the duration between the start and end dates of the class. For students in semester-long classes, this percentage equals five (5) class periods. For students in accelerated classes, the percentage will be calculated using actual clock hours scheduled for the class.
- Excused absences are counted as unofficial absences, but with the provision of documentation verifying the reason for the absence, faculty members will be encouraged to work with students to make-up

assignments missed during the absence. Additionally, students should be aware that instructors excuse absences at their own discretion regardless of the documentation provided. Provision of documentation is not a guarantee the instructor will excuse the absence.

- Students who expect to use their official absences allotment should be careful with the use of their unofficial absences. A passing grade cannot be guaranteed for students who are absent from 30% of a class.
- Excessive absences as determined by the instructor (or by the University policies) will result in failure of the class and will be recorded on the student's transcript as an "F." Students are encouraged to drop/withdraw from classes in which they feel they will not be able to attend regularly. The policies regarding withdrawal from courses (located under "Changes in Registration" in the catalog) will apply in these cases.

## **INSTRUCTOR TARDINESS**

In the event that an instructor is late for class, students should remain in the classroom until officially notified by the department chair or dean's office that the class has been canceled or until 15 minutes after the official starting time of the class. Students who leave earlier than 15 minutes may be counted unofficially absent should the faculty member arrive before the 15 minutes expires.

## **CLASSIFICATION OF STUDENTS**

Classification is determined on the following basis:

- Freshman: 1-23 earned semester hours of credit
- Sophomore: 24-55 earned semester hours of credit
- Junior: 56-89 earned semester hours of credit
- Senior: 90 earned semester hours of credit through degree requirements completed
- Graduate: have completed a bachelor's degree and are enrolled in graduate level courses

## **CONTROVERSIAL MATERIAL**

SCU endorses the pursuit of truth because it believes that truth originates with the God of the Scriptures and further reveals Him. The University recognizes that the pursuit of this truth occurs in a fallen world, and students may encounter material incongruous with Christian perspectives in a variety of forms. Faculty members are largely the agents of this pursuit of truth. They are employed, in part, because of their mature commitment to God and to the authority of the Scriptures. Therefore, SCU delegates to them discretionary powers to deal with the pursuit of truth and the discrediting of error in ways they deem appropriate, particularly in the selection of reading materials, lecture content, and audio-visual media.

## **ELIGIBILITY FOR COCURRICULAR ACTIVITIES**

Students who participate in co-curricular activities must also be enrolled full-time and in good standing in all phases of the program. Students on academic, disciplinary or chapel probation are ineligible for participation in co-curricular activities. Students placed on academic sanctions may also be ineligible for participation as determined by the Academic Council.

Any student with a semester GPA below 2.0 will not be eligible to participate in co-curricular activities or representative roles at the University for the subsequent semester. The provost may allow limited participation in University-sponsored activities if deemed beneficial to the student and/or University.

## **GRADING POLICIES**

### **GRADE POINT AVERAGES**

A grade point average (GPA) is the quotient obtained by dividing the number of quality points earned by the number of credit hours attempted. Letter grades are used in evaluating the work of a course. The evaluation is not based on test average alone, but upon the general attitude of the student, daily assignments, general

comprehension of the subject, and thoroughness and promptness in completion of assignments. Only grades for courses completed at SCU will counted toward the cumulative GPA (CGPA).

## GRADING SCALE

GRADE SCALE	STUDENT WORK REFLECTS
<b>A (90-100)</b> <b>4 POINTS</b>	A sophisticated understanding of the material is demonstrated; big picture drawn from assignment. <ul style="list-style-type: none"> <li>• Prework / products completed on time</li> <li>• Active participation in discussion of main and finer points</li> <li>• Work reflects high skill in basic grammar, organization, logic and presentation</li> <li>• Consistently reflect synthesis of information with application to everyday life</li> </ul>
<b>B (80-89)</b> <b>3 POINTS</b>	An intermediate understanding of the material is demonstrated; <ul style="list-style-type: none"> <li>• Prework / products completed on time</li> <li>• Work reflects higher skill in basic grammar, organization, logic and presentation</li> <li>• Frequently reflects a growing synthesis of information with application to everyday life</li> </ul>
<b>C (70-79)</b> <b>2 POINTS</b>	Basic understanding of the material is demonstrated; <ul style="list-style-type: none"> <li>• Prework / products completed on time</li> <li>• Work reflects developing skills in basic grammar, organization, logic and presentation</li> <li>• Frequently little to no growing synthesis of information with application to everyday life</li> </ul>
<b>D (60-69)</b> <b>1 POINTS</b>	Basic understanding of the material is substandard; <ul style="list-style-type: none"> <li>• Prework / products not completed on time</li> <li>• Work reflects no higher skills in basic grammar, organization, logic and presentation</li> <li>• Work reflects lack of synthesis of information with no application to everyday life; few connections made</li> </ul>
<b>F ( 0-59)</b> <b>0 POINTS</b>	Basic understanding of the material is absent <ul style="list-style-type: none"> <li>• Prework / products not on time or not completed</li> <li>• Work reflects lack of skills in basic grammar, organization, logic and presentation</li> <li>• No attempt at synthesis of information or application to everyday life; no connections made</li> </ul>

## INCOMPLETE (I) GRADES

The grade of "I" (incomplete) may be given when all requirements in a course have not been completed due to circumstances beyond the student's control, such as a major illness. An "I" may not be given in order for a student to improve a grade. Internship, practicum, professional development or field experience courses may not be assigned an incomplete grade without prior written approval from the dean of the school of the student's academic program. Incomplete grades are neutral and do not impact the GPA. Students with incomplete grades are considered enrolled in that course only for the term in which it is offered. These courses do not count toward full-time status in any other subsequent term.

Assigning an incomplete grade is at the discretion of the course instructor. The instructor may deny the student an incomplete grade if the student does not meet eligibility requirements. The academic dean over the course gives final approval and authorization for an incomplete grade. The responsibility for requesting an incomplete grade rests on the student, and arrangements should be made by the student with the instructor prior to the end of the course. A Request for Incomplete Grade form may be obtained on the faculty portal by the instructor and submitted by the instructor prior to the "I" being assigned. Incompletes grades submitted without the request form will automatically be changed to an "F" by the registrar's office, and the instructor will be notified by the registrar's office.

Course work to satisfy the "I" must be completed by the due date indicated on the request form, which may not exceed past the end of the subsequent traditional semester of enrollment in the course, and should not exceed the amount of time lost due to the extenuating circumstance. If work is not completed by the deadline stated on the Request for Incomplete form, the student's grade for the course will be changed to reflect the

course work completed as indicated by the incomplete form. Requests for extensions must be made in writing to the dean of the academic program before the due date indicated on the request form. Once the incomplete work is completed, instructors must file a Request for Change of Grade form (available on the faculty portal) to the Office of the Registrar for the grade to be changed.

An incomplete grade means that degree and graduation requirements have not yet been met. Therefore, students intending to graduate must resolve incomplete grades before the intended graduation date or their graduation will be delayed until the next available graduation date after the incomplete grade is resolved.

### **Eligibility Requirements**

To be eligible for an incomplete grade, the following requirements must be met:

- At least 51% of the coursework has been completed
- The student's current grade for all completed work to the point of the incomplete grade request is not "F"
- The student has provided documentation to the instructor of extenuating circumstances, such as a major illness or a death in the family. Examples: doctor's note, funeral program, etc.

Note: The percentage of coursework completed and the current grade will be listed on the Request for Incomplete form by the instructor.

Special criteria can be applied for students that do not meet the requirements above are:

- the student has made special accommodations arranged through the Disability Services office (See Disability Services)
- the student is a member of the U.S. military and is called to active duty (See Military Leave of Absence Policy)

Note: Documentation of accommodation and military leave of absence approval must be provided to the instructor before the incomplete form can be submitted.

### **MINIMUM GRADE REQUIREMENTS FOR ALL PROGRAMS (See Also "Course Information")**

The Cumulative Grade Point Average in work completed at SCU must be at least 2.0 with a minimum 2.50 CGPA for courses in the major for a student to graduate from SCU. For a double major, a 2.50 CGPA must be maintained in both majors throughout the last four semesters. Failure to maintain a 2.50 CGPA in the major will result in academic probation.

In addition to the minimum GPA requirements for graduation, SCU students must attain a minimum grade of "C" in ENGL 1113 English Grammar and Composition I, ENGL 1213 English Grammar and Composition II. Students whose grades in these courses are below "C" must repeat these courses at the earliest offering.

Students must earn a grade of "C" or better in any course within their major field of study. Failure to earn a minimum grade of "C" will require the student to repeat the course.

Students should explore academic programs for other minimum grade requirements particular the individual program or department.

### **GRADE FORGIVENESS FOR REPEATED COURSES**

The following rules apply when considering repeating a course after an unsuccessful attempt:

- Grade forgiveness means that after a student repeats a course with a passing grade, the original course grade that does not meet minimum grade standards will be forgiven and will not reflect in the cumulative GPA.
- A course with a forgiven grade will reflect on the transcript with an "R" notated to the right of the first unsuccessful attempt. The failed attempted course grade will be calculated in the term GPA, but not the cumulative GPA once the course has been successfully repeated and the grade forgiven.
- Grade forgiveness applies only to courses taken at SCU and repeated at SCU. Courses taken at other schools to replace an unsuccessful grade earned at SCU will not forgive the unsuccessful grade. The cumulative GPA will remain the same, but if the student passes the course at another school, the requirement for the academic program will be considered met.

- Only one unsuccessful attempt will be forgiven. If a student fails to meet minimum grade standards more than once, all failing grades, except the forgiven grade for the first unsuccessful attempt, will be averaged in to the cumulative GPA once the student passes the course.
- Grade forgiveness does not apply to courses that are allowed to be repeated for credit (such as some music and activity courses, e.g. Chapel Band.)

## OFFICIAL SUMMONS

A student who neglects, or disregards, an official request for a conference with a faculty member or an administrative officer, including a request from the Financial Aid or Business Office, will be subject to disciplinary action. Such requests may be delivered in person, by telephone, by email through the SCU issued email account, by campus mail, by cell phone text to student verified cell phone number, or by U.S. Postal Service.

## GRADUATION REQUIREMENTS

Students seeking a degree at SCU may complete all requirements for the degree according to the requirements specified in the catalog of the year in which they matriculate to a degree program. The catalog year shall be considered as beginning with the fall semester. Southwestern Christian University reserves the right to make effective, during the course of a student's work toward a degree, any changes in curricula or graduation requirements which may be considered necessary for the general improvement of the University and/or degree.

Students who interrupt their studies at the University for more than two consecutive semesters before completing degree objectives will be subject to the requirements set forth in the catalog effective for the term the student returns. To continue a program under a specific catalog, students must take a minimum of six semester credit hours each semester and complete the degree within seven years of the time they first matriculate. If students do not complete requirements in that time, they may be required to re-enroll under the effective catalog of the time of re-enrollment.

A student who plans to graduate from Southwestern Christian University must fulfill all the following requirements:

- Complete the Graduation Application online ([www.swcu.edu/graduation-application](http://www.swcu.edu/graduation-application)).
- Complete all degree, program and course requirements for the declared program of study. All official documentation indicating the completion of program requirements, including but not limited to transfer transcripts, substitution/policy exception forms, portfolio review, must be received on or before the graduation date or graduation will be delayed until the next available date. SCU does not confer degrees retroactively.
- For all bachelor's degrees, at least 30 credit hours of coursework must be completed in courses at SCU. For an associate's degree, 15 credit hours of coursework must be complete at SCU. Any undergraduate student who has completed 30-64 semester hours in courses at SCU must complete 15 of the last 30 credit hours at SCU. Students transferring from other institutions desiring to complete a bachelor's degree must complete a minimum of 30 credit hours in classes offered by SCU, of which 21 must be upper-division (3000-4000 level) courses, to qualify for graduation in SCU's baccalaureate programs.
- Students seeking a bachelor's degree at SCU must complete at least 60 credit hours from institutions that grant bachelor's degrees. This excludes physical education activity courses.
- The Cumulative Grade Point Average in work completed at SCU is 2.0 with a minimum 2.50 CGPA for major requirements (courses in the major must be completed with a grade of "C" or higher).
- For Bachelor of Arts and Bachelor of Science degrees: a minimum of 45 credit hours of upper-division courses. For Bachelor of Business Administration or Bachelor of Music degrees, 40 credit hours of upper-division courses are required. Sixty percent of the major core and/or concentration courses in the bachelor's degree must be upper-division courses.
- The student's final semester must reflect at least a 2.0 GPA.
- The student may not participate in Commencement while on academic, disciplinary or chapel probation.

- All contracts and financial obligations to the University must be fulfilled including payment of the graduation fee.
- All documentation of transfer credits, substitutions and policy waivers must be submitted to the registrar's office before the graduation date.

## **APPLICATION FOR GRADUATION**

Degrees are conferred three times annually: on the date of Commencement exercises in May, on August 1, and on December 30. Students who have reached 90 credit hours and plan to complete degree requirements at SCU must file a "Graduation Application" form by the deadlines established and published on the SCU website. All information pertaining to the graduation application can be found on the SCU website.

Students classified as juniors who are planning to participate in Commencement exercises in the spring of the following year must consult with their advisor during the spring of the junior year to ascertain the student's eligibility status for graduation and to plan the student's remaining class schedule. No student will be classified as a graduating senior or placed on the prospective graduation list until the graduation application has been completed and filed with the registrar's office.

## **PARTICIPATION IN COMMENCEMENT**

Commencement at SCU is held one time per year at the end of the traditional student academic calendar, typically in May. Participation in Commencement is expected. However, to participate in Commencement, students anticipating graduation must submit a graduation application (see Application for Graduation).

All degree requirements are expected to be completed by the Commencement date for the student to be permitted participation. This means the student has completed, or will complete by the Commencement date, all courses listed in the academic program with the appropriate minimum grades and grade point averages (see Graduation Requirements). Students lacking no more than 6 credit hours (including transfer credits and prior learning credits) must submit the "August Graduate Commencement Participation Request" form found on the SCU website to the Office of the Registrar in addition to the Graduation Application to be considered for an exception to participate in the upcoming spring Commencement ceremony. The form must include a detailed plan for completing degree requirements by August 1.

Any concurrent or post-SCU transfer credits will be considered "not completed" by the Office of the Registrar until the official transcript is received by the Office of the Registrar.

Once a student is cleared to participate in Commencement, regalia will be ordered by the Office of the Registrar. To receive regalia, all financial obligations must be resolved and financial aid exit counseling must be completed. Students are ineligible to participate in Commencement if financial obligations to the University are not resolved, even if they were initially cleared to participate.

## **ACADEMIC HONORS**

### **GRADUATION HONORS**

SCU honors its graduating undergraduate students who have excelled academically in bachelor's degree programs. The following academic honors are bestowed on qualifying students upon graduation of their degree program.

- Summa Cum Laude – cumulative grade point average is 3.90 or above
- Magna Cum Laude – cumulative grade point average is 3.70-3.89
- Cum Laude – cumulative grade point average is 3.50-3.69

Commencement programs will indicate honors based on the CGPA of the semester prior to a student's participation in Commencement ceremonies. However, honors are not official until all degree requirements are completed and all grades are final. Official transcripts and the diploma will reflect official honors.

For transfer students to receive academic honors upon graduation, they must have earned at least 50 credit hours at SCU with at least 21 of those credit hours being in upper-division courses. These requirements are in addition to meeting the cumulative GPA requirements for non-transfer students. Students who transfer with

qualifying cumulative GPA from all other higher education institutions will be eligible if they maintain the required GPA from the time of admission.

### **ACADEMIC ACHIEVEMENT AWARD**

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The Academic Achievement Award is presented each year to the graduating senior who has maintained the highest cumulative grade point average. Candidates for the award must have completed a minimum of 90 hours at SCU in consecutive semesters immediately prior to graduation.

### **PRESIDENT'S AND DEAN'S HONOR ROLL**

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At the end of each semester, the school deans issue the President's Honor Roll and the Dean's Honor Roll in recognition of high academic achievement. Students are eligible for the President's Honor Roll if they have completed a minimum of 12 hours during the semester with a grade point average of 4.0.

Students who have completed a minimum of 12 hours during the semester with a grade point average of 3.75 or above are eligible for the Dean's Honor Roll.



## UNDERGRADUATE ACADEMIC PROGRAMS

### SCHOOL OF ARTS AND SCIENCES

#### DEPARTMENT OF CREATIVE ARTS

- Bachelor of Arts in Music Performance (Concentrations in Vocal, Instrumental, and Piano)
- Bachelor of Music in Music Business and Technology
- Bachelor of Music in Performance (Concentrations in Vocal, Instrumental, and Piano)
- Bachelor of Music in Worship Arts

#### DEPARTMENT OF GENERAL EDUCATION

- Associate of Arts
- Bachelor of Science in Liberal Studies

#### DEPARTMENT OF HISTORY

- Bachelor of Arts in History
- Bachelor of Science in History Education

#### DEPARTMENT OF LANGUAGE ARTS

- Bachelor of Arts in English (Concentrations in Film Studies, Literature, and Writing)
- Bachelor of Arts in English Education

#### DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES

- Bachelor of Science in Psychology and Counseling (Concentrations in Early Childhood Development, Human Services, Marriage and Family, and Substance Abuse)

### SCHOOL OF EDUCATION AND SPORT STUDIES

#### DEPARTMENT OF EDUCATION

- Teacher Education

#### DEPARTMENT OF SPORT STUDIES

- Bachelor of Science in Sport Management (Concentrations in Exercise Science, Sport Administration and Sport Ministry)
- Bachelor of Science in Physical Education, Health and Safety (Teacher Education Program)

### SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES

#### DEPARTMENT OF BUSINESS

- Bachelor of Business Administration (Concentrations in Accounting, Business Generalist, Finance, International Business, Management, and Marketing)

#### DEPARTMENT OF THEOLOGY AND MISSIONS

- Bachelor of Arts in Biblical Studies (Concentrations in New Testament, Old Testament and Theology)
- Bachelor of Science in Christian Leadership
- Bachelor of Arts in Intercultural Studies
- Bachelor of Arts in Philosophy
- Bachelor of Arts in Pastoral Ministry/Biblical Literature
- Bachelor of Arts in Religion
- Bachelor of Arts in Youth Ministry/Biblical Literature

#### DEPARTMENT OF GRADUATE STUDIES

(See Graduate Catalog)

## **SCHOOL OF ADULT STUDIES AND ONLINE EDUCATION**

### **DEPARTMENT OF ADULT STUDIES**

- Associate of Arts in Liberal Studies
- Bachelor of Science in Biblical Leadership
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Leadership
- Bachelor of Science in Human and Family Services

### **DEPARTMENT OF ONLINE EDUCATION**

- Bachelor of Professional Studies

## SCHOOL OF ARTS AND SCIENCES

### ACADEMIC DEAN

Dr. Gayle Kearns, Dean

### SCHOOL DEPARTMENTS

Department of Creative Arts  
Department of General Education  
Department of History  
Department of Language Arts  
Department of Social and Behavioral Science

## DEPARTMENT OF CREATIVE ARTS (MUAP, MUSI, MUTH)

### FULL-TIME FACULTY

Prof. David Roman, Chair  
Prof. Seth Cudd

### DEPARTMENTAL MISSION

The mission of the Department of Creative Arts is to guide students into the pursuit of academic and artistic excellence within the framework of the SCU philosophy, mission, and institutional aims. Furthermore, the Department will seek to develop students who will make significant contributions to their world through the sharing of these artistic accomplishments.

The Department of Creative Arts shares SCU's commitment to a Christian liberal arts education and functions as an integral part of that commitment: to enrich the cultural experiences of the general student body, and to prepare music students for the professional practice of music in conjunction with other fields. We are committed to develop musicians who possess knowledge, skills, and competence in the field.

### DEPARTMENTAL STUDENT LEARNING OUTCOMES

Music program graduates should know the following:

- Elements of the language of music: notation and analysis of pitch, rhythm, harmony, timbre, texture, form, and terminology applicable to instruments and voices;
- Characteristics of artistic tone production, expressiveness, precise articulation, and correct performance practices of one's major instrument or vocal concentration, and competence in one's minor instrument;
- Fundamentals of music theory and practice of the tonal musical periods and basic concepts of contemporary styles: harmony, texture, voice-leading, transposition, and modulation;
- History of Western musical styles and forms from the medieval to contemporary periods, including secular and sacred masterworks for solo voices, instruments, chamber, and large ensembles;
- History of World musical styles, elements, performance media, and forms;
- Elements and principles of leading others to an understanding of music as an art form, as a means of communication, and as a part of intellectual and cultural heritage;
- Influence of the Christian church on the history and practice of music;
- Principles and assessment of ideas, methods and policies, in the arts and in music education for impact on the musical and cultural development of students.

### ADMISSION REQUIREMENTS FOR MUSIC DEGREES/MAJORS

In addition to the application to SCU, students must complete an application for admission to the major. An audition and admission interview with the music faculty will be scheduled prior to the first semester registration. Students entering the program must pass the entrance audition to demonstrate acceptable levels of proficiency on their chosen instrument, e.g. performing pitches and rhythms accurately.

To assure consideration for maximum scholarship, early audition during the senior year of high school is preferable. However, placement interviews and auditions will be held during the spring semester, and, if necessary, during New Student Orientation when arranged with the music faculty in advance. For specific information concerning interviews, auditions, repertoire, scholarships, or departmental requirements, students should contact the Chair of the Department of Creative Arts in writing or by phone.

Students who wish to audition for a music scholarship must complete the audition by March 1 to be considered for the fall semester. Students should contact the Office of Financial Aid for information.

## GENERAL REQUIREMENTS FOR ALL MUSIC DEGREES/MAJORS

- Complete an audition in the primary applied music areas, for the purpose of classification;
- Maintain an average grade of "B" in each major applied music course and a minimum grade of "C" in all other music courses;
- Perform in music seminars and department recitals as scheduled;
- Perform a final exam jury in each applied music course in which the student is enrolled.
- The keyboard proficiency examination is a part of a continuing effort to prepare our graduates for their respective careers in the best and most thorough manner possible. It is included in the program because the development of basic keyboard skills is considered essential to success in all musical careers. Students should be able to demonstrate facility in the following areas: sight-reading, technique (scales, arpeggios and chord progressions), transposition, harmonization of a melody and score reading. The department faculty recommends that the keyboard proficiency exam be taken after four semesters of piano study. Satisfactory completion of this examination is required for graduation.
- Music seminar must be taken concurrently with every Music-Applied course.
- Music seminar and recital attendance are required of all music majors.
- A music vocabulary proficiency examination for music terminology and nomenclature must be completed prior to graduation. (Pass/Fail)

## DEPARTMENTAL ACADEMIC PROGRAMS

- Bachelor of Arts in Music Performance (Vocal, Instrumental or Piano Concentration)
- Bachelor of Music in Music Business and Technology
- Bachelor of Music in Performance (Vocal, Instrumental or Piano Concentration)
- Bachelor of Music in Worship Arts

## ***MUSIC PERFORMANCE (B.A.)***

The Bachelor of Arts degree is general in nature and is appropriate for those who pursue music performance primarily for personal enrichment. In addition to a robust General Education and Religious Literacy core, a strong foundation is provided in music theory, music history and literature. Artistic development is encouraged in the student's major applied area through the development of general musicianship and solid performance skills. The degree is offered with a choice of concentrations: Vocal Performance, Piano Performance, or Instrumental Performance.

## DEGREE STUDENT LEARNING OUTCOMES

- Identify, notate, and perform rhythmic, melodic, and harmonic materials via aural and visual activities;
- Demonstrate skills necessary for continued advancement and achievement as a vocal instrumental performer on one's major and minor instruments;
- Analyze music of diverse styles and genres; orchestrate, arrange, and compose simple pieces in traditional forms;
- Recognize Western musical style periods, genres, and forms of major choral and instrumental masterworks, aurally and visually;
- Recognize basic generic non-Western musical styles, elements, and performance media, aurally and visually.

## B.A. IN MUSIC PERFORMANCE DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any ENGL, LSCI course	3		
Elective	Any PHIL, POLI, GEOG course	3		
Elective	Any PSYC, SOCL, ECON	3		
Elective	Any HUMA, HIST or Foreign Lang. course	3		
Elective	Any FINC, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* MUSI 4913	History and Theology of Creative Arts	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* MUSI 2313	Movement for the Stage	3		
* MUSI 3343	Conducting I	3		
* MUSI 3713	Music History and Literature I	3		
* MUSI 3723	Music History and Literature II	3		
* MUSI 4003	World Music	3		
* MUTH 1113	Theory I	3		
* MUTH 1123	Theory II	3		
* MUTH 2113	Theory III	3		
* MUTH 2123	Theory IV	3		
* MUTH 1211	Aural I	1		
* MUTH 1221	Aural II	1		
* MUTH 2211	Aural III	1		
* MUTH 2221	Aural IV	1		
Concentration	Choose a 13-credit hour concentration	13		
<b>Total Major Core Credit Hours</b>		<b>44</b>		
<b>Applied Music Core</b>				
# MUAP 1XX1-4XX1	Major Instrument (2 semesters each level)	8		
# MUAP 3990/4990	Junior Recital/Senior Recital (Capstone Course for Majors)	0		
# MUAP 1631 or 1681	University Chorale or Instrumental Ensemble (8 semesters)	8		
# MUAP 1101-4101 or 1111-4111	Minor Instrument - Voice or Piano Applied Lessons (1 semester each level)	4		
<b>Total Applied Music Core Credit Hours</b>		<b>20</b>		
<b>Choose one 13-credit hour concentration below</b>				
<b>Voice Concentration</b>				
* MUSI 1111	Music Theater - Opera Performances (4 semesters)	4		

* MUSI 2503	Music Theater Production and Technique	3		
* MUSI 3433	Diction I	3		
* MUSI 3443	Vocal Pedagogy	3		
<b>Instrumental Concentration</b>				
# MUAP 1651	Pep Band/Jazz Band (4 semesters)	4		
* MUSI 2111	Instrumental Performances in Productions (3 semesters)	3		
* MUSI 3673	Jazz Improvisation	3		
* MUSI 4303	Instrumental Pedagogy	3		
<b>Piano Concentration</b>				
# MUAP 1651	Pep Band/Jazz Band (4 semesters)	4		
* MUSI 3513	Accompanying for Piano	3		
* MUSI 3523	Piano Pedagogy	3		
* MUSI 3553	Keyboard Improvisation	3		
<i>Electives</i>		<b>1</b>		
<b>Total B.A. in Music Performance Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better. # Grade of "B" required. NOTE: Proficiencies in keyboard and music vocabulary are required. NOTE: Recital attendance and performance are required.				

## BUSINESS AND TECHNOLOGY (B.M.)

The Bachelor of Music degree in Music Business and Technology provides a comprehensive pre-professional program of study in music. This program is designed to standards issued by the National Association of Schools of Music and is appropriate for undergraduates who wish to major in music as a part of a liberal arts program. It specifically prepares students for graduate and/or vocational opportunities in fields integrating with, or independent of, music. Additional purposes of training qualified students may also include career goals such as church music, teaching, and performance.

### DEGREE STUDENT LEARNING OUTCOMES

The Bachelor of Music in Music Business and Technology program graduates should be able to:

- Identify, notate and perform rhythmic, melodic, and harmonic materials via aural and visual activities;
- Demonstrate skills necessary for work as a general musician, including audio, video, median and internet;
- Analyze music of diverse styles and genres;
- Recognize Western musical style periods, genres, and forms of major choral and instrumental masterworks, aurally and visually;
- Recognize basic generic world music styles, elements and performance media, aurally and visually;
- Teach others in private studios, or private/public schools and churches, about music as an art form, a means of communication, and as part of their cultural and Christian heritage;
- Evaluate musical ideas and assess methods of instruction using diverse learning systems, styles, and repertoires;

### B.M. IN MUSIC BUSINESS AND TECHNOLOGY DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		

Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
* MUSI 2313	Movement for the Stage	3		
* MUSI 2613	Acting for Everyone	3		
* MUSI 3713	Music History and Literature I	3		
* MUSI 3723	Music History and Literature II	3		
* MUSI 4003	World Music	3		
* Elective	Choose a 3-credit hour MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* MUSI 4913	History and Theology of Creative Arts	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* MUSI 2423	Music Composition/Orchestration I (Computer)	3		
* MUSI 3343	Conducting I	3		
* MUSI 3413	Form and Analysis	3		
* MUTH 1113	Theory I	3		
* MUTH 1123	Theory II	3		
* MUTH 2113	Theory III	3		
* MUTH 2123	Theory IV	3		
* MUTH 1211	Aural I	1		
* MUTH 1221	Aural II	1		
* MUTH 2211	Aural III	1		
* MUTH 2221	Aural IV	1		
<b>Total Major Core Credit Hours</b>		<b>25</b>		
<b>Applied Music Core</b>				
# MUAP 1XX1-4XX1	Major Instrument (2 semesters each level)	8		
# MUAP 3990/4990	Junior Recital/Senior Recital (Capstone for Majors)	0		
# MUAP 1631 or 1681	University Chorale or Instrumental Ensemble (8 semesters)	8		
# MUAP 1101-4101 or 1111-4111	Voice or Piano Applied Lessons (Minor Instrument)	4		
<b>Total Applied Music Core Credit Hours</b>		<b>20</b>		
<b>Music Business and Technology Concentration</b>				
* MUSI 1211	Live Audio/Video Production (4 semesters)	4		
* MUSI 2623	Mgmt. and Organization for Music Business	3		
* MUSI 3213	Audio Production and Recording	3		
* MUSI 3223	Video Editing	3		
* MUSI 3233	Video Production and Projection for Live Events	3		
* MUSI 3243	Production Lighting for Stage, Video and Studio	3		
<b>Total MBT Concentration Credit Hours</b>		<b>19</b>		
Elective		1		
<b>Total B.M. in Music Business and Technology Credit Hours</b>		<b>128</b>		
* Grade of "C" or better. # Grade of "B" required. NOTE: Proficiencies in keyboard and music vocabulary are required. NOTE: Recital attendance and performance are required.				



## PERFORMANCE (B.M.)

The Bachelor of Music degree in Voice, Instrumental or Piano Performance is offered for the purpose of training qualified students whose career goals include primarily performance and teaching. This degree program offers a comprehensive pre-professional program of study and is designed to standards issued by the National Association of the Schools of Music. A broad and thorough foundation is provided in music theory, music history and literature. Artistic achievement is stressed in the student's major applied area through the development of performance skills and general musicianship. The degree is offered with a choice of emphases: Vocal Performance, Piano Performance, or Instrumental Performance.

### DEGREE STUDENT LEARNING OUTCOMES

Bachelor of Arts in Music Performance graduates should be able to do the following:

- Identify, notate, and perform rhythmic, melodic, and harmonic materials via aural and visual activities;
- Demonstrate skills necessary for continued advancement and achievement as a vocal/instrumental performer on one's major and minor instruments;
- Analyze music of diverse styles and genres; orchestrate, arrange, and compose simple pieces in traditional forms;
- Recognize Western musical style periods, genres, and forms of major choral and instrumental masterworks, aurally and visually;
- Recognize basic generic non-Western musical styles, elements, and performance media, aurally and visually;
- Teach others in private studios, private/public schools and churches, about music as an art form, a means of communication, and as part of their cultural and Christian heritage;
- Evaluate musical ideas and assess methods of instruction, using diverse learning systems, styles, and repertoires;
- Lead music in Christian worship.

### B.M. IN PERFORMANCE DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
* MUSI 2313	Movement for the Stage	3		
* MUSI 2613	Acting for Everyone	3		
* MUSI 3713	Music History and Literature I	3		
* MUSI 3723	Music History and Literature II	3		
* MUSI 4003	World Music	3		
* Elective	Choose a 3-credit hour MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* MUSI 4913	History and Theology of Creative Arts	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		

<b>Major Core</b>				
* MUSI 2423	Music Composition/Orchestration I (Computer)	3		
* MUSI 3343	Conducting I	3		
* MUSI 3413	Form and Analysis	3		
* MUTH 1113	Theory I	3		
* MUTH 1123	Theory II	3		
* MUTH 2113	Theory III	3		
* MUTH 2123	Theory IV	3		
* MUTH 1211	Aural I	1		
* MUTH 1221	Aural II	1		
* MUTH 2211	Aural III	1		
* MUTH 2221	Aural IV	1		
<b>Total Major Core Credit Hours</b>		<b>25</b>		
<b>Applied Music Core</b>				
# MUAP 1XX1-4XX1	Major Instrument (2 semesters each level)	8		
# MUAP 3990/4990	Junior Recital/Senior Recital (Capstone for Majors)	0		
# MUAP 1631 or 1681	University Chorale or Instrumental Ensemble (8 semesters)	8		
# MUAP 1101-4101 or 1111-4111	Voice or Piano Applied Lessons (Minor Instrument)	4		
<b>Total Applied Music Core Credit Hours</b>		<b>20</b>		
<b>Choose one 19-credit hour concentration below.</b>				
<b>Voice Emphasis</b>				
* MUSI 1111	Music Theater Opera Performances (4 semesters)	4		
* MUSI 2503	Music Theater Production and Technique	3		
* MUSI 3433	Diction I (English/Italian)	3		
* MUSI 3443	Vocal Pedagogy	3		
* MUSI 4433	Diction II (German/French)	3		
* MUSI 4443	Vocal Literature	3		
<b>Total Vocal Concentration Credit Hours</b>		<b>19</b>		
<b>Instrumental Concentration</b>				
# MUAP 1651	Pep Band/Jazz Band (4 semesters)	4		
* MUSI 2111	Instrumental Perform. in Productions (3 semesters)	3		
* MUSI 3673	Jazz Improvisation	3		
* MUSI 4303	Instrumental Pedagogy	3		
* MUSI 4333	Instrumental Literature	3		
* MUSI 4733	Advanced Instrumental Conducting	3		
<b>Total Instrumental Concentration Credit Hours</b>		<b>19</b>		
<b>Piano Concentration</b>				
# MUAP 1651	Pep Band/Jazz Band (4 semesters)	4		
* MUSI 3513	Accompanying for Piano	3		
* MUSI 3553	Keyboard Improvisation	3		
* MUSI 3523	Piano Pedagogy	3		
* MUSI 4523	Piano Literature	3		
* MUSI 4733	Advanced Instrumental Conducting	3		
<b>Total Piano Concentration Credit Hours</b>		<b>19</b>		
<b>Elective</b>				
Elective		1		
<b>Total B.M. in Performance Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better. # Grade of "B" required. NOTE: Proficiencies in keyboard and music vocabulary are required. NOTE: Recital attendance and performance are required.				

## WORSHIP ARTS (B.M.)

The Bachelor of Music in Worship Arts degree program offers a comprehensive pre-professional program of study and is designed to standards issued by the National Association of the Schools of Music. A broad and thorough foundation is provided in music theory, music history and literature. Artistic achievement is stressed in the student's major applied area through the development of performance skills and general musicianship.

### DEGREE STUDENT LEARNING OUTCOMES

Upon completion, graduates should be able to do the following:

- Understand theoretical functions, historical importance, and influence of music and their impact on the Christian church;
- Understand the characteristics of tone production, expressiveness, articulation, various styles and practice of one's major applied music concentration and competence in one's minor instruments;
- Plan and administer an effective full-time church music program and its components, including supervision and maintenance of an adequate church music library;
- Plan and accurately lead meaningful, Christ-honoring worship, which is thematic and Scripture-based;
- Plan for, train, rehearse, and implement graded choirs, hand bells, praise teams, instrumentalists, and various small ensembles in regular worship and special events;
- Understand the importance and implication of music programming and worship planning in the context of the liturgical year;
- Embrace a servant mentality by working effectively with a pastoral team in planning worship and ministering in other areas as needed;
- Understand the diverse functions of hymnody in worship and usage of hymns effectively and appropriately in a variety of worship styles;
- Understand and use music successfully in traditional, blended, and contemporary worship services;
- Create, successfully implement, and work within the church music budget;
- Understand and use appropriate technology in worship services;
- Understand a history of non-Western musical styles, elements, performance media, and forms and their usage in the context of culturally diverse worship.

### B.M. IN WORSHIP ARTS DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
* MUSI 2313	Movement for the Stage	3		
* MUSI 2613	Acting for Everyone	3		
* MUSI 3713	Music History and Literature I	3		
* MUSI 3723	Music History and Literature II	3		
* MUSI 4003	World Music	3		
* Elective	Choose a 3-credit hour MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		

HIST 3133	Pentecostal History	3		
* MUSI 4913	History and Theology of Creative Arts	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* MUSI 2423	Music Composition/Orchestration I (Computer)	3		
* MUSI 3343	Conducting I	3		
* MUSI 3413	Form and Analysis	3		
* MUTH 1113	Theory I	3		
* MUTH 1123	Theory II	3		
* MUTH 2113	Theory III	3		
* MUTH 2123	Theory IV	3		
* MUTH 1211	Aural I	1		
* MUTH 1221	Aural II	1		
* MUTH 2211	Aural III	1		
* MUTH 2221	Aural IV	1		
<b>Total Major Core Credit Hours</b>		<b>25</b>		
<b>Applied Music Core</b>				
# MUAP 1XX1-4XX1	Major Instrument (2 semesters each level)	8		
# MUAP 3990/4990	Junior Recital/Senior Recital (Capstone for Majors)	0		
# MUAP 1631 or 1681	University Chorale or Instrumental Ensemble (8 semesters)	8		
# MUAP 1101-4101 or 1111-4111	Voice OR Piano Applied Lessons (Minor Instrument)	4		
<b>Total Applied Music Core Credit Hours</b>		<b>20</b>		
<b>Worship Arts Concentration</b>				
* MUSI 1111	Music Theater - Opera Performances (4 semesters)	4		
* MUSI 2623	Management and Organization for Music Business	3		
* MUSI 3143	Introduction to Technology for Worship Arts	3		
* MUSI 3153	Worship Arts Administration	3		
* MUSI 3163	Creative Arts in the Contemporary Church	3		
* MUSI 3433	Diction I	3		
<b>Total Worship Arts Concentration Credit Hours</b>		<b>19</b>		
Elective		1		
<b>Total B.M. in Worship Arts Program Credit Hours</b>		<b>128</b>		
<p>* Grade of "C" or better.</p> <p># Grade of "B" required.</p> <p>NOTES: Proficiencies in keyboard and music vocabulary are required.</p> <p>Recital attendance and performance are required.</p>				

## DEPARTMENT OF GENERAL EDUCATION

### FACULTY

Dr. Rhonda Crutcher, Director  
Prof. Ryan Hoffpauir

### DEPARTMENTAL MISSION

As a Christian liberal arts institution the Department of General Education seeks to integrate into the academic experience a strong biblical foundation that encourages positive faith, learning, and living.

### INTEGRATION OF FAITH AND LEARNING STATEMENT

In conjunction with the University goals and mission, course content of the general education department courses will be guided by, and reflect, a Christian worldview and ethical values. "The logic and knowledge from every discipline is built upon a set of presuppositions. All such presuppositions must be examined and informed by the truth derived from the revealed Word of God and Christian thinking founded on a Christocentric epistemology, so as to create a coherent body of knowledge, i.e., faith informs all of learning's presuppositional thinking." (RW, 2009). Key biblical texts: Romans 12:1-2 and Colossians 1:17.

### STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION

The General Education program is designed to ensure students have met the University student learning outcomes. These outcomes are assessed throughout the General Education program in specific courses selected by the Assessment Committee. (See University Student Learning Outcomes)

## ASSOCIATE OF ARTS (A.A.)

The Associate of Arts degree allows the student to establish a strong academic program while providing a Christian foundation for a life of leadership, learning, and service. A general core of required general education courses provides a solid base for this 64-credit hour degree. Students wishing to transfer into four-year programs should be aware of requirements as they vary by degree and institution. They should refer to the specific four-year academic program they wish to pursue.

### ASSOCIATE OF ARTS DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
# Elective	Any 1000-2000 ENGL, LSCI course	3		
# Elective	Any 1000-2000 PHIL, POLI, GEOG course	3		
# Elective	Any 1000-2000 PSYC, SOCL, ECON	3		
# Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
# Elective	Any 1000-2000 FINC, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		

BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
HIST 3133	Pentecostal History	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>12</b>		
# Electives	Any courses	<b>7</b>		
<b>Total A.A. Degree Program Credit Hours</b>		<b>64^</b>		
<p>* Grade of "C" or better.  ^ Final CGPA must be 2.0  # Electives should be chosen carefully for students who plan to continue in a bachelor's degree program. Many bachelor's degree programs have specific Gen. Ed. required electives to fulfill the degree program.</p>				

## ***LIBERAL STUDIES (B.S.)***

This program provides a broad background in the humanities, social sciences, and specific professional fields for students who have over 64 credit hours of college credit but no degree. This program allows students to transfer a greater number of college hours and earn a degree from SCU.

This program offers to qualifying students an opportunity to major in a more general degree that is culturally enriching, academically sound, and mentally stimulating. It also provides a more flexible and personalized option for a student who desires a more liberal education than what is found in other major curriculum offered at SCU.

### **B.S. IN LIBERAL STUDIES DEGREE REQUIREMENTS**

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 PHIL, POLI, GEOG course	3		
Elective	Any 1000-2000 PSYC, SOCL, ECON course	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* Capstone Course	Varies depending on areas of study	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* Choose from 3000-4000 level courses				
* Humanities	BIBL, ENGL, HIST, HUMA, MUSI, THEO	3		
* Humanities	BIBL, ENGL, HIST, HUMA, MUSI, THEO	3		
* Humanities	BIBL, ENGL, HIST, HUMA, MUSI, THEO	3		

* Humanities	BIBL, ENGL, HIST, HUMA, MUSI, THEO	3		
* Social Sciences	ECON, HSVC, PSYC, SOCL, SPCH, POLI, Foreign Lang.	3		
* Social Sciences	ECON, HSVC, PSYC, SOCL, SPCH, POLI, Foreign Lang.	3		
* Social Sciences	ECON, HSVC, PSYC, SOCL, SPCH, POLI, Foreign Lang.	3		
* Social Sciences	ECON, HSVC, PSYC, SOCL, SPCH, POLI, Foreign Lang.	3		
* Professional Fields	BUSN, EDUC, FINC, HPSM, MKTG, MGMT, PMIN	3		
* Professional Fields	BUSN, EDUC, FINC, HPSM, MKTG, MGMT, PMIN	3		
* Professional Fields	BUSN, EDUC, FINC, HPSM, MKTG, MGMT, PMIN	3		
* Professional Fields	BUSN, EDUC, FINC, HPSM, MKTG, MGMT, PMIN	3		
<b>Total Major Core Credit Hours</b>		<b>36</b>		
<b>Electives</b>				
* Elective	Any 3000-4000 course	3		
* Elective	Any 3000-4000 course	3		
* Elective	Any 3000-4000 course	3		
Elective	20 credit hours in any courses	20		
<b>Total Elective Credit Hours</b>		<b>29</b>		
<b>Total B.S. in Liberal Studies Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better.				



## DEPARTMENT OF HISTORY (HUMA, HIST, POLI)

### FULL-TIME FACULTY

Prof. Chet Horn, Chair

### DEPARTMENTAL MISSION

The Department of History at Southwestern Christian University seeks to assist students in becoming transformed thinkers who influence their world for Christ. The Department of History will introduce students to the breadth and depth of the human experience through a comparative study of past and contemporary societies and cultures, as well as developing their abilities to conduct research, analyze and assess evidence and articulate sound conclusions both orally and in writing. The Department of History will prepare students to pursue successful careers as academics, civil servants, journalists, and of course, historians in private or public agencies—all arenas in which they can further the cause of Christ.

### DEPARTMENTAL STUDENT LEARNING OUTCOMES

- Students will be able to identify the major personalities that have shaped history.
- Students will be able to identify and describe major events from history.
- Students will be able to sequence major historical events.
- Students will demonstrate adequate knowledge of the major themes of history and the most common schools of thought within the historical profession
- Students will develop coherent historical arguments and utilize appropriate evidence to support them.
- Students will apply historical research skills, such as effective use of sources, as well as proper citation techniques through the production of research papers.

### DEPARTMENTAL ACADEMIC PROGRAMS

- Bachelor of Arts in History
- Bachelor of Science in History Education

## ***HISTORY (B.A.)***

The Bachelor of Arts in History degree is designed to assist students in understanding and analyzing the major themes of history and the most common schools of thought within the profession. This will be accomplished through a number of content based courses. A Bachelor of Arts in History degree will also help students to hone their research and writing skills through methods and research courses. This degree will prepare students not only for furthering their education through graduate study, but also for entering a variety of professions including civil service and journalism.

### B.A. IN HISTORY DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* HIST 1483	U.S. History I	3		
* HIST 2113	Western Civilization I	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		

Elective	Any 1000-2000 ENGL, LSCI	3		
Elective	Any 1000-2000 PHIL, POLI, GEOG	3		
Elective	Any 1000-2000 PSYC, SOCL, ECON	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* HIST 4153	Religious History of the U.S.- Capstone	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* HIST 1493	U.S. History II	3		
* HIST 2243	Western Civilization II	3		
* HIST 3013	Oklahoma History	3		
* HIST 3603	Historical Methods	3		
* HIST 4704	Historical Research	4		
* Foreign Language	6 credit hours of the same language	6		
* HIST electives	Choose 7 courses from the 3-credit hour courses below	21		
<b>Total Major Core Credit Hours</b>		<b>43</b>		
<b>History Electives</b>				
<b>Choose 21 credit hours from the 3-credit hour courses below:</b>				
* HIST 2603	Economics for History	3		
* HIST 3003	The Middle Ages	3		
* HIST 3103	Tudor and Stuart England	3		
* HIST 3113	Church History I	3		
* HIST 3123	Church History II	3		
* HIST 3143	Women's History in the US	3		
* HIST 3163	Patristic Christianity	3		
* HIST 3223	Russian History	3		
* HIST 3233	The Renaissance	3		
* HIST 3234	The Reformation	3		
* HIST 3333	Europe in the Age of Absolutism	3		
* HIST 3343	The French Revolution and the Napoleonic Era	3		
* HIST 3353	The Holocaust	3		
* HIST 3403	British Colonial America	3		
* HIST 3433	The Antebellum South	3		
* HIST 3483	Twentieth Century U.S. History	3		
* HIST 4313	World War II	3		
* HIST 4323	Spanish Colonial North America	3		
* HIST 4453	The Great Depression	3		
* HIST 4513	The Cold War	3		
* HIST 4523	The Civil Right Era	3		
* HIST 4603	Intellectual History in the U.S.	3		
* HIST 4913	Intertestamental Period	3		
* HIST 4931-3	Studies in Church History	3		
<b>Total History Elective Credit Hours</b>		<b>21</b>		

<b>Other Electives</b>	<b>22</b>		
<b>Total B.A. in History Program Credit Hours</b>	<b>128</b>		
* Grade of "C" or better. ^ May apply toward major core or General Education.			

## ***HISTORY EDUCATION (B.S.)***

The objective of Bachelor of Science in History Education major is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required of History teachers in public and private schools. Courses required for this major are congruent with Oklahoma state competencies and the National Council for the Social Studies (NCSS) professional recommendations.

This program seeks that each candidate becomes a transformed thinker influencing their world for Christ. The History Education program will provide a sound academic foundation, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in both public and private education. Christian behaviors and perspective will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever professional situation they encounter.

### **B.S. IN HISTORY EDUCATION DEGREE REQUIREMENTS**

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hrs.</b>	<b>Offered</b>	<b>Complete</b>
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ECON 2603	Economics for History	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* HIST 1483	U.S. History I	3		
* HIST 2113	Western Civilization I	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
NSCI 1213	Physical Geography	3		
* POLI 1113	American Federal Government	3		
SOCL 1113	Introduction to Sociology	3		
* PSYC 1113	General Psychology	3		
SPCH 1113	Introduction to Public Communication	3		
Science 1000-2000	Any lower division science with lab	4		
<b>Total General Education Credit Hours</b>		<b>42</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* HIST 4153	Religious History of the U.S. - Capstone	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* HIST1493	U.S. History II	3		
* HIST 2243	Western Civilization II	3		
* HIST 3013	Oklahoma History	3		

* HIST 3603	Historical Methods	3		
* HIST 3483	20th Century U.S. History	3		
* HIST 3143	Women's History in the U.S.	3		
* HIST 3403	British Colonial America	3		
* HIST 3433	The Antebellum South	3		
* HIST 4313	World War II	3		
* HIST 4513	The Cold War	3		
* HIST 4453	The Great Depression	3		
* HIST 4523	The Civil Rights Era	3		
<b>Total History Elective Credit Hours</b>		<b>36</b>		
<b>Professional Teacher Education</b>				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education(with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (EDUC 4000)	2		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3123	Educational Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
HIST 4000	Methods of Teaching History Clinical Practice	0		
* HIST 4813	Methods of Teaching History (with HIST 4000)	3		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDUC 4825	Teaching Clinical Internship II	5		
<b>Total Professional Teacher Education Credit Hours</b>		<b>32</b>		
<b>Total B.S. in History Education Program Credit Hours</b>		<b>128<sup>^</sup></b>		
* Grade of "C" or better.				
<sup>^</sup> Overall GPA must be 2.75 or better				

## DEPARTMENT OF LANGUAGE ARTS (ENGL, FREN, GERM, LSCI, SPAN, SPCH)

### FULL-TIME FACULTY

Prof. Shelley Groves, Chair  
Dr. Linda Breslin  
Prof. Allison Canfield  
Dr. Rhonda Crutcher

### DEPARTMENTAL MISSION

The Department of Language Arts at SCU seeks that each student becomes a transformed thinker influencing their world for Christ. The Department will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip them to be productive and successful in a variety of career pursuits including graduate studies.

### DEPARTMENTAL STUDENT LEARNING OUTCOMES

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students create print and non-print texts using a variety of technological and informational resources.
- Students demonstrate a Christian understanding of how ethical decisions are made collaboratively via written and verbal group projects.
- Students utilize critical and creative thinking skills and strategies to conduct research on issues and interests: (a) students generate ideas and questions to research issues and interest, (b) students synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. They lead classes, small group discussions, and take charge of their and others' learning.

### DEPARTMENTAL ACADEMIC PROGRAMS

- Bachelor of Arts in English
- Bachelor of Arts in English Education

## ENGLISH (B.A.)

The Bachelor of Arts in English program is designed to prepare students for a variety of job opportunities requiring professional level knowledge and skills in the area of English, such as journalism and publishing. It will prepare students for graduate studies in English and related fields.

### B.A. IN ENGLISH DEGREE STUDENT LEARNING OUTCOMES

- Students interpret and critique fiction and nonfiction, classic and contemporary work using a wide range of strategies.
- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students create print and non-print texts using a variety of technological and informational resources.

### B.A. IN ENGLISH DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
* ENGL 2103	Introduction to English Studies	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		

HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any 1000-2000 PHIL, POLI, GEOG course	3		
Elective	Any 1000-2000 PSYC, SOCL, ECON	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* ENGL 4993	Senior Thesis - Capstone	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* ENGL 3213	Expository and Visual Rhetoric	3		
* ENGL 3423	American Literature I	3		
* ENGL 3523	American Literature II	3		
* ENGL 3333	English Literature I	3		
* ENGL 3353	English Literature II	3		
* ENGL 3603	Advanced Grammar	3		
* ENGL 3663	World Literature	3		
* ENGL 4113	History of English	3		
* ENGL 4213	Critical Theory: Rhetorical and Literary	3		
* ENGL 4223	Research Methods for Language Arts	3		
* ENGL 4313	Studies in Shakespeare	3		
* FREN or SPAN	Six credit hours of one language	6		
<b>Total Major Core Credit Hours</b>		<b>39</b>		
<b>Choose one of the following 15-credit hours concentrations below</b>				
<b>Film Studies Concentration</b>				
* ENGL 2703	Introduction to Film Studies	3		
* ENGL 3553	Theology and Film	3		
* ENGL 3703	Theories of Film Criticism	3		
<i>Choose 6 credit hours from the 3-credit-hour courses below</i>				
* ENGL 2043	Screenwriting	3		
* ENGL 3723	British Cinema	3		
* ENGL 3733	Literature and Film Adaptation	3		
* ENGL 3743	Studies in Documentary Film	3		
<b>Total Film Studies Concentration Credit Hours</b>		<b>15</b>		
<b>Literature Concentration</b>				
* ENGL 3103	The World of C.S. Lewis	3		
* ENGL 3203	Greek Literature and Mythology	3		
* ENGL 3503	Great Works in Christian Literature	3		
<i>Choose 6 credit hours from the 3-credit-hour courses below</i>				
* ENGL 3443	Fantasy Fiction	3		
* ENGL 3533	Studies in Poetry	3		
* ENGL 3543	Literary Approaches to the Bible	3		
* ENGL 3573	Women's Literature	3		

* ENGL 3633	Studies in Jane Austen	3		
<b>Total Literature Concentration Credit Hours</b>		<b>15</b>		
<b>Writing Concentration</b>				
* ENGL 2033	Creative Writing	3		
* ENGL 2043	Screenwriting	3		
* ENGL 3003	Technical Writing	3		
* ENGL 3013	Research and Report Writing	3		
* ENGL 4003	Writing for Publication	3		
<b>Total Writing Concentration Credit Hours</b>		<b>15</b>		
<b>Electives</b>				
	Any 11 credit hours of courses	<b>11</b>		
<b>Total B.A. in English Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better.				

## ENGLISH EDUCATION (B.A.)

The Bachelor of Arts in English Education program is designed to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with Oklahoma state competencies and the National Council of Teachers of English (NCTE) professional recommendations.

The English Education program at SCU seeks that each candidate becomes a transformed thinker influencing their world for Christ. The program will provide a sound academic foundation in written communication, in-depth comprehension, and critical thinking skills from a Christian perspective to equip the candidate to be productive and successful in educating secondary students. Christian behaviors and perspective will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter.

### B.A. IN ENGLISH EDUCATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483/1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
* PSYC 1113	General Psychology	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any ENGL, LSCI course	3		
Elective	Any PHIL, POLI, GEOG course	3		
Elective	Any HUMA, HIST or Foreign Lang. course	3		
<b>Total General Education Credit Hours</b>		<b>42</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		



* ENGL 4993	Senior Thesis - Capstone	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* ENGL 2033	Creative Writing	3		
* ENGL 2903	Seminar in English	3		
* ENGL 3333	English Literature I	3		
* ENGL 3353	English Literature II	3		
* ENGL 3423	American Literature I	3		
* ENGL 3523	American Literature II	3		
* ENGL 3603	Advanced Grammar	3		
* ENGL 3663	World Literature	3		
* ENGL 4313	Studies in Shakespeare	3		
* ENGL 4663	Expository Writing	3		
* Foreign Language	6 credit hours of the same language	6		
<b>Total Major Core Credit Hours</b>		<b>36</b>		
<b>Professional Teacher Education</b>				
EDUC 2000	Foundations in Education Clinical Practice	0		
* EDUC 2113	Foundations in Education (with EDUC 2000)	3		
* EDUC 2301	Introduction to Education	1		
EDUC 3000	Educational Technology Clinical Practice	0		
* EDUC 3202	Educational Technology (with EDUC 3000)	2		
EDUC 4000	Assessment and Evaluation Clinical Practice	0		
* EDUC 4232	Assessment and Evaluation (with EDUC 4000)	2		
* EDUC 4812	Classroom Strategies (with EDUC 4815 and 4825)	2		
* EDUC 4815	Teaching Clinical Internship I	5		
* EDCU 4825	Teaching Clinical Internship II	5		
ENGL 4000	Methods of Teaching English Clinical Practice	0		
* ENGL 4813	Methods of Teaching English (with ENGL 4000)	3		
* PSYC 3123	Educational Psychology	3		
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 3243	Psychology of the Exceptional Child	3		
<b>Total Professional Teacher Education Credit Hours</b>		<b>32</b>		
<b>Total B.A. in English Education Program Credit Hours</b>		<b>128^</b>		
* Grade of "C" or better.				
^ Overall GPA must be 2.75 or better.				

## DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES (ECDV, HSVC, PSYC, SOCL)

### FULL-TIME FACULTY

Dr. Rebecca Webster, Chair

Dr. Adrian Rus

Prof. Jeremy Wente

### DEPARTMENTAL MISSION

In accordance with the mission of Southwestern Christian University, the Department of Social and Behavioral Sciences is developing servant leaders with a thorough biblical foundation, which along with a Christ-like character will enable students to influence their careers and culture with the Gospel of Jesus Christ. Furthermore, the Department is committed to preparing students for pursuing graduate studies and life-long education.

### DEPARTMENTAL STUDENT LEARNING OBJECTIVES

- Students will identify, analyze and assess major theoretical perspectives in psychology and counseling.
- Students will demonstrate the ability to research through accessing, analyzing and presenting information while developing cognitive, physical and affective skills. Students will further explain why life-long learning is important in the field.
- Students will recognize and articulate how a Christian world-view interrelates with and complements the scientific study of human behavior.
- Students will creatively and effectively apply behavioral science principles, knowledge and skills to promote positive change in their community.

### DEPARTMENTAL ACADEMIC PROGRAMS

- Bachelor of Science in Psychology and Counseling

## ***PSYCHOLOGY AND COUNSELING (B.S.)***

The Bachelor of Science in Psychology and Counseling degree is designed to provide students with an interdisciplinary approach to understanding human behavior and how it impacts daily living for individuals, families and society. Students will obtain the essential skills and knowledge to apply behavioral science concepts, principles, skills and methods in field settings such as nonprofit mental health and social service organizations or local and state government agencies. Upon completion of the program, students may also consider graduate study in counseling, criminology, psychology, social work, sociology or other helping professions.

### B.S. IN PSYCHOLOGY AND COUNSELING DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
PHIL 2003 or 2113	Introduction to Philosophy or Logic and Critical Thinking	3		
* SOCL 1113	Introduction to Sociology	3		
* HUMA 2423	Cultural Competency	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		

Elective	Any 1000-2000 FINC, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* PSYC 4113	Ethical Issues in the Helping Professions	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* PSYC 1113	General Psychology	3		
* PSYC 2013	Positive Psychology	3		
* PSYC 2153	Principles of Biblical Counseling	3		
* PSYC 3113	Theories and Practice of Group Work	3		
* PSYC 3433	Development Psychology-Lifespan	3		
* PSYC 3443	Psychology Research Methodology	3		
* PSYC 3543	Theories and Practice of Psychology and Counseling	3		
* PSYC 4133	Theories of Personality	3		
* PSYC 4143	Quantitative and Qualitative Statistics	3		
* PSYC 4213	Counseling Ethnic Groups and Minorities	3		
* PSYC 4243	Biological Psychology	3		
* PSYC 4223	Abnormal Psychology	3		
* PSYC 4993	Professional Development/Practicum	3		
<b>Total Major Core Credit Hours</b>		<b>39</b>		
<b>Choose one of the following 15-credit hour concentrations below.</b>				
<b>Early Childhood Development Concentration</b>				
* ECDV 3103	Health, Safety and Nutrition	3		
* ECDV 3113	Introduction to Early Childhood Care and Education	3		
* ECDV 3213	Children in the Global Community	3		
* ECDV 4113	Early Childhood Curriculum Development	3		
* ECDV 4143	Early Childhood Methods and Materials	3		
<b>Total Early Childhood Development Concentration Credit Hours</b>		<b>15</b>		
<b>Human Services Concentration</b>				
* HSVC 2993	Introduction to Human Services	3		
* HSVC 4123	Crisis Intervention	3		
* HSVC 4223	Assessment and Case Management	3		
* HSVC 4453	Program Development and Evaluation	3		
* SOCL 2113	Social Problems	3		
<b>Total Human Services Concentration Credit Hours</b>		<b>15</b>		
<b>Marriage and Family Concentration</b>				
* PSYC 3213	Child and Adolescent Psychology	3		
* PSYC 4203	Dynamics of Troubled Families	3		
* PSYC 4413	Dealing with Loss and the Grieving Process	3		
* SOCL 2123	Marriage and Family	3		
* SOCL 3443	Aging and Gerontology	3		
<b>Total Marriage and Family Concentration Credit Hours</b>		<b>15</b>		
<b>Substance Abuse Concentration</b>				
* HSVC 3223	Introduction to Criminal Justice	3		
* PSYC 4543	Introduction to Substance Abuse Counseling	3		
* SOCL 3113	Juvenile Delinquency	3		

* SOCL 4273	Substance Abuse/Chemical Dependency	3		
* SOCL 4403	Conflict Management and Resolution	3		
Total Substance Abuse Concentration Credit Hours		15		
Electives	Any courses	11		
Total B.S. in Psychology and Counseling Program Credit Hours		128		
* Grade of "C" or better				

## SCHOOL OF EDUCATION AND SPORT STUDIES

### ACADEMIC DEAN

Dr. Dana Owens-DeLong, Interim Dean

### SCHOOL DEPARTMENTS

Department of Education

Department of Sport Studies

## DEPARTMENT OF EDUCATION (EDUC)

### FULL-TIME FACULTY

Prof. Shelley Groves, Chair and Coordinator, Teacher Education Program

### DEPARTMENTAL VISION

The vision of the SCU Teacher Education program focuses on developing effective teachers who can integrate faith and learning as they positively impact the lives of others.

### DEPARTMENTAL MISSION

The mission of SCU Teacher Education program is to develop and nurture competent and caring teachers who model Christ through a life of service and leadership; demonstrate an understanding of individual differences; and dedicate their efforts to the education and welfare of all students.

### DEGREE PROGRAMS

SCU offers degree programs that lead to teacher certification. Curriculum for the degree programs listed below can be found in the field-related departmental sections of this catalog.

- B.A. in English Education (Department of Language Arts)
- B.S. in History Education (Department of History)
- B. S. in Physical Education, Health and Safety (Department of Sport Studies)

### TRANSITION I: ADMISSION TO TEACHER EDUCATION

The Teacher Education Unit evaluates the successful completion of admission requirements to determine that Teacher Education candidates demonstrate the academic knowledge, the dispositions, and performance skills necessary to enter Teacher Education. The Faculty Interview is used to assess candidates' communication skills and disposition.

#### GRADE POINT AVERAGE (GPA):

Achieve a minimum grade point average of 2.75 in all courses completed at SCU or other colleges or universities at the time of application. However, if the overall GPA is less than 2.75, students may qualify for admission if they have met the following criteria:

- Students have taken the last 30 hours of coursework at SCU with a GPA of 3.00 or better.
- Students have completed all coursework in the major including all support courses any Professional Teacher Education courses taken with no grade below "C"
- Students have met all other requirements listed.
- Grade point must reach 2.75 to be recommended for certification. Teacher education degrees also require 2.75 for completion.

#### GRADE REQUIREMENTS

- All coursework taken in degree certification major or General Education courses required for majors must be completed with no grade lower than "C," or if the student is concurrently enrolled in coursework in the degree certification major or General Education courses required for majors at the time of application, the

student will be considered as "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved

- All coursework taken in the professional teacher education sequence must be completed with no grade lower than "C," or if the student is concurrently enrolled in coursework in Professional Teacher Education at the time of application, the student will be considered as "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved.
- Demonstrate a proficiency in written and oral English as indicated by having a grade of "C" or better in six credit hours of English Composition, or if the student is concurrently enrolled in the English courses in which they have achieved a grade lower than a "C," the application will be considered "Pending Approval" until a grade no lower than a "C" at the end of the semester of application is achieved.

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## STATE TESTS

Oklahoma General Education Test (OGET)

Pass the Oklahoma General Education Test (OGET) prior to submission of application, or if the student intends to take the OGET exam during the semester of application, the application will be considered "Pending Approval" until documentation is received showing a passing score. This must be turned in to the Department of Education office prior to approval of admission. The OGET exam must be taken and passed during the semester of application.

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## PORTFOLIO

Establish an SCU Teacher Education Portfolio – Check Point I

- Established in the Foundations in Education course
- Required component of Application to Teacher Education
- A satisfactory score on the candidate's portfolio establishment and initial assessments

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## LEGAL

- Submit an approved background check for clinical practice. Background checks are valid for one year.
- Complete Felony Questionnaire & Accuracy Statement.
- Complete Teacher Education Code of Ethics

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## CLINICAL PRACTICE REQUIREMENTS

- Clinical Practice Requirements Agreement
- Documentation of work with children
  - Provide documentation of experiences working with children OR
  - Completion of EDUC 2113 Foundations in Education (C or higher) OR
  - Concurrent enrollment in EDUC 2113 Foundations in Education

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## RECOMMENDATIONS AND EVALUATIONS

- Recommendation letters from church officials and/or faculty members.
  - Recommendation letters are completed by individual church officials or
  - Faculty members to assess candidates' spiritual, intellectual, and cognitive qualifications to enter the Teacher Education Program.
- SCU Disposition of Candidate #1 Self-Assessment is required
- SCU Disposition of Candidate Assessment #2 completed by teacher education faculty member of candidate's choice
  - Discussed with candidate, signed, and submitted to Department of Education office
- Faculty Interview
  - Complete interview with assigned faculty member to review plans, program requirements, etc.
  - The faculty member will submit a verification of the interview to SCU Department of Education office regarding candidate admissibility and completion of all admission requirements.

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## REQUIREMENTS

- Plan for meeting Foreign Language Competency. While individual degree plans may include a foreign language component, successful completion of courses in a foreign language DOES NOT document proficiency in a foreign language as defined by the American Council on Teaching of Foreign Languages. As a result, the SCU Teacher Education Council has established the following ways in which a candidate may

attain documented novice-high competency:

- The candidate who wishes to be tested in a language may choose, at personal expense, to successfully complete the Oral Proficiency Interview developed by the American Council on the Teaching of Foreign Languages, **OR**
  - The candidate may complete two years of high school coursework in a single foreign language with grades of "B" or better (from a State Department of Education approved high school program), **OR**
  - The candidate may complete one course, five or more credit hours, in a single foreign language from an accredited college or university with a grade of "C" or better, **OR**
  - The candidate may meet the requirement by transfer of documentation of meeting the foreign language competency from one of the teacher education programs in the State of Oklahoma approved by the Oklahoma State Regents for Higher Education **OR**
  - Candidates whose native language is other than English may document proficiency in English as their second language with a score of 550 or more on the Test of English as a Foreign Language.
- Written interest in teaching. Provide a 500 word paper explaining interest in teaching.
  - Complete the Emergency Contact Information Form.

### **APPROVALS**

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Receive formal approval by the SCU Teacher Education Council.

- All candidates applying for any education degrees are required to apply for admission to teacher education.

### **PROCESSING STEPS**

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- Turn in the application on the due date.
- All teacher education candidates with completion of all requirements for admission will be approved by a vote of the SCU Teacher Education Council. Upon this approval, a letter showing admission to teacher education will be available in the Department of Education office.
- Applications will be evaluated and assigned a status.
  - Approved – all requirements have been successfully met
  - Pending Approval – all requirements have been successfully met except for requirements pending an outcome of a currently enrolled course grade. Applications in this category must be successful completed at the end of the semester in which the application is submitted.
    - If the teacher candidate is denied admission (not meeting requirement(s) currently), a letter will be sent explaining the deficiencies that need to be met by the end of the semester.
  - Denied – one or more requirements have not been met and it is not dependent on current course enrollment.
    - A letter will be received explaining the deficiencies that need to be corrected and the need to reapply for admission to teacher education.
- Pending files will be placed in the "Pending Approval" files in the Department of Education office.
- The teacher candidate will bring the "Pending Approval" letter and an unofficial transcript to the Department of Education office at the end of the semester.
- Verification of completion of all requirements for admission will be made by the Department of Education office.
- The teacher candidate's "Pending Approval" status will be changed to "approved" for admission upon completion of all requirements and a letter of admission will be made available in the Department of Education office.

### **TRANSITION II: ENROLLMENT IN PROFESSIONAL COURSEWORK AND CLINICAL PRACTICE**

Throughout the teacher preparation program, candidates are expected to successfully pass program-based assessments during courses and clinical practices. Students who are not successful on any assessment will have to first successfully complete the assessment before advancing through the program. This process is monitored through course assessments and/or transition point checks by program faculty. Each program has designated six to eight program-based assessments as part of requirements for the program review process to the Specialized Professional Associations (SPA). These key assessments include assessments of content knowledge, effective planning, impact on P-12 student learning, and additional program-based assessments.



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**GRADE POINT AVERAGE (GPA)**

Maintain a 2.75 cumulative grade point average on all coursework, earned and verified via degree check prior to clinical internship.

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**GRADES**

- "C" or higher in major core and professional sequence coursework
- Progression toward completion of major core/PTE sequence coursework

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**STATE TESTS**

Oklahoma Subject Area Test (OSAT)

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**PORTFOLIO**

A satisfactory score on Portfolio – Check Point II (Checkpoint occurs during Methods course associated with major)

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**SPA STANDARDS**

Satisfactory completion of assessments

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**LEGAL**

Current approved background check

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**CLINICAL PRACTICE**

Complete Successful completions of Professional Teacher Education courses including 160 hours of clinical practice.

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**RECOMMENDATIONS AND EVALUATIONS**

University Faculty and Clinical Faculty

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**REQUIREMENTS**

Completion of Foreign Language Competency

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**APPROVALS**

Receive formal approval by the SCU Teacher Education Council

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**TRANSITION III: ADMISSION TO CLINICAL INTERNSHIP**

Approval for clinical internship provides a key assessment point for initial candidates within teacher education programs. For approval to student teach, candidates submit an application to the Teacher Education office and be approved by their department (including both education and content area departments). Each department checks to ensure students have met the necessary requirements and makes recommendations to the Teacher Education office director for placements in the clinical internship.

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**ADMISSION STATUS**

Candidates must have received formal written approval of admission to Teacher Education and must maintain all admission requirements.

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**COMPLETED COURSEWORK**

- $\frac{3}{4}$  of Major courses must be completed with a "C" or higher
- Methods courses must be completed with a "C" or higher
- Professional Sequence courses must be completed with a "C" or higher

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**GRADE POINT AVERAGE (GPA)**

Maintain a 2.75 cumulative grade point average on all coursework completed and verified via degree check prior to clinical internship

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**GRADES**

- "C" or higher in major core and professional sequence
- All incomplete grades must be cleared
- Minimum GPA of 2.75 overall GPA in all coursework completed at SCU and other universities/colleges

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**STATE TESTS**

- Complete and Pass Oklahoma General Education Test (OGET)
- Complete and Pass Oklahoma Subject Area Test (OSAT)

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**PORTFOLIO**

A satisfactory score on Portfolio – Check Point III. Checkpoint is a required component of Application for Clinical Internship

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**SPA STANDARDS**

Satisfactory completion of assessments

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**LEGAL**

Current approved background check

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**CLINICAL PRACTICE**

Successful completions of Professional Teacher Education courses including 160 hours of clinical practice

---

**RECOMMENDATIONS AND EVALUATIONS**

- SCU Disposition of Candidate Assessment #3 completed by teacher education faculty member of candidate's choice (different from faculty in assessment #2)
  - Discussed with candidate, signed, and submitted to Department of Education office
  - Required component of application for clinical internship
- University Faculty
- Clinical Faculty
- Supervisor Evaluation

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**REQUIREMENTS**

Successful completion of Foreign Language Competency

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**APPROVALS**

Receive formal approval by the SCU Teacher Education Council

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**PROCESSING STEPS**

- Turn in the application on the due date.
- All teacher education candidates with completion of all requirements for admission to clinical internship will be approved by the SCU Teacher Education Council. Upon this approval, a letter showing admission to clinical internship will be available in the Department of Education office.
- Applications will be evaluated and assigned a status.
  - Approved – all requirements have been successfully met
  - Pending Approval – all requirements have been successfully met except for requirements pending an outcome of a currently enrolled course grade. Applications in this category must be successful completed at the end of the semester in which the application is submitted.
    - If the teacher candidate is denied admission (not meeting requirement(s) currently), a letter will be sent explaining the deficiencies that need to be met by the end of the semester.
  - Denied – one or more requirements have not been met and it is not dependent on current course enrollment.
    - A letter will be received explaining the deficiencies that need to be corrected and the need to reapply for admission to teacher education.
- Pending files will be placed in the "Pending Approval" files in the Department of Education office
- The teacher candidate will bring the "Pending Approval" letter and an unofficial transcript to the Department of Education office at the end of the semester
- Verification of completion of all requirements for admission to clinical internship will be made by the Department of Education office
- The teacher candidate's "Pending Approval" status will be changed to "approved" for admission to clinical internship and a letter of admission will be made available in the Department of Education office
- Candidate's assignment of clinical internship placement will not be confirmed until the application gains final approval

## TRANSITION IV: RECOMMENDATION FOR CERTIFICATION

The Teacher Education office determines if teacher candidates meet the requirements for recommendation for certification. OGET, OSAT, and OPTE scores, GPA, and course grades qualify applicants and candidates. The evaluation of SPA-specific assessments, portfolios, development and delivery of unit plans, and clinical internship evaluations determine candidate proficiencies. Survey analysis of cooperating teachers, supervisor, and principals help determine the competence of candidates. The quality of the unit and program is determined by course evaluations and surveys completed by graduates, cooperating teachers, and principals. The Teacher Education Unit deliberates the recommendations of the university faculty and clinical faculty to determine that teacher candidates successfully complete all components of the program to earn a degree. At the final clinical internship, all student teachers complete a Student Teacher Evaluation of Education Program survey for each clinical internship experience placement. This form helps the Teacher Education office Chair, as well as the faculty, to assess the quality and appropriateness of each field experience placement. This survey also allows candidates to assess the quality of coursework, preparation, and the overall clinical internship experience.

### GRADE POINT AVERAGE (GPA)

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Maintain a 2.75 cumulative grade point average on all coursework earned and verified via degree check upon graduation.

### GRADES

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- "C" or higher in major courses and professional sequence
- Completion of all coursework

### STATE TESTS

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Oklahoma Professional Teaching Exam (OPTE)

### PORTFOLIO

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A satisfactory score on Portfolio – Check Point IV

- Assessed upon completion of clinical internship and all coursework, candidates will submit their portfolio for evaluation to Department of Education office
- Successful completion of Teacher Work Sample

### SPA STANDARDS

---

Satisfactory completion of assessments

### CLINICAL PRACTICE

---

Successful completion of 160 hours of Clinical Practice and 16 weeks of Clinical Internship

### RECOMMENDATIONS AND EVALUATIONS

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- Clinical Intern Self-Assessment
- Clinical Intern of Assessment Clinical Faculty
- Clinical Intern Assessment of University Supervisor
- Clinical Intern Assessment of Teacher Education Program
- Clinical Faculty Evaluation / Recommendation
- University Faculty Evaluation / Recommendation
- Supervisor Evaluation / Recommendation

### APPROVALS

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Receive formal approval by the SCU Teacher Education Council

## TRANSFER CANDIDATE

A transfer student of sophomore standing or above who seeks Teacher Certification at SCU, and has not applied to a teacher education program at any other university must file an Application to the TE Program at the time he/she enters the University. The following stipulations may be applied when a candidate moves from one institution to another.

1. If the candidate has once been admitted to a teacher education program and completed all requirements for certification at the former university, it will not be necessary for that candidate to re-apply for admission.
2. If the candidate has been admitted at another institution but did not complete a program, he/she could be required to re-apply for admission and meet the admission requirements of the institution to which he/she is applying (SCU).

If the candidate has failed to maintain minimum admit standards, he/she would be required to reapply and meet all existing admit requirements. Grades earned at the previous institution(s) and accepted as transfer courses may be used for determining requisite grade point averages.

## **TEACHER EDUCATION HANDBOOK**

For all other Teacher Education Requirements, students should contact the Teacher Education office for a copy of the Teacher Education Handbook.

## DEPARTMENT OF SPORT STUDIES (HPSM)

### FACULTY

Prof. Phylis Hadley, Chair  
Prof. Melissa Cox  
Prof. Kristen Gregory  
Prof. Darrick Matthews

### DEPARTMENTAL MISSION

The Department of Sport Studies desires to instill in its students a lifetime goal of helping others enhance their total health through the human movement and recreational pursuits. Christian behaviors and perspective will be emphasized in all course offerings and activities. Curriculum is designed accordingly to equip students to be productive and successful in a variety of career pursuits.

### DEPARTMENTAL STUDENT LEARNING OBJECTIVES

- Students will be able to defend and support the art of human movement and its functions.
- Students will examine specific body measurement and performances of skills.
- The student will develop and utilize a framework of principles, knowledge and skills in order to pursue and promote a Christian influence to an ever-changing world.

### DEPARTMENTAL ACADEMIC PROGRAMS

Bachelor of Science in Sport Management

- Exercise Science Concentration
- Sport Administration Concentration
- Sport Ministry Concentration

Bachelor of Science in Physical Education, Health and Safety (Teacher Education Program)

## ***SPORT MANAGEMENT (B.S.)***

The Bachelor of Science Sport Management is designed for students who are not pursuing teaching certification but are interested in other professions related to the fitness and sport industries. The curriculum is designed accordingly to equip students to be productive and successful in professional settings in the field.

### B.S. IN SPORT MANAGEMENT DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any natural science with lab (*BIOL 1113/1111 for Exercise Science Concentration)	4		
Science 1000-2000	Any science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 PHIL, POLI, GEOG course	3		
Elective	Any 1000-2000 PSYC, SOCL, ECON course	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		

<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
HIST 3133	Pentecostal History	3		
THEO 3913	Biblical Discipleship	3		
* HPSM 4323	Christianity, Culture and Sport - Capstone	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* HPSM 2413	Foundations of Sport Management	3		
* HPSM 2422	First Aid/CPR and Safety and Lab	2		
* HPSM 3113	Care & Prevention of Athletic Injuries	3		
* HPSM 3133	Legal Aspects in Sport and Fitness	3		
* HPSM 3233	Personal and Community Health	3		
* HPSM 3243	Theory of Coaching	3		
* HPSM 3453	Nutrition for Sport and Fitness	3		
* HPSM 4443	Organization of Sport Management	3		
* HPSM 4993	Internship	3		
<b>Total Major Core Credit Hours</b>		<b>26</b>		
<b>Choose one of the 39-credit hour major concentrations below.</b>				
<b>Exercise Science Concentration</b>				
* CHEM 1113	Introduction to Chemistry	3		
* HPSM 2441	Practicum in Exercise Science (with HPSM 2442)	1		
* HPSM 2442	Introduction to Exercise Science (with HPSM 2441)	2		
* HPSM 2433	Medical Terminology	3		
* HPSM 3403	Exercise Programming for Special Populations	3		
* HPSM 3813	Applied Human Anatomy and Physiology	3		
* HPSM 3841	Fitness Assessment and Exercise Prescription I	1		
* HPSM 3851	Fitness Assessment and Exercise Prescription II	1		
* HPSM 4213	Kinesiology	3		
* HPSM 4413	Research, Measurement and Evaluation	3		
* HPSM 4523	Motor Learning	3		
* HPSM 4543	Strength and Conditioning	3		
* HPSM 4533	Exercise Physiology	3		
Electives	Any courses	7		
<b>Sport Administration Concentration</b>				
* ACCT 2113	Accounting I	3		
* BUSN 3113	Business Law	3		
* BUSN 3443	Principles of Marketing	3		
* HPSM 2333	Introduction to Sport Administration	3		
* HPSM 4313	Sociology of Sport	3		
* HPSM 4403	Sport Governance	3		
* HPSM 4513	Sport Marketing and Facility Management	3		
* MGMT 3213	Principles of Management	3		
* MGMT 4243	Management Science for Decision Making	3		
* MKTG 3143	Consumer and Market Behavior	3		
Electives	Any Courses	9		
<b>Sport Ministry Concentration</b>				
* ICST 4213	Cross-Cultural Communication	3		
* HPSM 2323	Introduction to Sport Evangelism	3		
* HPSM 2501	Practicum in Church Recreation, Evangelism and Ldrshp	3		

* HPSM 2503	Church and Community Recreational Ldrshp	3		
* HPSM 2513	Introduction to Sport Ministry	3		
* HPSM 2523	Biblical Foundations for Sport Ministry	3		
* HPSM 3143	Designing and Managing Sport Events	3		
* HPSM 3513	Cultural Immersion: Integration Through Sport	3		
* HPSM 3523	Methods of Sport Ministry	3		
* HPSM 4313	Sociology of Sport	3		
Electives	Any courses	9		
<b>Total Major Concentration Credit Hours</b>		<b>39</b>		
<b>Total B.S. in Sport Management Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better				

## PHYSICAL EDUCATION, HEALTH AND SAFETY (B.S.)

The Physical Education, Health and Safety program seeks to instill in its candidates a lifetime goal of helping learners enhance their total health through the human movement, skill development and recreational pursuits. Christian behaviors and perspective will be emphasized in all course offerings and activities. The curriculum is designed accordingly to equip candidates to be productive and successful in whatever schooling situation they encounter. The objective of this program is to enable the student to acquire an essential knowledge base, skills, and a philosophical foundation for how to make successful, professional decisions that are required for teachers/coaches in public and private schools. Courses required for this major are congruent with Oklahoma state competencies and the National Association for Sport and Physical Education (NASPE) professional recommendations.

### B.S. IN PHYSICAL EDUCATION, HEALTH AND SAFETY DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 Or 1493	U.S. History I or History II	3		
HPSM 2212	Lifetime Wellness	2		
* HPSM 2813	Introduction to Physical Education and Health	3		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
* PSYC 1113	General Psychology	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any 1000-2000 ENGL, LSCI, HUMA, HIST, For. Lang.	3		
Elective	Any 1000-2000 PHIL, POLI, GEOG course	3		
<b>Total General Education Credit Hours</b>		<b>42</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* HPSM 4813	Christian Perspective in Physical Education	3		
<b>Total Religious Literacy Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* HPSM 3113	Care and Prevention of Athletic Injuries	3		

*	HPSM 2423	1st Aid CPR and Safety and lab	3		
*	HPSM 3313	Techniques of Teaching Team Sports	3		
*	HPSM 3213	Adapted Physical Education	3		
*	HPSM 3423	School Health/Safety Curriculum: K-12	3		
*	HPSM 4213	Kinesiology	3		
*	HPSM 3813	Applied Human Anatomy and Physiology	3		
*	HPSM 3841	Fitness Assessment & Exercise Prescription I	1		
*	HPSM 3851	Fitness Assessment & Exercise Prescription II	1		
*	HPSM 4523	Motor Learning	3		
*	HPSM 3811	Motor Skills #1 Striking	1		
*	HPSM 3821	Motor Skills #2 Kicking	1		
*	HPSM 3831	Motor Skills #3 Throwing	1		
*	HPSM 4533	Exercise Physiology	3		
*	HPSM 4113	Methods of Secondary Physical Education	3		
*	HPSM 4413	Research, Measurement, & Eval. (with EDUC 4000)	3		
Total Major Core Credit Hours			38		
Professional Teacher Education					
	EDUC 2000	Foundations in Education Clinical Practice	0		
*	EDUC 2113	Foundations in Education (with EDUC 2000)	3		
*	EDUC 2301	Introduction to Education	1		
	EDUC 3000	Educational Technology Clinical Practice	0		
*	EDUC 3202	Educational Technology (with EDUC 3000)	2		
	EDUC 4000	Assessment and Evaluation Clinical Practice	0		
*	EDUC 4812	Classroom Strategies	2		
*	EDUC 4815	Teaching Clinical Internship I	5		
*	EDCU 4825	Teaching Clinical Internship II	5		
	HPSM 4000	Methods of Teaching Elem PE Clinical Practice	0		
*	HPSM 4433	Methods of Teaching Elem P.E. (with HPSM 4000)	3		
*	PSYC 3123	Educational Psychology	3		
*	PSCY 3143	Psychology of the Exceptional Child	3		
*	PSYC 3213	Child and Adolescent Psychology	3		
Total Professional Teacher Education Credit Hours			30		
Total P.E., Health and Safety Program Credit Hours			128^		
*	Grade of "C" or better.				
^	Overall GPA must be 2.75 or better.				



## SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

### ACADEMIC DEAN

Dr. Adrian Hinkle, Dean

### SCHOOL DEPARTMENTS

Department of Business

Department of Theology and Missions

Department of Graduate Studies (see Graduate Catalog)

## DEPARTMENT OF BUSINESS (ACCT, BUSN, ECON, FINC, MGMT, MKTG, NPAD)

### FULL-TIME FACULTY

Dr. Linda Garrett, Chair

Dr. Elicia Brannon-Little

Prof. Cindi Cary

### DEPARTMENTAL MISSION

The mission of the SCU Department of Business is to equip students with the education to excel in their chosen area of business and to positively influence their business network for Jesus Christ.

### DEPARTMENTAL STUDENT LEARNING OBJECTIVES

- Students will be able to integrate, communicate, exhibit, and present business concepts and terminology.
- Students will effectively communicate.
- Students will appraise accounting, economics, and financial learning as it applies to managerial decision making.
- Students will have a foundation of management, finance, economics, and marketing related to the field of business.

### DEPARTMENTAL ACADEMIC PROGRAMS

Bachelor of Business Administration

- Accounting Concentration
- Business Generalist Concentration
- Finance Concentration
- International Business Concentration
- Management Concentration
- Marketing Concentration

## BACHELOR OF BUSINESS ADMINISTRATION

### BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1213	College Algebra	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		

Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any ENGL, LSCI course	3		
Elective	Any PHIL, POLI, GEOG course	3		
Elective	Any PSYC, SOCL, ECON course	3		
Elective	Any HUMA, HIST or Foreign Lang. course	3		
Elective	Any FINC, HPSM, SPCH, MUSI nonperformance course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
* BUSN 4713	Commerce, Culture and Christianity	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* ACCT 2113	Accounting I	3		
* ACCT 2133	Accounting II	3		
* BUSN 2113	Business Communications	3		
* BUSN 2443	Introduction to Business	3		
* BUSN 3113	Business Law	3		
* BUSN 3243	Business Finance	3		
* BUSN 3353	Business Research and Statistics	3		
* BUSN 3443	Principles of Marketing	3		
* BUSN 4113	Strategic Management	3		
* ECON 2103	Principles of Microeconomics	3		
* ECON 2203	Principles of Macroeconomics	3		
* MGMT 3213	Principles of Management	3		
<b>Total Major Core Credit Hours</b>		<b>36</b>		
<b>Choose one of the following 18-credit hour concentrations.</b>				
<b>Business Generalist Concentration</b>				
* MGMT 4243	Management Science for Decision Making	3		
* Electives (15 credit hours)	Any 3000-4000 ACCT, BUSN, MGMT, MKTG, FINC, NPAD	15		
<b>Total Business Generalist Concentration Credit Hours</b>		<b>18</b>		
<b>Accounting Concentration</b>				
* ACCT 3423	Income Tax Accounting	3		
* ACCT 3433	Cost Accounting	3		
* ACCT 4113	Auditing	3		
* ACCT 4123	Intermediate Accounting	3		
* FINC 4223	Financial Statement Analysis	3		
<b>Choose one of the following 3-credit hour courses</b>				
* BUSN 4993	Business Internship	3		
* FINC 3133	Investments	3		
* FINC 3143	Money & Banking	3		
* FINC 3243	Real Estate	3		
* FINC 4113	Principles of Insurance	3		
* FINC 4153	International Finance	3		
<b>Total Accounting Concentration Credit Hours</b>		<b>18</b>		
<b>Finance Concentration</b>				
* FINC 3133	Investments	3		
* FINC 3143	Money and Banking	3		

* FINC 4223	Financial Statement Analysis	3		
* FINC 4153	International Finance	3		
* MGMT 4243	Management Science for Decision Making	3		
<b>Choose one of the following 3-credit hour courses</b>				
* ACCT 3423	Income Tax Accounting	3		
* ACCT 3433	Cost Accounting	3		
* ACCT 4113	Auditing	3		
* BUSN 4993	Business Internship	3		
* FINC 3243	Real Estate	3		
* FINC 4113	Principles of Insurance	3		
* NPAD 4513	Fundraising	3		
<b>Total Finance Concentration Credit Hours</b>		<b>18</b>		
<b>International Business Concentration</b>				
* FINC 4153	International Finance	3		
* MGMT 4173	International Management	3		
* MGMT 4243	Management Science for Decision Making	3		
* MKTG 4613	International Marketing	3		
* Foreign Language	Same language for 6-credit hours	3		
<b>Total International Business Concentration Credit Hours</b>		<b>18</b>		
<b>Management Concentration</b>				
* MGMT 3413	Organizational Behavior	3		
* MGMT 4173	International Management	3		
* MGMT 4213	Human Resources Administration	3		
* MGMT 4243	Management Science for Decision Making	3		
* MGMT 4443	Business Information Systems	3		
<b>Choose one of the following 3-credit hour courses</b>				
* MGMT 4563	Entrepreneurship	3		
* NPAD 4213	Leadership for Non-profit Organizations	3		
* BUSN 4993	Business Internship	3		
<b>Total Management Concentration Credit Hours</b>		<b>18</b>		
<b>Marketing Concentration</b>				
* MKTG 3143	Consumer and Market Behavior	3		
* MKTG 3153	Promotional Strategies	3		
* MKTG 4613	International Marketing	3		
* MKTG 4313	Marketing Research	3		
* MGMT 4243	Management Science for Decision Making	3		
<b>Choose one of the following 3-credit hour courses</b>				
* MKTG 3133	Retailing	3		
* MKTG 3163	Sales	3		
* NPAD 3713	Marketing for Non-profit Organizations	3		
* BUSN 4993	Business Internship	3		
<b>Total Marketing Concentration Credit Hours</b>		<b>18</b>		
Electives	Any Courses	<b>11</b>		
<b>Total Business Administration Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better.				

## **DEPARTMENT OF THEOLOGY AND MISSIONS** (BIBL, ICST, PHIL, PMIN, THEO, YMIN)

### **FULL-TIME FACULTY**

Prof. Mark Culham  
Dr. Terry Tramel  
Prof. Ken Young, Chair

### **DEPARTMENTAL MISSION**

In accordance with the mission of Southwestern Christian University, the Department of Theology and Missions is developing servant leaders with a thorough biblical foundation, which along with a Christ-like character will enable students to influence their careers, congregations, and culture with the gospel of Jesus Christ. Furthermore, the department is committed to preparing students for pursuing graduate studies and life-long education.

### **DEPARTMENTAL STUDENT LEARNING OBJECTIVES**

- Identify, appraise, and engage critical issues in philosophical, theological, sociological, historical, and comparative methodologies of the study of religion and contemporary societies.
- Evaluate religion on the basis of the Christian canon (Holy Bible), reason, tradition, and experience and defend Christianity through a Wesleyan-Armenian theological perspective.
- Explain an apologetic for diverse worldviews of a variety of philosophical, religious, and theological systems.
- Appraise religious texts, tenets, and traditions, and communicate this analysis logically, coherently, concisely, and clearly, both in oral and written forms.
- Create professional goals in areas of learning and teaching that will be priorities of further study and inquiry for life-long learning and/or graduate study.

### **DEPARTMENTAL ACADEMIC PROGRAMS**

- Bachelor of Arts in Biblical Studies
- Bachelor of Science in Christian Leadership
- Bachelor of Arts in Intercultural Studies
- Bachelor of Arts in Philosophy
- Bachelor of Arts in Pastoral Ministry/Biblical Literature
- Bachelor of Arts in Religion
- Bachelor of Arts in Youth Ministry/Biblical Literature

## ***BIBLICAL STUDIES (B.A.)***

The Bachelor of Arts in Biblical Studies is designed to prepare students for a variety of job opportunities requiring a solid knowledge of the Bible such as, but not limited to: professor, writer, researcher, and chaplain. This degree is intended to be a preparatory degree program for graduate school or seminary.

### **MINIMUM GRADE REQUIREMENTS**

Students who are in degree programs in the Department of Theology must also make at least a "C" in all religious literacy courses. Exceptions to this policy must be approved by the dean.

### **DEGREE STUDENT LEARNING OBJECTIVES**

- Interpret scripture using Grammatical-Historical exegesis.
- Design a method for public/private communication of spiritual truth
- Articulate the skills necessary for further seminary or graduate school training by developing research and communication skills.

### **B.A. IN BIBLICAL STUDIES DEGREE REQUIREMENTS**

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
PHIL 2003 OR 2113	Introduction to Philosophy OR Logic and Critical Thinking	3		
SOCL 1113	Introduction to Sociology	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
* BIBL 1403	Old Testament History and Literature	3		
* BIBL 1413	New Testament History and Literature	3		
* BIBL 2223	Biblical Hermeneutics	3		
* THEO 3913	Biblical Discipleship	3		
* HIST 3133	Pentecostal History	3		
* THEO 4013	Christ, Culture, and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Bible/Theology Core Courses</b>				
* BIBL 3663	Bible Research Methodology	3		
* BIBL 4993	Senior Thesis	3		
* CHED 4373	Teaching Methods	3		
* HIST 3113	Church History I	3		
* HIST 3123	Church History II	3		
* HUMA 2413 OR PHIL 2013	Modern Secular Christian Worldview OR Social Ethics	3		
* THEO 3313	Systematic Theology I	3		
* THEO 3323	Systematic Theology II	3		
* Biblical Languages	12 credit hours of biblical language (Greek or Hebrew)	12		
<b>Total Bible/Theology Core Credit Hours</b>		<b>36</b>		
<b>Choose one of the following 15-credit hour concentrations.</b>				
<b>New Testament Concentration</b>				
* BIBL 3213	Romans	3		
* BIBL 4043	Hebrews	3		
* BIBL 4113	Luke-Acts	3		
* BIBL 3000-4000	Upper-division New Testament 3-credit hour elective	3		
* BIBL 4923	Intertestamental Literature	3		
<b>Total New Testament Concentration Credit Hours</b>		<b>15</b>		
<b>Old Testament Concentration</b>				
* BIBL 3023	The Pentateuch	3		
* BIBL 3243	History of Israel	3		
* BIBL 3313	Wisdom Literature	3		
* BIBL 3000-4000	Upper-division Old Testament 3-credit hour elective	3		
* BIBL 4923	Intertestamental Literature	3		

<b>Total Old Testament Concentration Credit Hours</b>		<b>15</b>		
<b>Theology Concentration</b>				
* ICST 2803	Comparative Religions	3		
* THEO 4113	Apologetics	3		
* THEO 4443	Wesley's Theology of Society and the Church	3		
<b>Choose two courses from the following 3-credit hour courses</b>				
* ENGL 3103	The World of C.S. Lewis	3		
* PSYC 4333	Psychology of Religion	3		
* PHIL 3223	Philosophy of Religion	3		
<b>Total Theology Concentration Credit Hours</b>		<b>15</b>		
Electives	Any courses (seek assistance from your advisor)	<b>14</b>		
<b>Total Biblical Studies Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better.				

## CHRISTIAN LEADERSHIP (B.S.)

Although any student is welcome to declare this major, this degree was developed in partnership with Victory Church and its Victory School of Leadership. This degree partnership creates a dynamic union of education and hands on ministry experience. VSL provides students with all the excitement and experiences of college life, academic structure, as well as great ministry training from top ministry leaders of the nation. Through leadership development, ministry training, and college education, VSL students will learn to be the best that they can be spiritually, emotionally, intellectually, physically, and socially. Students wishing to enroll in this degree program must file a VSL form with the Business Office prior to each semester of enrollment in order to receive credits from the VSL program. Students must be enrolled at SCU in order for VSL courses to count toward this major.

### MINIMUM GRADE REQUIREMENTS

Students who are in degree programs in the Department of Theology must also make at least a "C" in all religious literacy courses. Exceptions to this policy must be approved by the dean.

### B.S. IN CHRISTIAN LEADERSHIP DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		VSL
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
* PHIL 2003 or 2113	Introduction to Philosophy or Logic and Critical Thinking	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 PSYC, SOCL, ECON	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
* BIBL 1403	Old Testament History and Literature	3		
* BIBL 1413	New Testament History and Literature	3		
* BIBL 2223	Biblical Hermeneutics	3		

* HIST 3133	Pentecostal History	3		
* THEO 3913	Biblical Discipleship	3		VSL
* THEO 4013	Christ, Culture and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Bible/Theology Major Core</b>				
* BIBL 3000-4000	Upper Division New Testament	3		
* BIBL 3000-4000	Upper Division Old Testament	3		
* HIST 3113	Church History I	3		
* HIST 3123	Church History II	3		
* THEO 3313	Systematic Theology I	3		
* THEO 3323	Systematic Theology II	3		
<b>Total Bible/Theology Major Core Credit Hours</b>		<b>18</b>		
<b>Practical Leadership Major Core</b>				
* BUSN 3343	Principles of Servant Leadership	3		VSL
* BUSN 3413	Organizational Communication	3		VSL
* MGMT 3213	Principles of Management	3		
* MGMT 3233	Change Management	3		
* MGMT 3413	Organizational Behavior	3		
* NPAD 4213	Leadership for Nonprofits	3		
* PMIN 3513	Legal Issues in Ministry	3		VSL
* PMIN 4013	Leadership for the 21 <sup>st</sup> Century	3		
* PMIN 4233 or CHED 4033	Church Administration or Leadership for Christian Ed.	3		
* PMIN 4413	Strategic Planning	3		
* PSYC 2003	Effective Learning Strategies	3		
* SOCL 4403	Conflict Management and Resolution	3		
<b>Total Practical Leadership Major Core Credit Hours</b>		<b>36</b>		
Electives		10		VSL
<b>Total Christian Leadership Program Credit Hours</b>		<b>127</b>		
* Grade of "C" or better.				

## INTERCULTURAL STUDIES (B.A.)

Intercultural Studies majors are designed to provide training and experience for students desiring to serve in other cultures as missionaries or other short term overseas ministry. Emphasis is placed on strong biblical education, evangelistic purpose, cultural understanding, and communication among diverse people groups.

### DEGREE STUDENT LEARNING OBJECTIVES

- Defend the fundamental elements of Christian faith.
- Design a ministry plan that addresses the specific needs of a particular culture and solutions for overcoming cultural/social barriers.
- Recognize logical fallacies of various world religions.
- Demonstrate the skills necessary to live, work, and minister in another culture.
- Identify the skills necessary for graduate work in intercultural studies.

### B.A. IN INTERCULTURAL STUDIES DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
ENGL 1000-2000	Literature course	3		
HIST 1483 OR 1493	U.S. History I or U.S. History II	3		

HPSM 2212	Lifetime Wellness	2		
* HUMA 2423	Cultural Competency	3		
MATH 1000-2000	Any lower division math course	3		
* PHIL 2013 OR 2113	Social Ethics OR Logic and Critical Thinking	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
* SOCL 1113	Introduction to Sociology	3		
SPCH 1113	Introduction to Public Communication	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>Religious Literacy Core</b>				
* BIBL 1403	Old Testament History and Literature	3		
* BIBL 1413	New Testament History and Literature	3		
* BIBL 2223	Biblical Hermeneutics	3		
* THEO 3913	Biblical Discipleship	3		
* HIST 3133	Pentecostal History	3		
* THEO 4013	Christ, Culture, and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>Major Core</b>				
* BIBL 3023	The Pentateuch	3		
* BIBL 3213	Romans	3		
* GEOG 1113	World Geography	3		
* GREK 3113	Elementary New Testament Greek I	3		
* GREK 3213	Elementary New Testament Greek II	3		
* ICST 2483	Introduction to World Evangelism	3		
* ICST 2803	Comparative Religions	3		
* ICST 4113	Indigenization	3		
* ICST 4123	Contemporary Issues in Missions	3		
* ICST 4213	Cross-Cultural Communication	3		
* ICST 4333	Cultural Anthropology	3		
* ICST 4923 OR 4993	Field Experience OR Internship	3		
* PMIN 3113 OR 3313	Bible Teaching Methods OR Homiletics	3		
* PMIN 4233	Church Administration and Management	3		
* SOCL 4403	Conflict Management and Resolution	3		
*# SPAN 1113	Spanish I	3		
*# SPAN 1223	Spanish II	3		
* THEO 3313	Systematic Theology I	3		
* THEO 3323	Systematic Theology II	3		
* THEO 4113	Apologetics	3		
<b>Total Major Core Credit Hours</b>		<b>60</b>		
Electives	Any courses	5		
<b>Total Intercultural Studies Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better				
# Alternates may be substituted with advisor's permission. Languages must be six credit hours of the same language.				



## ***PASTORAL MINISTRY/BIBLICAL LITERATURE (B.A.)***

The double major of Pastoral Ministry/Biblical Literature provides a strong biblical foundation that is well balanced with practical training for the basic skills necessary for both lay ministry and pastoral care.

### **DEGREE STUDENT LEARNING OBJECTIVES**

- Formulate a personal, philosophy of ministry consistent with the biblical worldview and apply this to pastoral care within contemporary society.
- Interpret Scripture using the grammatical-historical exegesis for life-long ministry and spiritual growth.
- Analyze and apply the value and means of practicing classical disciplines for the Christian life such as prayer, solitude, silence, fasting, worship, and the sacraments (water baptism and Holy Communion) for dynamic personal and communal spiritual formation.
- Appraise ministry goals and evaluate knowledge in the disciplines of biblical studies, theology, church history, and professional ministry that will prioritize further study and inquiry for life-long learning and/or graduate study.

### **B.A. IN PASTORAL MINISTRY/BIBLICAL LIT. DEGREE REQUIREMENTS**

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
PHIL 2003 or 2113	Introduction to Philosophy or Logic and Critical Thinking	3		
SOCL 1113	Introduction to Sociology	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>* Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
THEO 4013	Christ, Culture, and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>* Bible/Theology Core Courses</b>				
BIBL 3000-4000	Upper-division New Testament elective	3		
BIBL 3000-4000	Upper-division Old Testament elective	3		
BIBL 3000-4000	Upper-division Old Testament elective	3		
HIST 3113	Church History I	3		
HIST 3123	Church History II	3		
THEO 3313	Systematic Theology I	3		
THEO 3323	Systematic Theology II	3		
<b>Total Bible/Theology Core Credit Hours</b>		<b>21</b>		
<b>* Pastoral/Practical Ministry Core Courses</b>				

CHED 1423	Ministry of Christian Education	3		
GREK 3113	Elementary New Testament Greek I	3		
GREK 3213	Elementary New Testament Greek II	3		
MUSI 3163	Creative Arts in the Contemporary Church	3		
NPAD 3913	Nonprofit Law	3		
PMIN 3223	Spiritual Formation	3		
PMIN 3313	Homiletics	3		
PMIN 4103	Pastoral Theology	3		
PMIN 4233	Church Administration and Management	3		
PMIN 4443	Church Polity	3		
PMIN 4993	Practicum/Internship	3		
PSYC 3433	Developmental Psychology	3		
PSYC 4433	Death, Dying, and Grieving	3		
SOCL 3003	Marriage and Family in the Pastorate	3		
SOCL 4403	Conflict Management and Resolution	3		
<b>Total Pastoral/Practical Ministry Core Credit Hours</b>		<b>45</b>		
<b>Total Pastoral Ministry/Biblical Lit. Program Credit Hours</b>		<b>129</b>		
* Grade of "C" or better				

## PHILOSOPHY (B.A.)

The Bachelor of Arts or Science in Philosophy degree is designed to prepare students for careers or graduate programs that require excellent critical thinking, problem solving, and communication. Students seeking this program learn to apply these valuable skills across other disciplines within a chosen career. Because philosophy addresses fundamental questions and explores answering them, it is an interdisciplinary degree that allows the student immense flexibility. Philosophy students often go on to pursue graduate studies in a wide range of areas including: medicine, law, government, public service, seminary, and higher education. In fact, the Chronicle of Higher Education reports that philosophy majors consistently earn higher scores on both the LSAT and GMAT exams than any other undergraduate program.

### DEGREE STUDENT LEARNING OBJECTIVES

- Compare and Contrast the philosophical worldviews of a minimum of twenty key philosophers.
- Evaluate the use of basic metaphysical, epistemological, ethical theories from a minimum of four philosophical eras.
- Critically evaluate arguments using principles of sound reasoning from both formal and informal logic.
- Debate the interrelationships between philosophical and theological inquiries.

### B.A. IN PHILOSOPHY DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
*ENGL 1113	English Grammar and Composition I	3		
*ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
*PHIL 2003	Introduction to Philosophy	3		
*HUMA 2413	Modern Secular/Christian Worldviews	3		
Elective	Any ENGL, LSCI course	3		
Elective	Any 1000-2000 PSYC, SOCL, ECON	3		

Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>* Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
THEO 4013	Christ, Culture, and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>* Bible/Theology Core Courses</b>				
GREK 3113	Elementary New Testament Greek I	3		
GREK 3213	Elementary New Testament Greek II	3		
GREK 3313	Greek III: Principles of Exegesis	3		
GREK 4223	Greek IV: Gospel of John	3		
BIBL 4043	Hebrews	3		
BIBL 4123	New Testament Prison Epistles	3		
<b>Total Bible/Theology Core Credit Hours</b>		<b>18</b>		
<b>* Philosophy Core Courses</b>				
PHIL 2013	Social Ethics	3		
PHIL 2113	Logic and Critical Thinking	3		
PHIL 2223	Symbolic Logic	3		
PHIL 3223	Philosophy of Religion	3		
PHIL 3513	History of Philosophy I	3		
PHIL 3523	History of Philosophy II	3		
PHIL 4013	Ancient Philosophy	3		
PHIL 4023	Medieval Philosophy	3		
PHIL 4033	Modern Philosophy	3		
PHIL 4313	Contemporary Philosophy	3		
PHIL 4323	Metaphysics and Epistemology	3		
PHIL 4333	Philosophical Theology	3		
THEO 4113	Apologetics	3		
Foreign Language	Six credit hours in the same language	6		
<b>Total Philosophy Core Credit Hours</b>		<b>45</b>		
Electives	Any courses	2		
<b>Total Philosophy Program Credit Hours</b>		<b>128</b>		
*Grade of "C" or better.				

## RELIGION (B.A.)

The Bachelor of Arts in Religion is designed to prepare students with a Christian foundation and philosophical concepts that can provide the basis for a variety of career paths. This degree also prepares the students for graduate studies.

### DEGREE STUDENT LEARNING OBJECTIVES

- Identify, appraise, and engage critical issues in philosophical, theological, sociological, historical, and comparative methodologies of the study of religion and contemporary societies.
- Evaluate religion based on the Christian canon (Holy Bible), reason, tradition, and experience and defend Christianity through a Wesleyan-Armenian theological perspective.
- Explain an apologetic for diverse worldviews of a variety of philosophical, religious, and theological systems.

- Appraise religious texts, tenets, and traditions, and communicate this analysis logically, coherently, concisely, and clearly, both in oral and written forms.
- Create professional goals in areas of learning and teaching that will be priorities of further study and inquiry for life-long learning and/or graduate study.

## B.A. IN RELIGION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
PHIL 2003 or 2113	Introduction to Philosophy or Logic and Critical Thinking	3		
SOCL 1113	Introduction to Sociology	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>* Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
THEO 4013	Christ, Culture, and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>* Bible/Theology Core Courses</b>				
BIBL 3000-4000	Upper-division New Testament elective	3		
BIBL 3000-4000	Upper-division Old Testament elective	3		
HIST 3113	Church History I	3		
HIST 3123	Church History II	3		
THEO 3313	Systematic Theology I	3		
THEO 3323	Systematic Theology II	3		
THEO 4113	Apologetics	3		
<b>Total Bible/Theology Core Credit Hours</b>		<b>21</b>		
<b>* Foreign Languages</b>				
Language	12 credit hours of the same foreign language (preferably Greek or Hebrew)	12		
<b>* Philosophy/Ethics/Humanities Core</b>				
BIBL 3663	Bible Research Methodology	3		
ICST 2803	Comparative Religions	3		
ICST 4333	Cultural Anthropology	3		
PHIL 2013	Social Ethics	3		
PHIL 3223	Philosophy of Religion	3		
PHIL 3000-4000	Upper-division PHIL elective	3		
PMIN 3223	Spiritual Formation	3		
PSYC 4333	Psychology of Religion	3		

<b>Total Foreign Language/Philosophy/Ethics/Humanities Core Credit Hours</b>		<b>36</b>		
Electives	Any Courses	<b>8</b>		
<b>Total Religion Program Credit Hours</b>		<b>128</b>		
* Grade of "C" or better.				

## ***YOUTH MINISTRY/BIBLICAL LITERATURE (B.A.)***

The Bachelor of Arts or Science in Youth Ministry/Biblical Literature double major provides a strong biblical foundation that is well balanced with practical training for the basic skills necessary for both lay ministry and pastoral care. This major focuses on the unique characteristics of adolescent youth and the diverse expertise needed to adequately minister to their needs.

### **DEGREE STUDENT LEARNING OBJECTIVES**

- Formulate a personal, philosophy of ministry consistent with the biblical worldview and apply this to pastoral care within contemporary society.
- Interpret Scripture using the grammatical-historical exegesis for life-long ministry and spiritual growth.
- Analyze and apply the value and means of practicing classical disciplines for the Christian life such as prayer, solitude, silence, fasting, worship, and the sacraments (water baptism and Holy Communion) for dynamic personal and communal spiritual formation.
- Appraise ministry goals and evaluate knowledge in the disciplines of biblical studies, theology, church history, and professional Ministry that will prioritize further study and inquiry for lifelong learning and/or graduate study.

### **B.A. IN YOUTH MINISTRY/BIBLICAL LITERATURE DEGREE REQUIREMENTS**

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
UNIV 1003	Strategies for Student Success	3		
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
HIST 1483 OR 1493	U.S. History I OR U.S. History II	3		
HPSM 2212	Lifetime Wellness	2		
MATH 1000-2000	Any lower division math course	3		
POLI 1113	American Federal Government	3		
Science 1000-2000	Any lower division science with lab	4		
Science 1000-2000	Any lower division science without lab	3		
SPCH 1113	Introduction to Public Communication	3		
PHIL 2003 or 2113	Introduction to Philosophy or Logic and Critical Thinking	3		
SOCL 1113	Introduction to Sociology	3		
Elective	Any 1000-2000 ENGL, LSCI course	3		
Elective	Any 1000-2000 HUMA, HIST or Foreign Lang. course	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI course	3		
<b>Total General Education Credit Hours</b>		<b>45</b>		
<b>* Religious Literacy Core</b>				
BIBL 1403	Old Testament History and Literature	3		
BIBL 1413	New Testament History and Literature	3		
BIBL 2223	Biblical Hermeneutics	3		
THEO 3913	Biblical Discipleship	3		
HIST 3133	Pentecostal History	3		
THEO 4013	Christ, Culture, and the Church	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>* Bible/Theology Core Courses</b>				
BIBL 3000-4000	Upper-division New Testament elective	3		

BIBL 3000-4000	Upper-division Old Testament elective	3		
BIBL 3000-4000	Upper-division Old Testament elective	3		
HIST 3113	Church History I	3		
HIST 3123	Church History II	3		
THEO 3313	Systematic Theology I	3		
THEO 3323	Systematic Theology II	3		
Total Bible/Theology Core Credit Hours		21		
* Youth/Practical Ministry Core Courses				
CHED 1423	Ministry of Christian Education	3		
GREK 3113	Elementary New Testament Greek I	3		
GREK 3213	Elementary New Testament Greek II	3		
NPAD 3913	Nonprofit Law	3		
PMIN 3313	Homiletics	3		
PMIN 4103	Pastoral Theology	3		
PMIN 4233	Church Administration and Management	3		
PMIN 4443	Church Polity	3		
PSYC 3213	Child and Adolescent Psychology	3		
SOCL 3003	Marriage and Family in the Pastorate	3		
SOCL 3203	Contemporary Youth Culture	3		
YMIN 2453	Foundations of Youth Ministry	3		
YMIN 4013	Youth Program Development	3		
YMIN 4213	Youth Relationship Skills	3		
YMIN 4993	Internship	3		
Total Youth/Practical Ministry Core Credit Hours		45		
Total Youth Ministry/Biblical Literature Program Credit Hours		129		
* Grade of "C" or better.				

## SCHOOL OF ADULT AND ONLINE EDUCATION

### ACADEMIC DEAN

Dr. Julian Cowart, Dean

### SCHOOL DEPARTMENTS

Department of Adult Studies  
Department of Online Education

### CONTACT INFORMATION

#### ADULT STUDIES, BETHANY CAMPUS

Southwestern Christian University  
Department of Adult Studies  
3908 N. Peniel, Ste. 500  
Bethany, Oklahoma 73008  
Admissions: 1-888-418-9272  
Phone: 405-470-2636  
Fax: 405-603-8033  
[mydegree@swcu.edu](mailto:mydegree@swcu.edu)  
[www.swcu.edu/adultstudies](http://www.swcu.edu/adultstudies)

#### ADULT STUDIES, TULSA METRO CENTER

Southwestern Christian University  
Department of Adult Studies – Tulsa Metro Center  
c/o RHEMA Bible Training College  
1025 W. Kenosha St.  
Broken Arrow, OK 74012  
918-872-7706  
[adult.studies@swcu.edu](mailto:adult.studies@swcu.edu)  
[www.swcu.edu/tulsa](http://www.swcu.edu/tulsa)

#### ONLINE EDUCATION OFFICE

Southwestern Christian University  
Department of Online Education  
3908 N. Peniel, Ste. 500  
Bethany, Oklahoma 73008  
Admissions: 1-855-624-0853  
Fax: 405-603-8033  
[www.elearning.swcu.edu](http://www.elearning.swcu.edu)

## DEPARTMENT OF ADULT STUDIES

### FACULTY

Prof. Gary Burchette, Director

### DEPARTMENTAL MISSION

Consistent with the mission of Southwestern Christian University the mission of the Adult Studies Department is to educate adult students by providing a quality Christ centered and biblically integrated education, to equip adults for leadership and service, and to empower them to impact their world for Christ.

### ADULT STUDIES ACADEMIC PROGRAMS

- Associate of Arts in Liberal Studies
- Bachelor of Science in Biblical Leadership
- Bachelor of Science in Business Administration
- Bachelor of Science in Business Leadership
- Bachelor of Science in Human and Family Services

### SPECIAL POLICIES FOR ADULT STUDIES PROGRAMS

The programs in the Department of Adult Studies at Southwestern Christian University (SCU) meet the educational needs of adult learners who desire to earn an accredited degree. The Adult Studies programs at SCU

provide students with a Christ-centered and Bible-integrated curriculum that will equip them for leadership and service. Through the Adult Studies programs, the balance of family, work, and school is achievable.

Complete information about Adult Studies admissions and other policies can be found in the School of Adult and Online Education Handbook addendum.

## **ADULT STUDIES ATTENDANCE POLICY**

### **ATTENDANCE**

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Accelerated courses have a limited amount of face-to-face classroom time. It is necessary for students to attend every class session to learn the course material. There exists a no tolerance policy regarding absences in the accelerated courses.

### **ABSENCE**

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Absence from a session will result in a 10 percent deduction from the final grade for the course. A student will be dropped from the course and assigned a grade of "F" after missing more than one session. In the case of major emergencies, the professor may assign extra coursework for the student in place of the 10 percent reduction. The dean for the school must approve exceptions to this policy.

### **TARDINESS**

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Tardiness is unacceptable; it disrupts the class and disturbs other classmates. Therefore, please be punctual for all classes; this includes designated "Breaks." If a student is late for class, she/he will be marked as absent; it is her/his responsibility to notify the professor of her/his presence after the immediate class session. Failure to report to the professor is not an acceptable excuse.

### **FIRST NIGHT OF CLASS**

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Under no circumstances may a student miss the first night of class. Students who are absent from the first night of class will be dropped from the course as a no-show and all remaining courses of the semester.

## **ADULT STUDIES CLASS SCHEDULE**

All adult studies courses are taught as evening class modules with most lasting five weeks in length. The classes meet one night per week, each session lasting four hours (6:00-10:00 pm). The adult studies programs are offered on the Bethany campus as well as the Tulsa-Metro Center in Broken Arrow, Oklahoma.

## **ADULT STUDIES PRIOR LEARNING ASSESSMENT**

College credit may be awarded through the following prior learning venues:

- Professional/Technical training. Students supply documentation of training and articulate learning. This documentation and articulation is reviewed and evaluated by SCU faculty for the possible awarding of college credit.
- Prior Learning Experiences. Students write reports in a prescribed format detailing learning acquired through various non-collegiate learning experiences. These reports, which must include documentation, are reviewed and evaluated by SCU faculty for the possible awarding of college credit.
- Information about CLEP tests and credits is found in the Admission and Enrollment section of the catalog.

The assessment of prior learning for adult studies programs follows the guidelines provided by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE).

Credits earned through prior learning do not count toward the residency requirements for graduation. In the adult studies programs, the maximum of 30 credit hours can be earned through a combination of prior learning portfolio, CLEP, military education, career institute, or other alternative prior learning sources designated in this catalog as accepted prior learning. Prior Learning typically satisfies General Education, elective credit and/or Bible/religion requirements. It does not typically satisfy requirements for the major.

See also the Adult Studies PLA Handbook for more information about fees and regulations on Prior Learning Assessment.



## **PRIOR LEARNING LIMITATIONS**

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Prior learning credit through portfolio will not be awarded as a replacement for credit hours or a grade for program-required courses taken previously at SCU or another institution in which the student fell short of the minimum grade requirement for the course. To meet the program requirement after a failed attempt, students must enroll in the course or an equivalent course in which they did not meet the minimum grade or an equivalent course that closely matches student learning outcomes for the required course.

Prior learning credit awarded through portfolio completed at SCU will be recorded on the transcript with a course number and title from the SCU catalog even if the portfolio paper has a title that derived from a different institution's catalog. Therefore, all portfolio papers must be related to equivalent courses offered by SCU. Credits will not be awarded for papers that cannot be evaluated by SCU academic personnel with expertise in the field.

## **PRIOR LEARNING ON THE TRANSCRIPT**

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Units earned through prior learning assessment are recorded as proficiency units and receive the grade of "P" (pass). Pass/fail and credit-proficiency units are not included in the computation for GPA or graduation honors.

Prior learning credits awarded and recorded on official transcripts from other accredited institutions of higher education can be transferred to the SCU transcript if they are in accordance with other SCU credit transfer policies. (See Transfer Policies)

## **ADULT STUDIES TUITION AND FEES**

SCU endeavors to keep the costs of education as reasonable and realistic as possible. To help reduce costs, the University provides assistance to a large number of students who qualify for scholarships, grants and/or loans. See the SCU website ([www.swcu.edu](http://www.swcu.edu)) for more information about tuition and fees for adult programs.

SCU's Adult Studies tuition cost includes textbooks. Please see the Prior Learning Assessment Portfolio Handbook for the cost information of the associated portfolio fees.

## **ACADEMIC PROGRAMS**

The Adult Studies programs are divided into two levels: General Education and degree programs.

### **GENERAL EDUCATION**

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The General Education program is designed to help adults complete their general education requirements in an accelerated format. Many adults cannot enter an accelerated degree program because they lack adequate credit hours or are missing a particular required course. The General Education program offers these courses to the adult student in a fast track, one night per week format.

### **DEGREE PROGRAMS**

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The adult degree programs at SCU are designed for working adults seeking to earn a college degree while maintaining employment, and who have completed a minimum of 49 credit hours of college coursework prior to admission into a Bachelor of Science program. Each Adult Studies B.S. degree requires the completion of at least 124 credit hours for graduation. Each student must complete at least 18 credit hours in religious literacy as part of the 124 credit hours to graduate. However, depending on degree requirements, students might achieve more than 124 credit hours before they are cleared to graduate.

Students must complete a combination of courses in General Education, their major and religious literacy to earn a degree from SCU. The courses defined as those in the major must be completed in the Adult Studies program at SCU unless special permission is given. Major courses may transfer if they are deemed as equivalent and are from regionally-accredited, four-year institutions. (Also see Transfer Credit Policies.)

## ASSOCIATE OF ARTS IN LIBERAL STUDIES (A.A.)

The Associate of Arts in Liberal Studies degree is offered through the adult studies program. The curriculum contains courses in each of the required General Education fields as well as an introduction to Christian studies with courses in Bible and religion.

Upon completion, this program provides the student with the necessary credit hours and General Education courses needed to enter a Bachelor of Science degree program.

The Associate of Arts degree allows the student to establish a strong academic program while providing a Christian foundation for a life of leadership, learning, and service. A general core of required General Education courses provides a solid base for this 64 credit hour degree. Students wishing to transfer into four-year programs should be aware of requirements as they vary by degree and institution. They should refer to the specific college catalog related to the four year degree they wish to pursue.

### A.A. IN LIBERAL STUDIES DEGREE REQUIREMENTS

*General Education Courses listed below are offered at SCU if equivalent courses have not been taken elsewhere.*

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
<i>WRITTEN &amp; ORAL COMMUNICATION (12)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* PSYC 2003	Effective Learning Strategies	3		
SPCH 1203	Interpersonal Communication	3		
<i>MATHEMATICS (3), SCIENCE (7), AND HEALTH/WELLNESS (2)</i>				
MATH 2123 or 2223	Business Math with Excel or Symbolic Logic	3		
Science Course	Any science without lab	3		
BIOL 2114 or NSCI 2004	Humanity, Science and Scripture OR Environmental Science	4		
HPSM 2213	Executive Wellness	3		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
<i>LITERATURE/FINE ARTS (3)</i>				
ENGL 1553 or 3103	The Bible as Lit. OR The World of C. S. Lewis	3		
<i>HUMANITIES/SOCIAL SCIENCES (12)</i>				
PHIL 2013	Social Ethics	3		
PSYC 1113 or 3103	General Psychology OR Social Psychology	3		
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
FINC 1113	Personal Finance	3		
<b>Total General Education Credit Hours</b>		<b>46</b>		
<b>Religious Literacy Core</b>				
ENGL 1553	The Bible as Literature	3		
PHIL 2123	Christianity and Western Thought	3		
^ BIBL 2223	Biblical Hermeneutics	3		
THEO 3513	Person and Work of the Holy Spirit	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>12</b>		
Electives	Any courses	<b>6</b>		
<b>Total A.A. Degree in Liberal Studies Program Credit Hours</b>		<b>64</b>		
* Grade of "C" or better.				

## BIBLICAL LEADERSHIP (B.S.)

The Bachelor of Science in Biblical Leadership degree focuses on the administrative issues and special training required for effective leadership in ministry environments. It emphasizes biblical, theological and pastoral training. This degree program equips the student with the tools necessary to minister in a postmodern society. It accents the development of personal character and relational skills. It prepares the student for graduate studies in ministry, leadership and Bible/theology.

### B.S. IN BIBLICAL LEADERSHIP REQUIREMENTS

*General Education Courses listed below are offered at SCU if equivalent courses have not been taken elsewhere.*

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
<i>WRITTEN &amp; ORAL COMMUNICATION (15)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
^* PSYC 2003	Effective Learning Strategies	3		
SPCH 1203	Interpersonal Communication	3		
<i>MATHEMATICS (3), SCIENCE (7), AND HEALTH/WELLNESS (3)</i>				
MATH 2123 or 2223	Business Math with Excel OR Symbolic Logic	3		
Science Course	Any science without lab	3		
BIOL 2114 or NSCI 2004	Humanity, Science and Scripture OR Environmental Science	4		
HPSM 2213	Executive Wellness	3		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
<b>General Education Electives/Prerequisites</b>				
<i>HUMANITIES/FOREIGN LANGUAGE (3)</i>				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
<i>PHILOSOPHY (3)</i>				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
<i>LITERATURE/FINE ARTS (3)</i>				
ENGL 1553 or 3103	The Bible as Literature OR The World of C. S. Lewis	3		
<i>SOCIAL/BEHAVIORAL SCIENCES (3)</i>				
^* PSYC 4333	Psychology of Religion	3		
<i>FINANCE/CREATIVE ARTS/SPEECH/HEALTH (3)</i>				
FINC 1113 or ACCT 2113	Personal Finance OR Accounting I	3		
<b>Total General Education Credit Hours</b>		<b>49</b>		
<b>*Religious Literacy</b>				
^ BIBL 2223	Biblical Hermeneutics	3		
BIBL 3203	Life of Christ	3		
BIBL 3213	Romans	3		
BIBL 3313	Wisdom Literature	3		
HIST 3133	Pentecostal History	3		
THEO 3303 or 3913	Christian Theology OR Biblical Discipleship	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>* Major Core</b>				
BIBL 3123	Life and Leadership of David	3		
BIBL 4613	Pastoral Epistles	3		
BUSN 3343	Principles of Servant Leadership	3		
BUSN 3413	Organizational Communication	3		
PHIL 4213	Christian Professional Ethics	3		

PMIN 3313	Homiletics	3		
PMIN 3513	Legal Issues in Ministry	3		
PMIN 4013	Leadership for the 21 <sup>st</sup> Century	3		
PMIN 4413	Strategic Planning	3		
PSYC 4433	Death, Dying and Grieving	3		
SOCL 4403	Conflict Management and Resolution	3		
THEO 3513	Person and Work of the Holy Spirit	3		
<b>Total Major Core Credit Hours</b>		<b>36</b>		
<b>Electives</b>		<b>21</b>		
<b>Total B.S. in Biblical Leadership Degree Program Credit Hours</b>		<b>124</b>		
* Grade of "C" or better.				
^ Required.				

## ***BUSINESS ADMINISTRATION (B.S.)***

The Bachelor of Science in Business Administration focuses on the administrative and managerial issues and special training required for effective leadership in varied business environments. It accents the development of personal character and relational skills.

### **B.S. IN BUSINESS ADMINISTRATION DEGREE REQUIREMENTS**

*General Education Courses listed below are offered at SCU if equivalent courses have not been taken elsewhere.*

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
<i>WRITTEN &amp; ORAL COMMUNICATION (15)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research & Writing	3		
^* PSYC 2003	Effective Learning Strategies	3		
SPCH 1203	Interpersonal Communication	3		
<i>MATHEMATICS (3), SCIENCE (7), AND HEALTH/WELLNESS (3)</i>				
MATH 2123 or 2223	Business Math with Excel OR Symbolic Logic	3		
Science Course	Any science without lab	3		
BIOL 2114 or NSCI 2004	Humanity, Science and Scripture OR Environmental Science	4		
HPSM 2213	Executive Wellness	3		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
<b>General Education Elective Choices/Prerequisites</b>				
<i>HUMANITIES/FOREIGN LANGUAGE (3)</i>				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
<i>LITERATURE/FINE ARTS (3)</i>				
ENGL 1553 OR 3103	The Bible as Literature OR The World of C. S. Lewis	3		
<i>PHILOSOPHY (3)</i>				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
<i>FINANCE/CREATIVE ARTS/SPEECH/HEALTH (3)</i>				
^* ACCT 2113	Accounting I	3		
<i>SOCIAL/BEHAVIORAL SCIENCE (3)</i>				
^* ECON 3113	Principles of Economics	3		
<b>Total General Education Credit Hours</b>		<b>49</b>		
<b>Religious Literacy</b>				
^ BIBL 2223	Biblical Hermeneutics	3		

<b>Choose 15 credit hours from the following Bible/Theology courses</b>				
BIBL 3123	Life and Leadership of David	3		
BIBL 3203	Life of Christ	3		
BIBL 3213	Romans	3		
BIBL 3313	Wisdom Literature	3		
HIST 3133	Pentecostal History	3		
THEO 3303 or 3913	Christian Theology or Biblical Discipleship	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>*Major Core</b>				
ACCT 3413	Managerial Accounting	3		
BUSN 3113	Business Law	3		
BUSN 3243	Business Finance	3		
BUSN 3413	Organizational Communication	3		
BUSN 3443	Principles of Marketing	3		
BUSN 3513	Business Research Methods	3		
BUSN 4113	Strategic Management	3		
BUSN 4723	Production and Operations Management	3		
MGMT 3213	Principles of Management	3		
MGMT 4173	International Management	3		
MGMT 4213	Human Resources Administration	3		
SOCL 4403	Conflict Management and Resolution	3		
<b>Total Major Core Credit Hours</b>		<b>36</b>		
<b>Electives</b>		<b>21</b>		
<b>Total B.S. in Business Admin. Degree Program Credit Hrs.</b>		<b>124</b>		
* Grade of "C" or better. ^ Required.				

## ***BUSINESS LEADERSHIP (B.S.)***

The Bachelor of Science in Business Leadership degree focuses on the managerial, financial and ethical issues required for effective Christian leadership in business. It emphasizes issues in developing human relations, decision-making skills and understanding legal, marketing and accounting procedures. Students receive training in the business concepts employed at both the operational and administrative levels of an organization as well as being prepared for graduate study in selected fields of business.

### **B.S. IN BUSINESS LEADERSHIP DEGREE REQUIREMENTS**

*General Education Courses listed below are offered at SCU if equivalent courses have not been taken elsewhere.*

<b>Course Prefix</b>	<b>Course Title</b>	<b>Credit Hrs.</b>	<b>Offered</b>	<b>Complete</b>
<b>General Education</b>				
<i>WRITTEN &amp; ORAL COMMUNICATION (15)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
^* PSYC 2003	Effective Learning Strategies	3		
SPCH 1203	Interpersonal Communication	3		
<i>MATHEMATICS (3), SCIENCE (7), AND HEALTH/WEELLNESS (3)</i>				
MATH 2123 or 2223	Business Math with Excel OR Symbolic Logic	3		
Science Course	Any science without lab	3		
BIOL 2114 or NSCI 2004	Humanity, Science and Scripture OR Environmental Science	4		
HPSM 2213	Executive Wellness	3		

<b>U.S. HISTORY/GOVERNMENT (6)</b>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
<b>General Education Electives/Prerequisites</b>				
<b>HUMANITIES/FOREIGN LANGUAGE (3)</b>				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
<b>LITERATURE/FINE ARTS (3)</b>				
ENGL 1553	The Bible as Literature	3		
ENGL 3103	The World of C. S. Lewis	3		
<b>PHILOSOPHY (3)</b>				
PHIL 2013 OR 2123	Social Ethics or Christianity and Western Thought	3		
<b>FINANCE/CREATIVE ARTS/SPEECH/HEALTH (3)</b>				
FINC 1113 or ACCT 2113	Personal Finance OR Accounting I	3		
<b>SOCIAL/BEHAVIORAL SCIENCE (3)</b>				
^* ECON 3113	Principles of Economics	3		
<b>Total General Education Credit Hours</b>		<b>49</b>		
<b>Religious Literacy</b>				
^ BIBL 2223	Biblical Hermeneutics	3		
<b>Choose 15 credit hours from the following Bible/Theology courses</b>				
BIBL 3123	Life and Leadership of David	3		
BIBL 3203	Life of Christ	3		
BIBL 3213	Romans	3		
BIBL 3313	Wisdom Literature	3		
HIST 3133	Pentecostal History	3		
THEO 3303 or 3913	Christian Theology OR Biblical Discipleship (portfolio)	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>*Major Core</b>				
BUSN 3113	Business Law	3		
BUSN 3343	Principles of Servant Leadership	3		
BUSN 3413	Organizational Communication	3		
BUSN 3513	Business Research Methods	3		
BUSN 4113	Strategic Management	3		
BUSN 4513	Decision Making and Problem Solving	3		
MGMT 3213	Principles of Management	3		
MGMT 3413	Organizational Behavior	3		
MGMT 4213	Human Resources Administration	3		
SOCL 4403	Conflict Management and Resolution	3		
<b>Total Major Core Credit Hours</b>		<b>30</b>		
<b>Electives</b>		<b>27</b>		
<b>Total B.S. in Business Leadership Degree Program Credit Hours</b>		<b>124</b>		
* Grade of "C" or better.				
^ Required.				

## ***HUMAN AND FAMILY SERVICES (B.S.)***

The Bachelor of Science in Human and Family Services degree focuses on expanding students' awareness of being created in the image of God and of their personal worth as they live in and for Christ. It emphasizes the family as the primary institution for raising godly people and focuses on the restoration of families to a godly foundation. This degree program provides the church and societal institutions (geriatric centers, correctional facilities, child and adolescent care facilities, etc.) with specialists in the field of human and family services. It develops leaders

who can fulfill a role of serving, ministering and working in various and adverse settings to meet the emotional and relational needs of humanity.

## B.S. IN HUMAN AND FAMILY SERVICES DEGREE REQUIREMENTS

*General Education Courses listed below are offered at SCU if equivalent courses have not been taken elsewhere.*

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
<i>WRITTEN &amp; ORAL COMMUNICATION (15)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
^* PSYC 2003	Effective Learning Strategies	3		
SPCH 1203	Interpersonal Communication	3		
<i>MATHEMATICS (3), SCIENCE (7), AND HEALTH/WELLNESS (3)</i>				
MATH 2123 or 2223	Business Math with Excel OR Symbolic Logic	3		
Science Course	Any science without lab	3		
BIOL 2114 or NSCI 2004	Humanity, Science and Scripture OR Environmental Science	4		
HPSM 2213	Executive Wellness	3		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
<b>General Education Electives/Prerequisites</b>				
<i>HUMANITIES/FOREIGN LANGUAGE (3)</i>				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
<i>PHILOSOPHY (3)</i>				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
<i>LITERATURE/FINE ARTS (3)</i>				
ENGL 1553 or 3103	The Bible as Literature OR The World of C. S. Lewis	3		
<i>FINANCE/CREATIVE ARTS/SPEECH/HEALTH (3)</i>				
FINC 1113 or ACCT 2113	Personal Finance OR Accounting I	3		
<i>SOCIAL/BEHAVIORAL SCIENCES (15)</i>				
^* HSVC 2993	Introduction to Human Services	3		
^* PSYC 1113	General Psychology	3		
^* PSYC 3103	Social Psychology	3		
^* PSYC 3433	Developmental Psychology-Lifespan	3		
^* SOCL 1113	Introduction to Sociology	3		
<b>Total General Education Credit Hours</b>		<b>61</b>		
<b>Religious Literacy</b>				
^ BIBL 2223	Biblical Hermeneutics	3		
<b>Choose 15 credit hours from the following Bible/Theology courses</b>				
BIBL 3123	Life and Leadership of David	3		
BIBL 3203	Life of Christ	3		
BIBL 3213	Romans	3		
BIBL 3313	Wisdom Literature	3		
THEO 3133	Pentecostal History	3		
THEO 3303 or 3913	Christian Theology OR Biblical Discipleship	3		
<b>Total Religious Literacy Core Credit Hours</b>		<b>18</b>		
<b>* Major Core</b>				
HSVC 4123	Crisis Intervention	3		
HSVC 4243	Management and Administration in Human Svcs.	3		
PSYC 3113	Theories and Practices of Group Work	3		
PSYC 3143	Research Methods and Statistics	3		

PSYC 3543	Theories and Practice of Psychology and Counseling	3		
PSYC 4113	Ethical Issues in the Helping Professions	3		
PSYC 4203	Dynamics of Troubled Families	3		
PSYC 4223	Abnormal Psychology	3		
PSYC 4343	Case Management and Professional Reports	3		
SOCL 3113	Juvenile Delinquency	3		
SOCL 3943	Culturally Competent Human Service Practice	3		
SOCL 4273	Substance Abuse/Chemical Dependency	3		
Total Major Core Credit Hours		36		
Electives		9		
Total B.S. in Human and Family Services Degree Credit Hours		124		
* Grade of "C" or better				
^ Required				



## DEPARTMENT OF ONLINE EDUCATION

### FACULTY

Dr. Julian R. Cowart, Director

### DEPARTMENTAL MISSION

Consistent with the mission of Southwestern Christian University the Department of Online Education mission is to educate online students by providing a quality Christ centered and biblically integrated education, to equip students for leadership and service, and to empower them to impact their world for Christ.

### POLICIES AND PROCEDURES

Complete information about online admissions and other policies can be found in the School of Adult and Online Education Student Handbook addendum.

### ONLINE CLASS ATTENDANCE POLICY

See the School of Adult and Online Education Student Handbook addendum.

### NON-ONLINE STUDENTS TAKING ONLINE CLASSES

Students enrolled in academic programs that are not exclusively online programs will not be permitted to enroll in only online classes in a semester without special permission from the dean of the school of the student's major. Students in non-online degree programs who enroll in all online classes in a semester will be charged the online student tuition and fees.

Residential students would need to vacate campus housing if they switch to being an exclusively online student.

Adult studies students taking online classes may add/enroll in online classes in consultation with the adult studies office.

### DEPARTMENTAL ACADEMIC PROGRAM

The Department of Online Education offers the following program in an online format:

Bachelor of Professional Leadership

- Business Concentration
- Management Concentration
- Social Services Concentration
- Christian Leadership Concentration

## BACHELOR OF PROFESSIONAL LEADERSHIP

### BACHELOR IN PROFESSIONAL LEADERSHIP DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
<b>General Education</b>				
<i>WRITTEN/VERBAL COMMUNICATION (9)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 1213	English Grammar and Composition II	3		
SPCH 1113	Introduction to Public Communication	3		
<i>HUMANITIES (3), LITERATURE (3)</i>				
ENGL 1553 or Elective	The Bible as Literature (or any ENGL, LSCI Elective)	3		
HUMA 2113 or 2803	Western Civilization I or Comparative Religions (or any HUMA, HIST, Foreign Language Elective)	3		
<i>MATHEMATICS (3), SCIENCE (7), AND HEALTH/WELLNESS (3)</i>				
BIOL 1114	Biological Science/Lab (or any natural science w/ lab)	4		

MATH 2123	Business Math with Excel (or any college-level math)	3		
NSCI 2004	Environmental Science (or any science w/ or w/o lab)	4		
HPSM 2213	Executive Wellness	3		
PHILOSOPHY (6)				
PHIL 2013 or 2123	Social Ethics or Christianity and Western Thought (or any PHIL, POLI, GEOG Elective)	3		
* PSYC 2003	Effective Learning Strategies	3		
SOCIAL SCIENCES (12)				
HIST 1483	U.S. History I	3		
POLI 1113	American Federal Government	3		
POLI 1443	Introduction to Professional Leadership (or any FINC, HSPM, MUSI, SPCH Elective)	3		
PSYC 2013	Positive Psychology (or any PSYC, SOC, ECON Elect.)	3		
Total General Education Credit Hours		46		
Religious Literacy Core				
^ BIBL 1403	Old Testament History and Literature	3		
^ BIBL 1413	New Testament History and Literature	3		
^ BIBL 2223	Biblical Hermeneutics	3		
^ HIST 3133	Pentecostal History	3		
^ THEO 3913	Biblical Discipleship	3		
* BUSN 4713	Commerce, Culture and Christianity	3		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
BIBL 3123	Life and Leadership of David	3		
BUSN 2443	Introduction to Business	3		
BUSN 3013	Foundations of Leadership	3		
BUSN 3413	Organizational Communication	3		
BUSN 4113	Strategic Management	3		
BUSN 4513	Decision Making and Problem Solving	3		
MGMT 3413	Organizational Behavior	3		
MGMT 3223	Leadership in Organizations	3		
MGMT 4313	Leadership and Ethics	3		
SOCL 4403	Conflict Management and Resolution	3		
Total Major Core Credit Hours		30		
Choose one 21-credit hour concentration below.				
* Business Concentration				
BUSN 3113	Business Law	3		
BUSN 3353	Business Research and Statistics	3		
BUSN 3443	Principles of Marketing	3		
BUSN 4563	Entrepreneurship	3		
ECON 3113	Principles of Economics	3		
MGMT 3423	Cross-cultural Leadership	3		
MGMT 4213	Human Resources Administration	3		
Total Business Concentration Credit Hours		21		
* Christian Leadership Concentration				
BIBL 3213	Romans (or any 3000-4000 NT)	3		
BIBL 3313	Wisdom Literature (or any 3000-4000 OT)	3		
PMIN 3113	Bible Teaching Methods	3		
PMIN 3513	Legal Issues in Ministry	3		
PMIN 4013	Leadership for the 21st Century	3		
PSYC 4433	Death, Dying and Grieving	3		
THEO 3303	Christian Theology	3		

Total Christian Leadership Concentration Credit Hours		21		
* Management Concentration				
BUSN 4563	Entrepreneurship	3		
MGMT 3213	Principles of Management	3		
MGMT 3423	Cross-Cultural Leadership	3		
MGMT 4173	International Management	3		
MGMT 4243	Management Science for Decision Making	3		
MGMT 4323	Team Leadership and Group Communication	3		
PSYC 3003	Interpersonal Relationships	3		
Total Management Concentration Credit Hours		21		
* Social Services Concentration				
PSYC 3103	Social Psychology	3		
PSYC 3433	Developmental Psychology-Lifespan	3		
PSYC 3543	Theories and Practice of Psychology and Counseling	3		
PSYC 4123	Crisis Intervention	3		
SOCL 3113	Juvenile Delinquency	3		
SOCL 4273	Substance Abuse/Chemical Dependency	3		
SOCL 4333	Cultural Anthropology	3		
Total Social Services Concentration Credit Hours		21		
Electives	Any course	9		
Total Professional Leadership Program Credit Hours		124		
* Grade of "C" or better. ^ Grade of "C" or better if Christian Leadership Concentration				

# **Course Information and Descriptions**

## **COURSE INFORMATION**

### **COURSE NUMBERING SYSTEM**

The number of credit hours for each course is identified in the last digit of the course number. For example, the course number of English Grammar and Composition I is ENGL 1113. The first digit "1" shows that this is a freshman level course and the middle two numbers are course differentiation numbers. The last digit "3" shows that it is a 3-semester hour course.

Lower Division = 1000-2000

Upper Division = 3000-4000

### **COURSES NOT OPEN TO FRESHMEN**

Courses numbered 3000 and above are not open to freshmen. Exception to the regulation will be made by the department chair of the course in question only when there is justifiable evidence that the freshman is adequately prepared for the advanced course.

### **DIRECTED STUDY COURSES**

The desire of the University is to encourage students to complete individualized, directed study courses within a reasonable period.

- Students are expected to complete each course within the semester in which they are enrolled in the directed study class. Therefore, early enrollment in a directed study course is imperative.
- No extensions are available for directed study courses, and directed study coursework not completed by the end of the semester is not subject to an incomplete grade unless there are dire emergencies situations. In such case, incomplete grade procedures must be followed.

### **INTERNSHIPS, PRACTICUMS, FIELD EXPERIENCE**

Students enrolled in internship, practicum or field experience courses have six months to complete coursework (150 clock hours) or receive an "F." If an "F" grade is earned, students must re-enroll in the course for credit. These courses will not be allowed incomplete grades without prior written approval from the dean of the school of the student's academic program.

### **PREREQUISITES**

Prerequisites are courses that must be completed prior to enrolling in more advanced courses and are specified in this catalog immediately following course descriptions. Prerequisites must be completed with a grade of "C" or better before students will be permitted to enroll in a course that requires the prerequisite course. Transfer courses can be used to fulfill prerequisite requirements if those courses follow transfer credit policies listed elsewhere in this catalog.

### **REQUIRED COURSES**

Specific courses required by an academic program must be completed with a grade of "C" or better unless otherwise specified in the catalog. Required religious literacy courses, General Education courses, and electives are considered passing with a "D" unless they are identified in the catalog with an asterisk (\*).

### **ONLINE COURSE POLICIES**

See Online Education section of this catalog.

### **VARSITY SPORTS COURSES**

Students participating in varsity sports must enroll in the 1- or 0-credit hour Varsity (Sport) course and HPSM 1450 Varsity Sports each semester they receive a scholarship. Enrollment in the sport will verify scholarship application. (See HPSM courses.)

## COURSE DESCRIPTIONS

### ACCT (ACCOUNTING)

#### **ACCT 2113 Accounting I**

A study of the basic principles of accounting and their application to business, covering journals, ledgers, summaries, etc.

#### **ACCT 2133 Accounting II**

A continuation of 2113 with interpretation and use of the accounting data; partnership and corporation accounts.  
Prerequisite: ACCT 2113 Accounting I

#### **ACCT 3413 Managerial Accounting**

This course studies the internal accounting principles, techniques, and managerial uses as it relates to budgetary, performance evaluation, ethics, cost-volume-profit relationship, product costing methods, and other various decision-making applications.

Prerequisite: ACCT 2113 Accounting I

#### **ACCT 3423 Income Tax Accounting**

This course requires students to study the federal tax law as it pertains to individuals, with an emphasis on application.

Prerequisite: ACCT 2133 Accounting II

#### **ACCT 3433 Cost Accounting**

Elementary principles of cost accounting including internal records of manufacturing business, process, and job order cost accounting.

Prerequisite ACCT 2133 Accounting II

#### **ACCT 3443 Accounting for the Workplace**

An introduction to basic accounting concepts students encounter in their lives. Financial statements are analyzed to reveal the financial health of a person or organization. Students are also shown how to include financial information when making decisions about investing, borrowing, and budgeting.

#### **ACCT 4113 Auditing**

An introduction to the auditing process and the public accounting profession. Emphasizes generally accepted auditing standards; selected techniques for audit decisions; audit objectives and how they are met through evidence accumulation and evaluation; and auditor's reports.

Prerequisites: ACCT 2133 Accounting II and ACCT 3433 Cost Accounting

#### **ACCT 4123 Intermediate Accounting**

This course will focus on valuation and other theoretical problems in accounting for cash, temporary investments, receivables, inventories, long-term investments, plant and equipment, and intangible assets.

Prerequisite: ACCT 2133 Accounting II

### BIBL (BIBLE)

#### **BIBL 1403 Old Testament History and Literature**

An introductory study of the Old Testament canonical books, including geographical, cultural, and historical backgrounds. Emphasizes the authorship, structure, theme, general content, and significance of each book. Special attention is given to the Old Testament revelation of the moral being of God and its implications for an application to Christian character and lifestyle.

### **BIBL 1413 New Testament History and Literature**

An introductory study of the historical and cultural background of the New Testament world. Emphasizes the authorship, structure, theme, and general content of each book. Practical applications are given for Christian character and lifestyles.

### **BIBL 2223 Biblical Hermeneutics**

A course designed to acquaint the student with sound practices of biblical study and interpretation. Emphasis is placed upon resultant considerations for interpretation and application.

Prerequisites: BIBL 1413 New Testament History and Lit., BIBL 1403 Old Testament History and Literature

### **BIBL 3023 The Pentateuch**

Studies in the Pentateuch, tracing God's redemptive purpose from creation through the Exodus, and evaluating the spiritual significance of the lives of the Hebrew Patriarchs and the unique contribution of Moses to Israel and the Christian Church. Special attention is given to the implications of the Pentateuch for Christian worship and living.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 3123 Life and Leadership of David**

A study of the life of King David including his tragedies and triumphs. Attention will be given to the leadership qualities, style, and abilities of David. The primary focus will be on the moral, ethical and theological teachings of his life and their personal and professional relevance to the present.

### **BIBL 3173 Bible Manners and Customs**

A study of the manners and customs of the people of Bible times and the significance of those customs for interpreting Scripture.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 3203 Life of Christ**

A harmonized view of the four Gospels within the biographical structure of the life of Christ and an in-depth study of the most important aspects of Christ's life, work and teachings. Attention is given to Jesus Christ as a person and to his relationship to the individual and society.

### **BIBL 3213 Romans**

A systematic study of Paul's letter to the church at Rome. Special emphasis is placed on the great doctrinal themes of this epistle. Practical application of this writing to contemporary issues is also given.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 3243 History of Israel**

An intensive study of the redemptive story of Israel revealed in the Old Testament books Joshua through Esther. The course traces the development of the theological history of the Hebrew nation from the conquest of Canaan to the subjugation of Palestine.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 3313 Wisdom Literature**

The examination of the wisdom literature of the Bible, concentrating on the wisdom books of Job, Proverbs and Ecclesiastes in the Old Testament and the epistle James in the New. Also examines extra-canonical wisdom literature, concentrating on Sirach (Ecclesiasticus) and the Wisdom of Solomon. While emphasis is placed on understanding the unique purpose and message of each book, attention is also given to understanding how each book functions within the canon, and especially in relationship to the gospel.

### **BIBL 3533 The Tabernacle**

This course is designed to give the student an opportunity to do specialized study in the origins, purposes and theological implications of the Israelite tabernacle.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 3633 Geography and Archeology of the Bible**

A survey of the geographic setting and archeology of the Scriptures in every period of biblical history from Abraham to the apostolic age, including a review of the current geopolitical conditions in the Middle East. The purpose of the course is to focus on aspects of geography that have practical value for understanding and interpreting the Bible.

Prerequisites: BIBL 2223 Biblical Hermeneutics

### **BIBL 3663 Bible Research Methodology**

This course studies research methodology for academic papers. The course also covers data-gathering techniques, analyzing data and evaluating information, it will focus on procedure in public opinion polling, experimental method, content analysis, field methods, recording of information, survey design, sampling techniques, questionnaire design, interviewing, review methods, secondary data analysis, etc.

Prerequisites: BIBL 2223 Biblical Hermeneutics and ENGL 1213 English Grammar and Composition II

### **BIBL 3733 Corinthian Correspondence**

A systematic study of Paul's two letters to the church at Corinth. The major themes of Paul's epistles to the Corinthians and the apostle's practical solutions to daily church problems will be examined. Application to contemporary issues of the doctrines of these writings will be given.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4013 Major Prophets**

A study of the major prophetic books of the Old Testament (Isaiah, Jeremiah-Lamentations). Attention will be given to the nature of the prophetic office and its historical context. The primary focus will be on the theological and ethical teachings of the prophets and their relevance to the present.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4023 Minor Prophets**

A continuation of BIBL 4013 with an emphasis on the minor prophetic books of the Old Testament. Attention will be given to the nature of the prophetic office and its historical context. The primary focus will be on theological and ethical teachings of the prophets and their relevance to the present.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4043 Hebrews**

A systematic study of the New Testament letter to the Hebrew Christians, placing particular emphasis on the theology relating to Jesus Christ.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4113 Luke-Acts**

A systematic study of Luke's two volume theology throughout the gospel and continuing to the Acts of the Apostles.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4123 New Testament Prison Epistles**

A systematic study of Ephesians, Philippians, Colossians and Philemon, placing particular emphasis on the doctrinal and ethical viewpoints.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4223 New Testament General Epistles**

A study of the books of I and II Peter, James, Jude and I, II, and III John. Christian doctrine, character and conduct under the pressure of suffering will be emphasized.

Prerequisite: BIBL 2223 Biblical Hermeneutics



### **BIBL 4323 The Psalms**

This course will study the Psalms in-depth. Emphasis will be given to authorship, historical setting, interpretation, applications and prophetic nature in relation to Jesus. This course is designed to develop the skills needed to study the other poetic books in the Old Testament.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **BIBL 4433 Apocalyptic Literature**

A course designed to examine the nature and use of apocalyptic literature with emphasis on the proper approach to interpreting this particular type of biblical material. Special attention is given to the book of Revelation and the book of Daniel.

Prerequisite: BIBL 1413 New Testament History and Literature

### **BIBL 4613 Pastoral Epistles**

A systematic study of I and II Timothy and Titus, including essential historical, theological, and ethical perspectives. This course examines the dynamics of pastoral leadership development and implementation, emphasizing the qualities of godly leaders as well as the importance of mentoring and modeling in a post-modern society.

### **BIBL 4901-4 Directed Readings in Bible**

### **BIBL 4911-4 Directed Studies in Bible**

### **BIBL 4913 Intertestamental Literature**

An analysis of the history and literature of the Intertestamental period. Readings from primary literature including the Deuterocanonical writings, Pseudepigrapha, and the Dead Sea Scrolls will be utilized in demonstrating its formative value for transitioning from Ancient Jewish theology to early Christian theology.

### **BIBL 4931-3 Studies in Biblical Literature**

Seminar or directed study on a variety of biblical topics.

### **BIBL 4993 Senior Thesis**

Students will prepare an in-depth written thesis on an approved topic in biblical literature. A faculty member from the Department of Theology and Missions will be appointed as the primary advisor. With the advisor's guidance, the student will research and write a 25-30 page paper. Students are encouraged to investigate a particular area of personal interest and build upon earlier coursework. The finished thesis will then be examined by a committee comprised of members from the Department of Theology and Missions. This paper is normally completed the final semester of the senior year.

Prerequisites: BIBL 3663 Bible Research Methodology, senior standing, and permission of the advising Professor.

## **BIOL (BIOLOGY)**

### **1111 Biological Science Lab**

Practical application of BIOL 1111.

### **BIOL 1113 Biological Science**

A study of some of the aspects and problems of humanity, their environment, and the principles of biology, which are involved in these areas.

### **BIOL 1114 Biological Science with lab**

Combined BIOL 1113 and BIOL 1111 for online course delivery.

### **BIOL 2114 Humanity, Science and Scripture**

This course examines the biological systems of humanity and the environment, including principles of biology. Attention will be paid to the biblical foundation of scientific understanding and the nature of humanity. Lab work is required. (Adult Studies Course)

### **BIOL 3114 Human Anatomy and Lab**

This course is a study of the specific structures within each of the systems of the human body. Lab is required as a part of this course.

Prerequisite: BIOL 1113/1111 Biological Science/Lab with at least a C

### **BIOL 3124 Human Physiology and Lab**

This course is the study of physiological functions of human body systems. Lab is required as a part of this course.

Prerequisite: BIOL 1113/1111 Biological Science/Lab with at least a C

## **BUSN (BUSINESS)**

### **BUSN 2113 Business Communications**

A course to increase the effectiveness of written business communications including various business letters, articles, decision recommendations and business research reports.

### **BUSN 2123 Business Math with Excel**

See MATH 2123

### **BUSN 2443 Introduction to Business**

Principles, problems and practices of the business world are explored. Various fields of business and career opportunities in these fields are surveyed.

### **BUSN 3013 Foundations of Leadership**

This course examines the type of leadership that is required to create and maintain high levels of performance in organizations. Students will be encouraged to understand their personal leadership style and how to use that knowledge to build supportive and collaborative relationships with peers and enhance the abilities of employees.

Prerequisite: Enrollment in online degree program

### **BUSN 3113 Business Law**

A study of the basic principles and concepts of laws affecting business transactions. Included is an overview of the legal system as it relates to business, contracts, sale of goods, credit transactions, property and incorporation.

Laws relating to nonprofit organization will be studied.

### **BUSN 3133 Business Ethics**

This course provides an overview of ethical theories in relation to business practices. Attention will be paid to the biblical model of business relationships. Application and consequences of ethical choices are explored. Students are encouraged to develop their own system of business mores that will guide them through their careers.

### **BUSN 3243 Business Finance**

This course will emphasize financial analysis, budgeting, working capital, short-term and long-term corporate financing, the cost of capital and the time value of money. This course includes the biblical concept of stewardship as it relates to wise and ethical finance procedures.

Prerequisite: ACCT 2113 Accounting I

### **BUSN 3343 Principles of Servant Leadership**

This course examines the foundational principles of leadership theory and practice, specifically from the perspective of serving others. Areas of discussion include: leadership in organizations; leader/follower relationships; the development of leadership theory; power and influence; team dynamics and leadership; emotional intelligence; leadership development. Special attention is given to identifying the core principles and ethical dimensions of spiritual leadership as taught by Jesus Christ. (Adult Studies course)

### **BUSN 3353 Business Research and Statistics**

This course provides the student with the basic understanding of the research, application of principles, methods, and techniques, and statistical analysis including measures of central tendency, dispersion, correlation, and

hypothesis testing required to conduct and report business applied research. A comprehensive research project will provide for relating the theoretical concepts and techniques to the "real world" problems.

### **BUSN 3413 Organizational Communication**

The purpose of this course is to become familiar with principles and practices of communication in the workplace and in one's personal relationships. Verbal, nonverbal, written and contemporary methods of communication will be examined. Each person will examine individual skills and seek to discover ways of improving communication at work and in personal relationships. Ethical practices in the workplace will be examined.

### **BUSN 3443 Principles of Marketing**

This course studies the institutions and essential functions of marketing systems. An overview of advertising theory will be provided along with an analysis of the marketing mix: product, place, promotions and price strategies.

### **BUSN 3513 Business Research Methods**

Provides the student with a basic understanding of the research and application of principles, methods, and techniques required to conduct and to report applied research. The course will emphasize both written and oral presentation skills. A comprehensive research project will provide opportunity for relating the theoretical concepts and techniques to "real world" problems. (Adult Studies course)

### **BUSN 4113 Strategic Management**

This course studies the development and implementation of organization policy, budgeting and strategic analysis. Attention will be paid to vision planning, Mission statements, formulation of objectives and assessment of strategies. The role of social and moral responsibility, ethics and other biblical concerns will be analyzed in relation to a business strategic plan.

### **BUSN 4513 Decision Making and Problem Solving**

This course will prepare the leader for decision making and problem solving in an interdisciplinary business world. The course includes an overview of decision-making theory, cognitive mediating tools and systems theory. Problem solving rubrics are presented along with an analysis of the processes and frameworks of critical, creative and caring thinking for the information age. (Adult Studies and Online course)

### **BUSN 4663 Quantitative Analysis**

A quantitative methods course that reviews descriptive statistics, probability concepts, sampling distribution, hypothesis testing and studies analysis of variance, linear regressions and correlation analysis. Introduces statistical process control, forecasting time series data and decision analysis.

Prerequisite: MATH 1213 College Algebra

### **BUSN 4713 Commerce, Culture, and Christianity**

This senior discipline integration course will investigate the influence various worldviews have on the current marketplace. The connection between world religions and worldviews on ethical systems will be identified. The use of a Christian ethical system in the workplace will be emphasized. The argument "ideas have consequences" will be a primary theme in this course. The application of ethical systems in the fields of economics, management, marketing, accounting, and finance will demonstrate the connection between philosophical/theological ideas and personal/business actions. (Capstone Course)

### **BUSN 4723 Production and Operations Management**

This course focuses on those business processes, procedures and strategies used to transform various inputs into finished goods and services. The course consists of two main components: a body of knowledge component, which is disseminated through the text and lecture material, and a critical thinking component, which is acquired through case analysis, discussion, and project work. This course is designed for an intensive study of the strategy, design, and operation of productive systems where students will be exposed to the different tools used by upper management, (in both the service sector as well as the manufacturing sector) to improve the decision making process. Topics include productivity, strategy, decision making, quality improvement, work measurement, just-in-time inventory management, product, process, capacity and layout design decisions. (Adult Studies course)

### **BUSN 4993 Business Internship**

Supervised experience in the workplace with a field supervisor approved by SCU will combine practical experience and integrated learning. The internship requires 240 hours of work experience during the junior or senior year.

Prerequisite: Junior or Senior

## **CHED (CHRISTIAN EDUCATION)**

### **CHED 1423 Ministry of Christian Education**

A survey of the field of Christian education: its history, philosophy, organization, administration, supervision, curriculum, agencies and methods.

### **CHED 2873 Trends in Christian Education**

A course designed to focus upon current issues, methods, theories and problems in Christian education.

Prerequisite: CHED 1423 Ministry of Christian Education

### **CHED 3113 Bible Teaching Methods**

A study of the methods of classroom instruction and preparation of instructional materials with specific application to using the Bible as the text, emphasizing the ministry of the Holy Spirit in teaching. Practice in writing behavioral objectives is included as well as discussion of problems associated with teaching such as motivation, communication skills, classroom discipline and evaluation.

### **CHED 3931-3 Studies in Christian Education**

A variety of issues and concerns relative to Christians will be explored in this course.

### **CHED 4033 Leadership for Church Education**

This course is designed to assist the student in integrating basic principles and practices of organizing, administering and supervising a total church educational program. Emphasis includes an in-depth analysis of the purposes and structure of several agencies of Christian education, recruitment of workers, leadership training, staff relationships and promotion.

Prerequisite: CHED 1423 Ministry of Christian Education

### **CHED 4323 Children's Ministries**

A study of the organization and administration of the total children's ministry in a local church or outreach. Methods, characteristics of children and curricular materials are studied.

### **CHED 4373 Teaching Methods**

Examines the traditional implementation of classroom methods, decorum and procedures. Students will develop skills in creating syllabi, including: writing course descriptions, measurable objectives, course calendar, and assessing student learning according to Bloom's Taxonomy. Students will have opportunity for practical experience in entry level Bible courses. Textbook selection and student advisement will also be examined.

### **CHED 4901-4 Directed Readings in Christian Education**

### **CHED 4911-4 Directed Studies in Christian Education**

## **CHEM (CHEMISTRY)**

### **CHEM 1113 Introduction to Chemistry**

This course offers a general overview of chemistry. It covers selected topics in general chemistry including unit conversions, atomic structure, chemical bonding, acids, bases, pH, chemical equilibrium, electrolytes, and properties of solutions. The course also introduces topics from organic and biochemistry. The relationship between chemical principles and human health is emphasized throughout the course.

### **CHEM 1111 Introduction to Chemistry Lab**

Practical application of CHEM 1113 Introduction to Chemistry.

## **ECON (ECONOMICS)**

### **ECON 2103 Principles of Microeconomics**

A general education course designed to create an integrated thought pattern for one's professional, cultural, economic and spiritual life; biblical understanding of wealth, labor and career; ethical implications in the development of commerce; comprehension of the capitalistic vs. state-owned issue; and working knowledge of personal finance.

### **ECON 2203 Principles of Macroeconomics**

This course will study overarching theories of economics. The study will include the basic principles of production, consumption, exchange, income distribution and supply and demand. Attention will be paid to free market and supply side theories as compared to socialist and government control.

### **ECON 2603 Economics for History**

This course is designed to familiarize students with the role of economics in history at both national and international levels. The course will explore basic economic concepts and theories, the structure and operation of the U.S. economy, and the role of the U.S. in an interdependent world economy. (May count toward HIST credit.)

### **ECON 3113 Principles of Economics**

This course will study the overarching theories of economics as well as the biblical understanding of wealth, labor and career; ethical implications in development of commerce; the basic principles of production, consumption, exchange, income distribution, and supply and demand. Attention will be paid to free market and supply side theories as compared to socialist and government control. (Adult Studies course)

### **ECON 3143 Money and Banking**

See FINC 3143

### **ECON 4223 Issues in Monetary Theory**

The senior level seminar will study in-depth theories of monetary policy, the role of money in society, interest rates and various models dealing with monetary theory. The theories of John Keynes and Milton Friedman will be contrasted along with dynamic and static theories of taxation.

Prerequisite: ECON 2203 Principles of Macroeconomics

## **ECDV (EARLY CHILDHOOD DEVELOPMENT)**

### **ECDV 1041 Sharing Books with Young Children**

Study of the history, forms, and uses of literature with children; Included are folklore, poetry, fiction and nonfiction; special emphasis will be on the use of picture books with young children, the role of the artist, methods of presentation and story extension activities. (Adult Studies Course)

### **ECDV 2642 Storytelling Techniques and Methods**

See SPCH 2642

### **ECDV 3103 Health, Safety and Nutrition**

Designed to help students understand the correlation between health, safety, and nutrition, the course explores ways in which children can become involved and responsible for their own wellbeing. Emphasis will be placed on adults assisting young children to develop good habits and attitudes regarding health, safety, and nutrition. Course content will also focus on the concept of preventive health care.

### **ECDV 3113 Introduction to Early Childhood Care and Education**

This course acquaints students with the field of early childhood education. The importance of the years from birth to five (0-5), and the role preschool play in child development are emphasized. The course acquaints students with both historical perspectives of early childhood education and with modern trends and developments.

### **ECDV 3213 Children in the Global Community**

This course increases awareness about historic and current children's issues in the global community. Focus of the classes will be on children's issues as well as intervention efforts across the globe. This course is designed to build insight and competency in students who desire to work with children in their future careers.

### **ECDV 4113 Early Childhood Curriculum Development**

Curriculum development and assessment of early childhood education are the focus of this course as it introduces the student to important frameworks for planning, implementing, and evaluating curriculum as it impacts development and the various related subject-matter disciplines. Emphasis is placed on the methods and strategies informing the development of meaning and relevant curriculum.

### **ECDV 4143 Early Childhood Methods and Materials**

This course is designed to teach the methods and proper use of materials for presenting creative learning experiences with young children in the areas of language, creative dramatics, art, music, movement, math, science, emergent literacy, and outdoor activities. Emphasis is given to creative experiences as they impact young child development.

## **EDUC (EDUCATION)**

### **EDUC 2000 Foundations in Education Clinical Practice**

Education clinical practice for those in education tracks or majors.

Prerequisite: ENGL 1213 English Composition and Grammar II

Corequisite: EDUC 2113 Foundations in Education

### **EDUC 2113 Foundations in Education**

An introduction to the historical, philosophical, and social foundations of education and their relationship to teaching as a profession. Current issues in education are also introduced and discussed. Laboratory experiences as an observer/aid in the public schools and procedures for admission to teacher education are included.

Prerequisite: ENGL 1213 English Composition and Grammar II

Corequisite: EDUC 2000 Foundations in Education Clinical Practice

### **EDUC 2301 Introduction to Education**

This course designed to assist a student who is considering education as a profession. Emphasis will be placed on an overview of what it means to be in a teacher education program. Current issues will be considered. Also, the student will become acquainted with the policies and procedures in becoming a teacher-candidate. Finally, preparation for taking the OGET will be covered and discussed.

### **EDUC 3000 Educational Technology Clinical Practice**

Clinical practice will support the curriculum associated with the Educational Technology course and requires concurrent enrollment.

Prerequisite: ENGL 1213 English Composition and Grammar II

Corequisite: EDUC 3202 Educational Technology

### **EDUC 3202 Educational Technology**

This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration. This course includes a variety of cloud-based, interactive learning technologies and other free educational technology tools.

Prerequisite(s): ENGL 1213 English Composition and Grammar II; computer literacy (knowledge of Office applications including Word, Excel, and PowerPoint; knowledge of Internet use

Corequisite: EDUC 3000 Educational Technology Clinical Practice

### **EDUC 4000 Assessment and Evaluation Clinical Practice**

Clinical practice will support the curriculum associated with Assessment and Evaluation course and requires concurrent enrollment.

Prerequisite: ENGL 1213 English Composition and Grammar II

Corequisite: EDUC 4232 Assessment and Evaluation

### **EDUC 4232 Assessment and Evaluation**

This course will give the teacher candidate an overview of assessment tools used in educational settings. The use of both formal and informal assessment tools and the evaluation processes will be considered. Also, the course will consider such areas as teacher made tests; standardized testing, authentic assessment and evaluation, developing a record keeping system and parent-teacher conferences.

Prerequisite: ENGL 1213 English Composition and Grammar II

Corequisite: EDUC 4000 Assessment and Evaluation Clinical Practice

### **EDUC 4812 Classroom Strategies**

This course addresses strategies for positive classroom management, learning environment, family communications, how to develop goals, objectives, rubrics and proper documentation techniques. Topics will also include reflections on instructional practices, understanding of the state teacher evaluation process (the Oklahoma Minimum Criteria for Teacher Performance, Teacher Leader Effectiveness) and instructional strategies for incorporating the criteria into the teaching and learning process.

Prerequisites: ENGL 1213 English Grammar and Composition II, Admission to the Teacher Education Program, Admission to Clinical Internship.

Corequisite: EDUC 4815 Teaching Clinical Internship I, EDUC 4825 Teaching Clinical Internship II

### **EDUC 4815 Teaching Clinical Internship I**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

Prerequisites: ENGL 1213 English Grammar and Composition II, Admission to the Teacher Education Program; Admission to Clinical Internship.

Corequisites: EDUC 4825 Teaching Clinical Internship II, EDUC 4812 Classroom Strategies

### **EDUC 4825 Teaching Clinical Internship II**

Eight weeks of clinical internship in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university supervisor. This course is designed to give the teacher candidate first-hand experience in observation, critical analysis of lesson types, lesson planning and classroom teaching in an accredited school.

Prerequisites: ENGL 1213 English Grammar and Composition II, Admission to the Teacher Education Program; Admission to Clinical Internship.

Corequisites: EDUC 4815 Teaching Clinical Internship I, EDUC 4812 Classroom Strategies

## **ENGL (ENGLISH)**

### **ENGL 0203 Developmental English**

A study of the principles of grammar, basic language mechanics, and writing skills for effective and successful university level work. Required of students placing 11-18, or current institutional standard, on the ACT and less than 6 on the writing portion. Hours will not transfer to another school. Each course will be counted as one hour of elective credit at SCU. This course will be graded as Pass/No Credit and will not be calculated into the GPA. A passing grade is equal to at least 70 percent.

### **ENGL 1111 Mediterranean Studies/Travel Experience**

See HUMA 1111

### **ENGL 1113 English Grammar and Composition I**

A study of the principles of effective communication, with emphasis upon the reading and writing of exposition. Required of all freshmen with exception of those whose scores in English proficiency warrant advance placement. Students must pass with a grade of "C" or better.

Prerequisite: ACT scores of 19 or above or placement test required.

**ENGL 1211 Studies in American Literature/Travel Experience**

This course is a survey of the works of early American authors culminating in study in New England to examine the historical perspectives surrounding the events and places studied.

**ENGL 1213 English Grammar and Composition II**

A continuation of the study of effective communication. Practice in writing narration, description, literary criticism, and research papers. Reading of poetry and short stories. Students must pass with a grade of "C" or better.

Prerequisite: ENGL 1113 English Grammar and Composition I

**ENGL 1553 The Bible as Literature**

This introductory course overviews the unity of the Old and New Testaments within their historical, cultural and literary contexts. Significant attention will be paid to interpretation and application of Scripture within its specific genres. The course will introduce the major themes, characters and events of the Bible to gain an overall perspective of Scripture. (Adult Studies course)

**ENGL 2033 Creative Writing**

An introduction to imaginative writing with an emphasis upon the writing of essays and poetry. Some analysis of literary models will be involved. The major thrust will be student writing from personal experience.

**ENGL 2043 Screenwriting**

Students are introduced to the screenwriter's tools and develop the skills necessary for creative writing influenced by a Christian world view. While students are encouraged to be creative, they are also taught to think of the screenplay as a tool used to articulate an idea or concept to various audiences: producers, financiers, directors, and actors. Standard formatting and industry expectations are studied and analyzed during writing workshops and lectures.

Prerequisite: ENGL 1213 English Grammar and Composition II

**ENGL 2103 Introduction to English Studies**

This course is designed to introduce English majors to the programs in the Language Arts Department. It provides an overview of the program, possible career choices, introduction of concentrations and degree options in the area of English. It also provides students with global learning opportunities that will be essential in their progression through the English programs.

Prerequisite: ENGL 1213 English Grammar and Composition II

**ENGL 2113 Introduction to Literature**

This course is designed to provide students a foundation in the study and understanding of literature. The course establishes a foundation of literary terms and approaches and will give an overview of various genres. This course satisfies the literature elective in the General Education Curriculum.

Prerequisite: ENGL 1213 English Grammar and Composition II

**ENGL 2463 Writing, Research and Literature**

This course will examine the structure and development of writing skills. Practice in writing narration, description, literary criticism and research will be emphasized through the use of poetry, short stories and great works of literature. (Adult Studies Course)

Prerequisite: ENGL 1113 English Grammar and Composition I or equivalent

**ENGL 2433 Value and Meaning of Literature**

This course examines selected literary works from the period of Neoclassicism through the Post-modern age. Major topics of philosophical thought of the time period are also discussed with the intent of analyzing and interpreting their effects upon the author's worldview and his or her writings. The impact of these values upon contemporary society will be discussed as well, for the purpose of comparing and contrasting those viewpoints with that of modern Christianity.



### **ENGL 2703 Introduction to Film Studies**

This course introduces the student to a brief history of film, develops a basic vocabulary of film terminology, and also outlines key theoretical approaches and film studies practices. Students will be introduced to international cinema, study genre films and film cycles, and learn to apply different theoretical approaches.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 2993 Writings of Reason and Revolution**

See HUMA 2993

### **ENGL 3003 Technical Writing**

This course addresses the creation of a variety of print and electronic documents, including brochures, reports, instructions, letters and memos, and websites. Students will learn how to organize and express facts and ideas through the written word. Coursework focuses on the production of technical documents that may be used in academia, business, and government.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 3013 Research and Report Writing**

In this course, students will create research questions; conduct research; plan, frame, and write a research report; then revise and edit that document. Further course goals include understanding document design, ethics, abstracts, and oral presentations. Students will learn about making points outside their fields of study, which will help them develop a more interdisciplinary perspective.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 3063 Expository Writing**

This course is an in depth study of effective communication. It includes practice in writing over a variety of topics in an expository manner.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 3103 The World of C.S. Lewis**

A survey of the literary works of C. S. Lewis, emphasizing interpretations, motifs and recurring themes of the works. The author's life as it influenced his work will also be studied.

### **ENGL 3113 Academic Research and Writing**

This course focuses on writing in formal and academic contexts through practice in rhetoric, argumentation, persuasion, and research. Writings and projects are designed to help the student understand features of academic writing. Students will learn how to evaluate, persuade, and argue, will develop the skills needed for effective research, and will practice generating original arguments after they have researched, designed, and articulated. (Adult Studies course)

Prerequisite: ENGL 2463 Writing, Research and Literature or equivalent

### **ENGL 3203 Greek Literature and Mythology**

An examination of the literature, mythology and culture of Ancient Greece including biblical literature.

### **ENGL 3213 Expository and Visual Rhetoric**

This course focuses on the study of the persuasive effects and aesthetic impact that visual elements have on readers/users in an increasingly multimedia world. Students will study visual rhetoric and consider what it means to be visually literate producers/consumers in our modern visual culture. This course is writing, analysis, and production-intensive offering. Students will produce expository writing involving the selection of appropriate expository styles and visuals for a variety of real world contexts.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 3313 Wisdom Literature**

See BIBL 3313

### **ENGL 3333 English Literature I**

A survey of the significant works and authors from the Anglo-Saxon period to the early seventeenth century. Emphasis will be placed on the works and authors who have made the most significant contributions to the Western literary tradition.

### **ENGL 3353 English Literature II**

A survey of the significant works of British literature since the seventeenth century. Post-enlightenment, Romantic, Victorian and Modern works will be examined. The study will include Byron, Dickens, Austen, Bronte, Golding, Huxley and other prominent British writers.

### **ENGL 3423 American Literature I**

A historical survey of works of American literature from colonial times to the American Civil War. The literature is examined against the backdrop of its contemporary political, social and religious climate.

### **ENGL 3433 Studies in Poetry**

This course is an in depth study of poetry. Texts will be taken from various periods in literary history. Students will be required to know the various forms of poetic structure and also identify poetry based on its structure and historical period.

### **ENGL 3443 Fantasy Fiction**

This survey of the great works of fantasy fiction will study the truth relayed through representative myths, fables and folk tales. Special attention will be paid to MacDonald, Tolkien, Chesterton and Lewis.

### **ENGL 3503 Great Works in Christian Literature**

A study of significant classical and contemporary works of Christian literature, both fictional and non-fictional. Includes an evaluation of the contributions of each writer to Christian and Western thought and to the development of the church.

### **ENGL 3523 American Literature II**

A historical survey of works of American literature from 1865 to present. The literature is examined against the backdrop of its contemporary political, social and religious climate.

### **ENGL 3543 Literary Approaches to the Bible**

In this course, students will analyze passages from the Hebrew Bible, Apocrypha, and New Testament from the perspective their narrative artistry, approaching biblical literature as literature. Students will examine the language, thought, images, and structures of both narrative and poetic passages, and learn appropriate techniques for interpreting all major forms of biblical literature (narrative, poetry, biography, history, epistolary writing, wisdom literature, prophetic literature, and apocalyptic literature). This approach is intended to supplement more traditional historical-critical methods of biblical exegesis and help students develop a deeper and better well-rounded understanding of Scripture.

Prerequisites: ENGL 2113 Introduction to Literature, BIBL 1403 Old Testament History and Literature, BIBL 1413 New Testament History and Literature

### **ENGL 3553 Theology and Film**

This course is an intensive study of theological principles, biblical themes, and narratives in the modern day presentation, either represented or misrepresented in film. Students will learn how to use the techniques of film criticism to engage cinema as an art. A prominent emphasis will be placed on grounding theological readings in a way that engages cinematic texts on their own terms, requiring fluency in cinematic grammar and criticism.

Prerequisites: BIBL 2223 Hermeneutics, and PHIL 2003 Introduction to Philosophy or PHIL 2013 Logic and Critical Thinking

### **ENGL 3573 Women's Literature**

This course provides a survey of works from the genre of women's literature from the late 1700s through modern day. The literature's major themes are analyzed and explored as to how they relate to women in a social, emotional, mental, and spiritual way. Students will be exposed to some literary theory.

### **ENGL 3603 Advanced Grammar**

This course is designed to enable the student to better understand the concepts in English grammar. Teaching others is one of the greatest methods by which to thoroughly learn a subject matter. By allowing the English major opportunity to give instruction to other students, the window for greater learning is available.

Prerequisite: ENGL 1113 English Grammar and Composition I

### **ENGL 3633 Studies in Jane Austen**

This course is a survey of the works of Jane Austen emphasizing her contribution not only to English literature, but also the advancement of the novel. The author's life and historical place in history will also be studied as it influences the writings concentrated on for this course.

### **ENGL 3663 World Literature**

This course includes selected readings representing American, European, Asian, African and Hispanic literature that have shaped and formed their respective cultures throughout history.

### **ENGL 3703 Theories of Film Criticism**

An in-depth study of approaches to film studies; such as auteurism, realism, genre studies, and adaptation. Silent, experimental, and popular films will be viewed in order to discuss the artistic and literary value of the cinematic medium.

Prerequisite: ENGL 2703 Introduction to Film Studies

### **ENGL 3723 British Cinema**

A study of the British film system. Beginning with the early Quota Quickies and progressing with the early works of David Lean and ending in the new British cinema with a look at contemporary directors. Students will develop knowledge of how international cinema works in contrast to the American Hollywood Cinema.

### **ENGL 3733 Literature and Film Adaptation**

A comparison and contrast based study of how literature has shaped film, and also how film has shaped literature. Time will be given to book-to-film, film-to-film, and television-to-film adaptations. The course will also look at how film has impacted the methods and medium of the novel. Sections that will be looked at are franchises birthed from adaptation, Shakespeare on the screen, and film remakes and reboots.

### **ENGL 3743 Studies in Documentary Film**

A study of the documentary as a mode of filmmaking. Modernist, post-modernist, and avant-garde approaches to film making will be highlighted. The course would begin with the early Soviet work of Dziga Vertov's *Man with a Movie Camera* and would move to the avant-garde work of Chris Marker by looking at *Grin Without a Cat* and wrapping up with Joshua Oppenheimer's *The Act of Killing*, while detouring into American mainstream documentary with Morgan Spurlock's *Super Size Me*.

### **ENGL 3923 British Masterpieces**

A study of English literature culminating in study abroad to examine the historical perspectives surrounding the events and places studied. There will be additional costs for travel.

### **ENGL 4000 Methods of Teaching English Clinical Practice**

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university professor. The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in ENGL 4513 Methods of Teaching English. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course.

Prerequisite: ENGL 1213 English Grammar and Composition II, Admission to Teacher Education

Corequisite: ENGL 4813 Methods of Teaching English

### **ENGL 4003 Writing for Publication**

In this course, students will examine the writing process, develop confidence with writing, explore outlets for publication, and select an outlet appropriate for their work, while also producing a final draft of a piece suitable for publication. They will learn via intensive workshop, individual tutorial, and peer support sessions. Done properly, these activities will position students well in a competitive job market or academic career.

Prerequisite: ENGL 1213 English Grammar and Composition II and ENGL 3603 Advanced Grammar

### **ENGL 4113 History of English**

This course delves into the background and structure of the language of English. It will provide students with an in depth look at the periods of Old, Middle, and Modern English and will look ahead to the future of the language.

### **ENGL 4213 Critical Theory: Rhetorical and Literary**

In this course, students will use ancient and contemporary rhetorical theories as conduits to understanding discourse practices at school, work, and technological spaces. Students will learn the major composition and literary theories that govern college reading and writing and pedagogical goals, such as: maintaining social order, creating individual freedoms, challenging the status quo, and fostering community. Regardless of goal, students will examine and create ways to infuse the Christian worldview into each pedagogical purpose and, when appropriate, writing space.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 4223 Research Methods for Language Arts**

In this course, students will learn quantitative and qualitative methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management. The focus of the course will be on professional and academic writing. In this project-based class, students will develop research questions, construct a relevant method study, and execute that study. This course will add to students' analytical approaches to writing and communicative situations.

Prerequisite: ENGL 1213 English Grammar and Composition II

### **ENGL 4313 Studies in Shakespeare**

This course is an overview of Shakespeare and a sample of his major works. It includes a brief study of the historical background of his life and the theatre in which he was active. It involves study of his plays which represent the areas of histories, comedies, tragedies and his last works.

Prerequisite: By permission only.

### **ENGL 4813 Methods of Teaching English**

This course provides students the methods used for teaching in the junior and senior high school English classes. It will emphasize teaching of language, literature, and composition, with emphasis on current trends as shown in recent textbooks, journal articles, experimental studies, and curriculum guides.

Corequisite: ENGL 4000 Methods of Teaching English Clinical Practice

### **ENGL 4901-4 Directed Readings in English**

### **ENGL 4911-4 Directed Studies in English**

### **ENGL 4993 Senior Thesis - Capstone**

Students will prepare an in-depth written thesis on an approved topic in literature. A faculty member from the School of English will be appointed as the primary advisor. With the advisor's guidance, the student will research and write a 25-30 page paper. Students are encouraged to investigate a particular area of personal interest and build upon earlier coursework. The finished thesis will then be examined by a committee comprised of members from the School of English. This paper is normally completed the final semester of the senior year.

Prerequisite: Senior, final semester

## **FINC (FINANCE)**

### **FINC 1113 Personal Finance**

A course dealing with the consumer in the American economic system: budgeting, credit, buying habits, savings, health and medical care, insurance, housing, government aids, and basic investing.

### **FINC 3133 Investments**

An introductory course dealing with the theory and practice of financial instruments to gain a basic understanding of securities and portfolio management.

Prerequisite: BUSN 3243 Business Finance

### **FINC 3143 Money and Banking**

This course examines currency, banking, credit and financial institutions and their impact on economic systems. Attention will be paid to the banking system of the United States, the U. S. Treasury and the Federal Reserve.

Prerequisite: ECON 2203 Principles of Macroeconomics

### **FINC 3243 Real Estate**

A study of basic real estate terminology, concepts and principles of real estate investments. The course includes evaluation of real estate listings and how to prepare an investment presentation.

Prerequisite: BUSN 3243 Business Finance

### **FINC 4113 Principles of Insurance**

A study of pervasive nature of risk on the individual and society, and the way in which insurance can be used to deal with the problems posed by such risk. Topics include risk management, insurance industry, regulation, life and health insurance, property and casualty, and commercial.

### **FINC 4153 International Finance**

An examination of the international economic environment in which a manager makes decisions and how financial management is affected by this environment. Topics include: foreign exchange risk, political risk, and methods to measure and reduce these risks.

Prerequisite: BUSN 3243 Business Finance

### **FINC 4223 Financial Statement Analysis**

A study of the board framework for using financial statements and other SEC required regulatory disclosures in business analyses. Attention will be given to the preparation and study of consolidated balance sheet and income statements of parent companies and subsidiaries. Emphasis is placed on developing a critical general manager's perceptive for interpreting required financial disclosures, understanding the types of financial information available in the public domain and their purposes, developing an appreciation of the inherent ethical conflicts that may color manager's and sell-side analysts' disclosures and formulating an approach to evaluating an enterprise's overall financial reporting and the implications of that analyses from the perspective of the potential shareholder or creditor.

Prerequisites: ACCT 2133 Accounting II and BUSN 3243 Business Finance

## **FREN (FRENCH)**

### **FREN 1112 French for Musicians**

An introductory course in the language and culture of French-speaking countries.

### **FREN 1113 Beginning French I**

An introductory course in the language and culture of French-speaking countries.

### **FREN 1223 Beginning French II**

Continuation of FREN 1113.

Prerequisite: FREN 1113 French I

## **GEOG (GEOGRAPHY)**

### **GEOG 1113 World Regional Geography**

A study of the continents with special emphasis on the five dimensions: political, economic, historical, social and geographic as each relates to the specific regions. Foresights and options will be examined to improve our understanding of the globalization of the modern world.

### **GEOG 1213 Physical Geography**

See NSCI 1213

## **GERM (GERMAN)**

### **GERM 1113 Beginning German I**

An introductory course in the language and culture of German-speaking countries.

### **GERM 1123 Beginning German II**

A continuation of German I.

Prerequisites: GERM 1113 Beginning German I

## **GREK (GREEK)**

### **GREK 3113 Elementary New Testament Greek I**

Introduction to the grammar, syntax and vocabularies of New Testament Greek; includes lab time.

Prerequisite: Junior standing or permission of instructor

### **GREK 3213 Elementary New Testament Greek II**

Continuation of GREK 3113 with some readings in John's gospel and in I John; includes lab time.

Prerequisite: GREK 3113

### **GREK 3313 GREEK III: PRINCIPLES OF EXEGESIS**

Review and elaboration of important syntactical and grammatical forms with a view toward enabling the student to do grammatical/historical exegesis of the New Testament.

Prerequisite: GREK 3214 Elementary New Testament Greek II

### **GREK 4223 Greek IV: Gospel of John**

Translation of selected passages in the Gospel of John, applying the principles of structural linguistics. A grammar manual will be studied and emphasis made on vocabulary building.

Prerequisite: GREK 3313 Greek III: Principles of Exegesis

## **HEBR (HEBREW)**

### **HEBR 3113 Introduction to Hebrew**

Introduction to the grammar, syntax, writing and vocabularies of Old Testament Hebrew.

### **HEBR 3213 Beginning Hebrew**

This course is intended to improve the student's ability to read, write, speak and comprehend Old Testament Hebrew. Emphasis is on vocabulary building and comprehension of Hebrew texts through reading of short stories and discussions.

Prerequisite: HEBR 3113 Introduction to Hebrew

### **HEBR 3313 Intermediate Hebrew**

In this course, students further develop the ability to read, write, speak and comprehend Old Testament Hebrew. Various aspects of Hebrew grammar will be reviewed. Emphasis is on vocabulary enrichment and comprehension of Hebrew texts through intensive reading, writing and discussions.

Prerequisite: HEBR 3213 Beginning Hebrew

### **HEBR 3413 Advanced Hebrew**

Advanced readings of biblical works including poetry and prose. Psalms, Jonah, Ruth and famous narratives are included. Students translate passages of these works from Hebrew into English.

Prerequisite: HEBR 3313 Intermediate Hebrew

## **HIST (HISTORY)**

### **HIST 1483 United States History I**

This course provides a general survey of the history of United States from its colonial beginnings through the Civil War era.

### **HIST 1493 United States History II**

This course provides a general survey of the history of the United States from the Reconstruction era through the present.

### **HIST 2113 Western Civilization I**

See HUMA 2113

### **HIST 2133 Art History**

A historical study of visual art from prehistoric art, continuing through twenty-first century; identifying major artists, works, schools, movements and exploring the connections between visual art, worldview and the history of civilization.

### **HIST 2213 World Cultures**

See HUMA 2213

### **HIST 2223 History of the United States Government**

See POLI 2223

### **HIST 2243 Western Civilization II**

See HUMA 2243

### **HIST 2993 Writings of Reason and Revolution**

See HUMA

### **HIST 3003 The Middle Ages**

This course examines the social, political, religious, and economic developments in Europe from the Fall of Rome through the beginnings of the Renaissance.

### **HIST 3013 Oklahoma History**

Meets the requirement in Oklahoma history for teacher's certificate. A survey of Oklahoma history from its beginning to the present, including its Indian background, formation into territories, achievement of statehood, and general cultural, economic and political development.

### **HIST 3103 Tudor and Stuart England**

This course covers the period from 1485-1714 in the British Isles. Special emphasis is given to the political, social, religious, and economic developments of the period.

### **HIST 3113 Church History I**

A basic introduction to the development of the Christian church's doctrine, faith and practice from the early patristic period, with special emphasis on the Seven Church Councils, the Protestant Reformation, and the politics and theology that resulted in the Reformation movements.

### **HIST 3123 Church History II**

A basic introduction to the development of the Christian church's doctrine and practice from the Protestant Reformation to the Modern Church Era, including reformation theology, revivalism, the rise of denominations, and pertinent contemporary issues.

### **HIST 3133 Pentecostal History**

Early church fathers and key religious leaders throughout Church history will be explored, beginning with the patristic era. Pentecostal theological themes within main denominational histories will be examined. The course will also highlight backgrounds of Christendom that evidenced Pentecostal theology.

### **HIST 3143 Women's History in the U.S.**

This course examines the most significant events in U.S. women's history from the colonial period through the present.

### **HIST 3163 Patristic History**

This course will introduce the history, theology, and spirituality of the patristic period from the end of Apostolic Age (c. AD 100) to the Second Council of Nicaea (8th century). Prominent Church Fathers such as Irenaeus, Tertullian, Origen, Athanasius, Cappadocian Fathers, and Augustine will be discussed. Major areas of focus: the New Testament Canon, the role of tradition, the fixing of the ecumenical creeds, and the doctrine of the Trinity. This course provides an initial answer to the question "How did we get this way?" and lays a foundation for understanding medieval and early modern Christian thought—and also for one's self-understanding as a historian in the 21st century.

### **HIST 3223 Russian History**

This course examines the development and history of Russian civilization from its origins World War I.

### **HIST 3234 The Reformation**

This course examines the social political, religious, and economic developments of the Protestant and Catholic Reformations in Europe.

### **HIST 3333 Europe in the Age of Absolutism**

This course examines the social, political, religious, and economic developments in the major European nations in the seventeenth and eighteenth centuries. Special emphasis is given to the Enlightenment.

### **HIST 3343 The French Revolution and the Napoleonic Era**

This course examines the social, political, religious, and economic developments in France from the 1780s through the Congress of Vienna and the final defeat and exile of Napoleon.

### **HIST 3353 The Holocaust**

The course explores the Holocaust. Special emphasis is given to the causes and mechanism by which it occurred, as well as how the memory of it has been shaped and changed in Europe and elsewhere.

### **HIST 3403 British Colonial America**

This course exams the social, political, religious, and economic development of the British colonies from the period of European exploration through the conclusion of the Revolutionary War.

### **HIST 3423 Spanish Colonial North America**

This course examines the social, political, religious, and economic development of the Spanish empire in North America from the period of exploration through the independence of Mexico. This course examines European and Native perspectives.

### **HIST 3433 The Antebellum South**

This course examines the social, political, religious, and economic developments of the southern states in the period from the Revolutionary War until the outbreak of the Civil War.



### **HIST 3483 Twentieth Century U.S. History**

This course examines the major social, political, religious, and economic developments in the United States during the Twentieth Century.

### **HIST 3603 Historical Methods**

This course will explore methods of historical research. This course has a strong emphasis on writing.

### **HIST 3633 The Renaissance**

This course explores the social, political, religious, economic, and artistic developments in Europe during the Renaissance. This course examines both the Italian and "northern" aspects of the Renaissance.

### **HIST 4000 Methods of Teaching History Clinical Practice**

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university professor. The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in HIST 4813 Methods of Teaching History. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course.

Prerequisite: ENGL 1213 English Grammar and Composition II, Admission to Teacher Education

Corequisite: HIST 4813 Methods of Teaching History

### **HIST 4153 Religious History in the U.S. - Capstone**

This course explores the major religious traditions and their development in the U.S. from the colonial period through the present. (Senior Capstone course)

### **HIST 4313 World War II**

This course exams the causes, conduct, and results of the Second World War, including the European and Asian theatres.

### **HIST 4443 The Civil War**

This course examines the social, political, economic, and military aspects of the United States during the American Civil War.

### **HIST 4453 The Great Depression**

This course examines the social, political, economic, and military aspect of the United States from the late 1920's through the entry of the United States into World War II.

### **HIST 4483 U.S. Expansion and Imperialism**

This course will trace the expansion of the United States from the end of the American Revolution through the end of the First World War. It will examine the religious, political, and social climate of this period of dramatic expansion, as well as examining the ongoing debate between proponents and opponents of expansion and imperialism.

### **HIST 4513 The Cold War**

This course covers the Cold War from its origins in the Second World War through the collapse of communism in Europe. This course explores aspects of the Cold War in Europe, Asia, and Latin America.

### **HIST 4523 The Civil Right Era**

This course examines the social, political, economic, and religious aspects of the expansion of civil right between the Second World War and 1980. Special emphasis will be given to race, but the course will include an exploration of the expansion of civil right for prisoners and those accused of criminal activities.

### **HIST 4603 Intellectual History of the United States**

This course explores the development of thought in the United States, examining the major intellectual movements from the colonial period through the present.

### **HIST 4704 Historical Research**

This course requires the student to produce a research paper under faculty supervision.

Prerequisite: HIST 3603 Historical Methods

### **HIST 4813 Methods of Teaching History**

This course is designed to introduce students to the methods and strategies of teaching history at the secondary level. It will emphasize the selection and organization of materials and methods of instruction and evaluation, creating active learning opportunities, effective teaching strategies, methods of historical inquiry, the use of primary and secondary sources in the classroom, curriculum development aligned with state standards, lesson design and evaluation.

Corequisite: HIST 4000 Methods of Teaching History Clinical Practice

### **HIST 4901-4 Special Studies in History**

As offered and available.

### **HIST 4913 Intertestamental Period**

An analysis of the history and literature of the intertestamental period. Readings from primary literature including the Deuterocanonical writings, Pseudepigrapha, and the Dead Sea Scrolls will be utilized in demonstrating its formative value for transitioning from Ancient Jewish theology to early Christian theology.

### **HIST 4931- 3 Studies in Church History**

Seminar or directed study. Seminar topics may include Patristic Christianity, Protestant Reformation, English Reformation and American Christianity.

Prerequisite: HIST 3113 Church History I and HIST 3123 Church History II

## **HPSM (HEALTH, PHYSICAL EDUCATION AND SPORT MANAGEMENT) VARSITY SPORTS**

**HPSM 2020 Varsity Golf** (no credit) or **HPSM 2021 Varsity Golf** (1 credit)

Participation in intercollegiate golf

**HPSM 2030 Varsity Tennis** (no credit) or **HPSM 2031 Varsity Tennis** (1 credit)

Participation in intercollegiate tennis

**HPSM 2110 Varsity Bowling** (no credit) or **HPSM 2111 Varsity Bowling** (1 credit)

Participation in intercollegiate bowling

**HPSM 2120 Varsity Softball** (no credit) or **HPSM 2121 Varsity Softball** (1 credit)

Participation in intercollegiate softball

**HPSM 2130 Varsity Cheer and Dance** (no credit) or **HPSM 2131 Varsity Cheer and Dance** (1 credit)

Participation in intercollegiate cheer and dance

**HPSM 2220 Varsity Track and Field** (no credit) or **HPSM 2221 Varsity Track and Field** (1 credit)

Participation in intercollegiate track and field

**HPSM 2330 Varsity Volleyball** (no credit) or **HPSM 2331 Varsity Volleyball** (1 credit)

Participation in intercollegiate volleyball

**HPSM 2340 Varsity Baseball** (no credit) or **HPSM 2341 Varsity Baseball** (1 credit)

Participation in intercollegiate volleyball

**HPSM 2350 Varsity Basketball** (no credit) or **HPSM 2351 Varsity Basketball** (1 credit)

Participation in intercollegiate basketball

**HPSM 2410 Varsity Soccer** (no credit) or **HPSM 2411 Varsity Soccer** (1 credit)

Participation in intercollegiate soccer

**ACADEMIC PROGRAM COURSES**

**HPSM 1021 Lifetime Sports (Golf and Bowling)**

A course in the fundamental skills and rules of golf and bowling.

**HPSM 1041 Weight Training and Conditioning**

A course designed to teach the accepted methods of developing and maintaining physical fitness. Consideration will be given to diet, nutrition, posture, physical form and the role of resistance exercise in the improvement of physical fitness.

**HPSM 2212 Lifetime Wellness**

A combined lecture/activity course designed to instruct the student in health-related principles and techniques for total well-being. The class will combine lectures with an exercise program, emphasizing care of the body and development of lifelong health habits.

**HPSM 2213 Executive Wellness**

A lecture course designed to instruct the student in health-related principles and techniques for total well-being and the necessary information to start on a path to fitness and wellness by adhering to a healthy life-style. (Adult and Online Studies course)

**HPSM 2413 Foundations of Sport Management**

An introduction to concepts and practices in the area of sport management. The course addresses the substantive aspects of the sports management profession by presenting both the theoretical foundations and subsequent applications of these principles. The course presents a broad overview of the sport management profession including sections on the fundamentals of sport management, human resources management, issues of policy, facility management, marketing, and the economics and finance of the sport management industry.

**HPSM 2323 Introduction to Sport Evangelism**

An overview course of the history, philosophy and methods of using sports to share the Christian message.

**HPSM 2333 Introduction to Sport Administration**

This course provides an introduction to the sport management profession and related career opportunities in amateur athletics, facilities and event management, professional sports teams and leagues, health and fitness industry, and sport merchandising. Students will be introduced to management, finance, marketing, and legal principles relevant to the profession.

**HPSM 2422 First Aid/CPR and Safety and Lab**

Course consists of First Aid and CPR knowledge and skills needed for the emergency care of the injured or ill until medical care can be obtained. Lecture and laboratory format qualifies successful students with Red Cross certification in First Aid and CPR.

**HPSM 2433 Medical Terminology**

Medical Terminology is a course designed to help students understand the Greek- and Latin-based language of medicine and healthcare. Emphasis is placed upon word roots, suffixes, prefixes, abbreviations, symbols, anatomical terms, and terms associated with movements of the human body. This course also stresses the proper pronunciation, spelling, and usage of medical terminology

**HPSM 2441 Practicum in Exercise Science**

Provides students supervised and practical experience associated with the Intro to Exercise Science course at approved site locations for a total of forty hours.

Corequisite: HPSM 2442 Introduction to Exercise Science

### **HPSM 2442 Introduction to Exercise Science**

Introduces students to the academic field of study that is Exercise Science. Examines the historical events, philosophical positions and sociological theories that concern the human being in motion. The fundamentals of exercise science and sport management are introduced and the emerging field of health promotion is considered. Theories will be discussed from both sport and exercise perspectives.

Corequisite: HPSM 2441 Practicum in Exercise Science

### **HPSM 2501 Practicum in Church Recreation, Evangelism and Leadership**

This course will support the curriculum associated with HPSM 2503 Church and Community Recreational Leadership. Observations and a practical approach to implementing strategies and concepts in the sports ministry industry will be the focus.

Corequisite: HPSM 2503 Church and Community Recreational Leadership

### **HPSM 2503 Church and Community Recreational Leadership**

Explores the use of recreation to enhance and accomplish ministry in the local church and community. The utilization of sports, camps, sport mission trips and other activities will be explored.

Corequisite: HPSM 2501 Practicum in Church Recreation, Evangelism and Leadership

### **HPSM 2513 Introduction to Sport Ministry**

This course is an overview of how sports and sports-related activities are being implemented for discipleship, outreach and evangelism. Emphasis will be on ministries using sports as an umbrella to organizations as well as providing students with a complete understanding of the current and future role of sports in ministry. Attention and focus will be given to how sport ministry is being used for discipleship and evangelism and offer suggestions for those with a career calling in sports/sports-related ministries.

### **HPSM 2523 Biblical Foundations for Sport Ministry**

This course is a biblical overview of sports ministries and provides a foundation of scripture as it integrates faith, sports, competition and sport-related activities.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **HPSM 2813 Introduction to P.E. and Health**

This course is designed to give the prospective teacher of physical education/health an insight into this area of specialization. Included are the historical, philosophical, psychological, and sociological principles of health, physical education and recreation with a survey of the latest research and literature in the field.

### **HPSM 3113 Care and Prevention of Athletic Injuries and Lab**

Focuses on the prevention, recognition, evaluation and treatment of common athletic injuries. Lecture and laboratory experiences will be blended to provide practical training for prospective coaches and teachers. Fee required.

### **HPSM 3123 Adapted Physical Education**

A course designed to acquaint the student with developmental and adaptive physical education and how it is to meet the individual needs of persons who are handicapped in some respect.

### **HPSM 3133 Legal Aspects in Sport and Fitness**

Provides each student with a broad analysis of the United States' legal system and to the major cases and laws that make up the legal aspects of sport, recreation, and physical activity. Particular attention will be paid to proactive risk management strategies for teachers, coaches, and administrators that will minimize their organizations' legal liability. Topics include: an overview of the legal system, negligence, intentional torts, risk management, contracts, constitutional law, and intellectual property law.

### **HPSM 3143 Design and Managing Sport Events**

An in-depth study and practical application of coordinating events in the sport or sport-related industry.

Emphasis will be placed on areas of identifying, planning and developing various components in order to create a

successful event. Focus will be on the sport ministry opportunities and venues such as, but not limited to, clinics, camps and sport mission trips.

**HPSM 3213 Techniques of Teaching Lifetime Sports**

Skills, techniques, rules and methods of individual sports (golf, tennis, bowling, archery and weight training).

Prerequisite: Sport Management Major

**HPSM 3223 Sports Officiating**

A study of rules, interpretation and officiating mechanics of basketball, baseball and softball. Practical laboratory officiating experiences are required. Students who qualify through practical and written exams may become certified officials in that sport.

**HPSM 3233 Personal and Community Health**

A study of the basic principles of hygiene, alcohol, drug, mental health and community health problems with emphasis on current health problems.

**HPSM 3243 Theory of Coaching**

A study of the principles and theories of coaching with emphasis on organization, psychology, coaching strategies, behavior management and leadership responsibilities involved in coaching.

**HPSM 3313 Techniques of Teaching Team Sports**

Skills, techniques, rules and methods of team sports (basketball, volleyball, baseball, softball and football).

Prerequisite: Sport Management Major

**HPSM 3323 History of Sport**

A study of the multiple historical perspectives on the importance to cultural life across the globe.

**HPSM 3403 Exercise Programming for Special Populations**

A course of study that covers laboratory and field tests used to assess physical fitness components as well as principles of exercise prescription. Creation of a comprehensive fitness assessment binder is included, along with instruction on health screening, cardiovascular, muscular and flexibility assessment and program design for a variety of special populations.

**HPSM 3423 School Health/Safety Curriculum: K-12**

The course is designed to expose students to new insights and concepts in school health education grades K-12.

**HPSM 3453 Nutrition for Sport and Fitness**

Integrates the scientific foundations of nutrition and exercise. Special topics include optimizing wellness, physical fitness and performance through diet, the use of ergogenic aids, weight loss and gain techniques, eating disorders and sport-specific nutrition planning. The student will gain practical experience on how nutrition plays a role in how the body functions and performs.

**HPSM 3513 Cultural Immersion: Integration Through Sport**

An in-depth look at integrating into the community, interacting with local people, and understanding the way others live. Emphasis will be place on approaches and methods to use in order to engage in the language, community and services of other cultures/countries.

**HPSM 3523 Methods of Sport Ministry**

An in-depth look into sport ministry with an emphasis in discipleship and evangelism. Techniques, strategies and methods will be used in context and practical application for the purpose of preparing, executing and follow-up in clinics, mission trips, and events. This course will provide applicable and transferrable knowledge as they use sport for outreach.

### **HPSM 3811 Motor Skills I Striking**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to striking utilizing developmentally appropriate teaching strategies.

Prerequisite: must be a Physical Education, Health and Safety major

### **HPSM 3813 Applied Human Anatomy and Physiology**

This class will focus on detail work on the skeletal muscular systems with direct applications to movement, stretching and strengthening of skeletal muscles. The physiology of the human body will be addressed in teaching P-12 physical education. Meets prerequisite for Exercise Physiology.

### **HPSM 3821 Motor Skills II Kicking**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to kicking utilizing developmentally appropriate teaching strategies.

Prerequisite: must be a Physical Education, Health and Safety major

### **HPSM 3831 Motor Skills III Throwing**

This course will include instruction in skills, techniques, rules, teaching, and assessment in individual, team sports and recreational activities appropriate to the teacher of physical education and the recreation specialist as applied to throwing utilizing developmentally appropriate teaching strategies.

Prerequisite: must be a Physical Education, Health and Safety major

### **HPSM 3841 Fitness Assessment and Exercise Prescription I**

The purpose of the course is to assess the fitness levels of each teacher candidate through pre and posttests when they enter the teacher education program. Focus is on promoting an active and healthy lifestyle to insure adequate health-related fitness levels. Emphasis is placed on the importance in modeling physical fitness and integration of lifetime wellness. Prescriptive plans will be developed to improve or maintain an appropriate level of fitness for each teacher candidate.

Prerequisite: Admission to Teacher Education

### **HPSM 3851 Fitness Assessment and Exercise Prescription II**

The purpose of the course is to assess the fitness levels of each teacher candidate through pre and posttests as they progress through the teacher education program. Focus is on promoting an active and healthy lifestyle to insure adequate health-related fitness levels. Emphasis is placed on the importance in modeling physical fitness and integration of lifetime wellness. Prescriptive plans will be developed to improve or maintain an appropriate level of fitness for each teacher candidate.

Prerequisites: Admission to Teacher Education, HPSM 3841 Fitness Assessment and Exercise Prescription I

### **HPSM 4000 Methods of Teaching Elementary Physical Education Clinical Practice**

40 hours of clinical practice in an appropriate public school setting under the combined direction of clinical faculty (P-12 cooperating teacher) and a university professor. The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in HPSM 3433 Methods of Elementary Physical Education. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course.

Prerequisite: English Comp II, Admission to Teacher Education

Corequisite: HPSM 4433 Methods of Teaching Elementary Physical Education

### **HPSM 4113 Methods of Secondary Physical Education**

This course will include theory, observation, participation and methods and techniques of physical education in the secondary schools. Emphasis will be on group organization and program planning for instruction in a health and physical education curriculum.

### **HPSM 4213 Kinesiology**

A study of articulations, movements and muscular analysis involved with various sports, exercises, rehab and daily activities.

Prerequisite: BIOL 3114 Human Anatomy and Lab and BIOL 3124 Human Physiology and Lab or HPSM 3813 Applied Human Anatomy and Physiology

### **HPSM 4223 Sport Psychology**

A study of the understanding of how psychological factors affect performance in individual and team sport.

### **HPSM 4313 Sociology of Sport**

Survey course dealing with sports of various social groups and countries. Historical glimpses into foreign approaches to games and sports and prepare the student to discuss the current sport picture in the modern world.

### **HPSM 4323 Christianity, Culture and Sport - Capstone**

A capstone course examining the issues of sports through a Christian worldview. (Senior Capstone course)

### **HPSM 4403 Sport Governance**

This course is designed to provide knowledge, application, and analysis of the rules and laws governing sport entities including youth sports, high school sports, intercollegiate sports, and professional sports.

### **HPSM 4413 Research, Measurement and Evaluation**

A study of principles, concepts and application of measurement and evaluation including test selection, administration, statistical analysis and interpretation of results.

### **HPSM 4433 Methods of Teaching Elementary Physical Education**

This course will include theory, observation, participation and methods and techniques of physical education in the elementary schools. Emphasis will be on developmentally appropriate activities and program planning for instruction in a health and physical education curriculum.

Corequisite: HPSM 4000 Methods of Teaching Elementary Physical Education Clinical Practice

### **HPSM 4443 Organization of Sport Management**

A study of the challenges and problems associated with sport management principles; sport operations; management/event and venue management; sport marketing and communication; principles of sport finance; and strategic management/policy.

### **HPSM 4513 Sport Marketing and Facility Management**

This course is designed for the student preparing for a career in sport management. Emphasis is placed on theories, principles and practices of sport marketing and facility management.

### **HPSM 4523 Motor Learning**

A study of the processes and factors related to the acquisition and performance of motor skills.

### **HPSM 4533 Exercise Physiology**

Study of the physiological effects of physical exercise. Changes in muscular efficiency, fatigue, recovery and neuromuscular control through exercise are studied.

Prerequisite: BIOL 3114 Human Anatomy and Lab and BIOL 3124 Human Physiology and Lab

### **HPSM 4543 Strength and Conditioning**

This course addresses the scientific and theoretical basis of strength training and conditioning. Terms and concepts will be discussed, as well as the fundamental concepts and variables that influence the design of strength and conditioning programs with an emphasis on functional training. The course is designed to serve as fundamental preparations for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification.

Prerequisite: HPSM 4533 Exercise Physiology

### **HPSM 4993 Internship**

A course designed to give the student practical experience in planning, organizing, promoting and managing skills related to sport management.

## **HSVC (HUMAN SERVICES)**

### **HSVC 2113 Foundations of Social Work**

A survey of the history of social work and social ministries. Emphasis will be placed on developing an awareness of the scope of the profession and the basic knowledge, values, and skills needed by the social worker. Students will assess their strengths and weaknesses for social work and care giving. A brief introduction will be made of social work related agencies and ministries.

Prerequisite: SOCL 1113 Introduction to Sociology

### **HSVC 2993 Introduction to Human Services**

This course provides a framework of human services practice meant to prepare the students for their actual experience in a human services agency. The history and development of the human services field is present with a focus on the social policy issues impacting the field. It explores the etiology of social problems in today's society with particular emphasis on the role of the Church in addressing social issues.

### **HSVC 3223 Introduction to Criminal Justice**

An overview of the criminal justice system, surveying the basics of law enforcement, the courts, and corrections. Students will develop a working knowledge of the language of the criminal justice system and discuss problems and improvements of the system. Students will explore, discuss and evaluate how the Church can become more involved in preventing individual's involvement in the criminal justice system.

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission from the department chair

### **HSVC 3943 Culturally Competent Human Service Practice**

This course examines the implications of cultural, gender, religious, social economic and other factors of diversity as they affect the helping relationship and the effectiveness of human service provision. Students will gain an understanding of the components of a culturally competent human service system including the development of policies, programs, and professional training.

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work

### **HSVC 4123 Crisis Intervention**

The course examines crisis theory, types of crises, crisis intervention strategies, and referral procedures. It explores the basic principles of effective crisis intervention, including how to conduct preliminary assessments and provide psychological first aid. Students will explore and evaluate how the Church can become more involved in the provision of crisis intervention services.

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission from the department chair

### **HSVC 4223 Assessment and Case Management**

This course provides an overview of case management and treatment planning in generalist practice as part of the human service practice. Topics include case assignment, planning, assessment, goal setting, observation, documentation, intervention, evaluation, and referral. Areas of concentration include service provisions when working with special populations with emphasis on minorities. Students will explore and evaluate how the Church can serve as a resource in case management practice. Prerequisites:

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission of the department chair

### **HSVC 4243 Management and Administration in Human Services**

This course focuses on the study of planning, evaluation, management, community relations, and other activities that affect the operation of a human service agency. Focuses on the special needs, such as fund raising, staff and



board development, and community collaboration strategies needed for nonprofit community based agencies. Students will explore and evaluate how the Church can become more involved in supporting these organizations. Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission of the department chair

#### **HSVC 4453 Program Development and Evaluation**

This course presents a practical approach to planning, program, development and evaluation for programming aimed at health and human services populations. The course also examines program development concepts and practice in community-based youth and family development contexts. Topics include program planning; design and implementation impact evaluation; and accountability.

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission of the department chair

#### **HSVC 4463 Community Organizing and Development**

This course develops skills for recognizing existing and emergent human needs and for planning successful community and organizational responses to those needs. Students will consider how to apply human service providers' advocacy responsibilities in a macro setting, while at the same time supporting a process of empowerment for both human service providers and service recipients. Students will explore and evaluate how the Church can play a major role in community development.

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission of the department chair

#### **HSVC 4901-4 Directed Readings in Human Services**

#### **HSVC 4911-4 Directed Studies in Human Services**

### **HUMA (HUMANITIES)**

#### **HUMA 1111 Mediterranean Studies - Travel Experience**

This course is to be taken in conjunction with the travel to Italy and Greece and will focus on the cultural aspects of travel. Detailed instructions will cover international travel, cultural competency, being a guest, social differences, basic communication issues, currency issues, introductions to the sites to be visited and other practical information.

#### **HUMA 1213 Christianity and Film**

A study of Christian principles, biblical themes, and narratives in their modern day presentation, either represented or misrepresented in modern, classic, and foreign film.

#### **HUMA 2013 General Humanities**

A survey of the arts of literature, painting, music, sculpture, photography, architecture, film, religion, and philosophy. Emphasis on the major philosophical ideas influencing and permeating the arts.

#### **HUMA 2113 Western Civilization I**

This course covers the development and history of western civilization from its origins in the ancient Near East, through the Renaissance and Reformation, with special emphasis on the cultural contributions of Greek and Roman Civilizations.

#### **HUMA 2133 Art History**

See HIST 2133

#### **HUMA 2213 World Cultures**

This course examines major non-western cultures (Middle and South American, African, and Asian/Pacific). Focus on how these cultures influenced the social, political and ideological foundations of modern global culture.

### **HUMA 2243 Western Civilization II**

This course covers the history, literature, theology, philosophy and arts of the western world from the Renaissance through the Cold War Era.

### **HUMA 2413 Modern Secular/Christian Worldviews**

Examines worldviews, ethics, trends and problems of modern society. Secular thought will be contrasted with a Christian worldview.

### **HUMA 2423 Cultural Competency**

This course examines the emergence of and dynamic patterns of interaction between cultural groups including ethnic and minority groups, gender, social class, and regional variation. Students will gain an understanding of cultural competency, its development, and the application of the theories and concepts of this field of study.

Prerequisite: SOCL 1113 Introduction to Sociology

### **HUMA 2803 Comparative Religions**

See ICST 2803

### **HUMA 2993 Writings of Reason and Revolution**

The political and philosophical writings of the 1600's and 1700's will be examined in light of their historical and cultural contexts. The theories and ideas will be traced to their results in society. (Adult Studies course)

Prerequisite: English Grammar and Composition I

### **HUMA 3923 British Masterpieces**

See ENGL 3923

## **ICST (INTERCULTURAL STUDIES)**

### **ICST 2483 Introduction to World Evangelism**

An introductory study of the biblical basis for the church's work of world evangelism as depicted in the Book of Acts and in the New Testament epistles. An awareness of the many opportunities for sharing the Lord Jesus Christ will be emphasized. The methods of new-field evangelism, church planting and church growth principles will be stressed.

### **ICST 2803 Comparative Religions**

Islam, Zoroastrianism, Hinduism, Buddhism, Sikhism, Confucianism, Shintoism, Jainism and major cults constitute the major non-biblical beliefs considered in world religions. The course also presents a survey of Judaism and Christianity and concludes with a comparison of all world religions. The study is historically and analytically presented from the Christian viewpoint. It is a presentation which inspires the appreciation of the unique values and blessing of Christianity.

### **ICST 3931-3 Studies in Global Intercultural Studies**

Seminar or directed study on a variety of world evangelism topics.

### **ICST 4113 Indigenization**

This course is designed to help people disciple, train and assist nationals to supervise local ministries and outreach. Emphasis will be paid to leadership and discipleship training, redemptive analogies and understanding contextual issues and trends.

Prerequisite: ICST 4213 Cross-Cultural Communication

### **ICST 4123 Contemporary Issues in Missions**

This course seeks to prepare the worker to face problems and issues encountered on the field. Issues include, but are not limited to, the growth of Islam, liberalism, power evangelism and unreached people groups.

Prerequisite: ICST 2483 Introduction to World Evangelism

### **ICST 4213 Cross-Cultural Communication**

A cross-cultural approach to a study of race, culture and society, providing an understanding of what anthropology offers the worker in avoiding cultural barriers for effective communication of the gospel.

Prerequisite: ICST 2483 Introduction to World Evangelism or HPSM 2523 Biblical Foundations for Sport Ministry (Sport Ministry concentration only).

### **ICST 4333 Cultural Anthropology**

A survey of the ways people have developed in their respective global cultures. Various sub-disciplines of cultural anthropology, anthropological concepts and capsule ethnographies of assorted ethnic groups will be studied.

### **ICST 4901-4 Directed Readings in Intercultural Studies**

### **ICST 4911-4 Directed Studies in Intercultural Studies**

### **ICST 4923 Field Experience**

This course will have the following requirements: 1) supervised, practical ICST experience, preferably in a cross-cultural situation with the related reading and reports; 2) a research paper on a selected area of the world, giving an overview of the geography, history, ethnology, government and religious orientation of the area; 3) attend a ICST colloquium one hour per week for personal and practical ICST candidate orientation.

### **ICST 4993 Internship**

See Internship Handbook for information about this course

Prerequisite: By departmental permission

## **LSCI (LIBRARY SCIENCE)**

### **LSCI 1001 Information Literacy**

An introductory class required of all first year students providing the skills they need to become effective life-long learners. The purpose of the course is to introduce students to skills for the effective, ethical, efficient finding, organizing, evaluating, and applying of information found. (Adult Studies course)

## **MATH (MATHEMATICS)**

### **MATH 0203 Developmental Mathematics**

A study of the basic principles and concepts of mathematics. This course is required for those students placing 18 or below in Mathematics on the ACT. Each course can be counted as one credit hour of elective credit at SCU. This course will be graded as Pass/No Credit and will not be calculated into the GPA. A passing grade is equal to at least 70 percent.

### **MATH 1113 General College Mathematics**

A course covering the basic concepts of mathematics, elementary algebra, basic geometric concepts, systems of measurement and functional relationships as expressed in formulas, tables and graphs.

### **MATH 1213 College Algebra**

Sums, differences, products and quotients of real numbers and polynomials; factoring of polynomials; operations with algebraic fractions; exponents, roots and radicals; first degree equations and inequalities in one variable; second degree equations in one variable; elementary concepts of functions and graphs.

### **MATH 2113 Algebra II**

A further study of higher functions in algebra, including permutations, exponential, logarithmic and inverse functions and fundamental concepts of trigonometry.

Prerequisite: MATH 1213 College Algebra

### **MATH 2123 Business Math with Excel**

Practical application of the principles of mathematics to the functions of business with attention to using Excel software for working and solving problems. (Adult Studies course)

### **MATH 2223 Symbolic Logic**

See PHIL 2223

### **MATH 2333 Geometry**

This course studies the general techniques and concepts of geometry and their applications, including both Euclidean and non-Euclidean geometry.

Prerequisite: MATH 1213 College Algebra

## **MGMT (MANAGEMENT)**

### **MGMT 3213 Principles of Management**

This course examines the theory and practice of higher levels of management. Emphasis will be paid to developing the skills needed as the student develops his or her career: communication, vision, leadership and understanding personality differences. The four major principles of management will be explored: planning, organization, leading and controlling.

Prerequisite: BUSN 2113 Business Communication

### **MGMT 3223 Leadership in Organizations**

This course provides a broad survey of theories of leadership concepts, principles, practices and competencies. The course will examine the integration of personal, technical, and conceptual skills, and competencies that are needed by leaders in a hyper-competitive and global environment.

### **MGMT 3233 Change Management**

This course will focus on recommending, planning, management, enacting, surviving, and evaluating organizational change. The course will help the student develop an understanding of the change process and provide practical skills of managing and leading change. Special attention will be given to managing disruptions from transitions and the inevitable losses that radical change brings. (Online Course only)

### **MGMT 3413 Organizational Behavior**

This course analyzes the formal and informal functions and problems of organizations. The course also examines the strategies to plan, implement, and manage change in an organization.

### **MGMT 3423 Cross-Cultural Leadership**

This course introduces students to both the influence and impact of leadership within a global framework. The course examines cultural values, expectations, and patterns of communication that exist within various cultures and an emphasis on cultural sensitivity.

### **MGMT 4173 International Management**

This course is designed to develop insight in the strategies and managing the operations of companies crossing national boundaries; to develop knowledge of economic, political and social perspectives of dealing with transnational organizations; to create greater comfort in managing in the global environment.

### **MGMT 4213 Human Resources Administration**

This course studies personnel functions, relationships, employee selection, testing, training and incentives. Emphasis will be placed on a biblical ethic of handling conflict resolution, respectful treatment and motivation of personnel.

### **MGMT 4243 Management Science for Decision Making**

This course will prepare the leader for critical decision making and problem solving in an interdisciplinary business world. The course will utilize computer generated program tools for analysis and application of business decision making in areas such as supply chain management, accounting, finance, human resources management, and quality management.

### **MGMT 4313 Leadership and Ethics**

A survey of major ethical theories and their applications in the fields of economics, management, marketing, accounting, government, and medicine will be identified and explored with emphasizes of a Christian ethical system workplace. (Online Course only)

### **MGMT 4323 Team Leadership and Group Communication**

Theories, concepts, and skills to enhance communication in community and professional groups and teams. Includes problem-solving, decision-making, conflict resolution, team-building, and leadership.

### **MGMT 4413 Conflict Negotiation and Resolution**

An incentive course designed to instruct the student in the variety of approaches for preventing and managing conflict; preventive diplomacy, negotiation, and third-party mediation. The class will emphasize the development of a deeper understanding of the nature and consequences of conflict, conflict resolution and effective communication.

### **MGMT 4443 Business Information Systems**

This course will emphasize the design and flow of information systems in the marketplace. Problems with communication, information theory, document control and internal control will be studied. Attention will be paid to new technology and computer applications in the field.

### **MGMT 4563 Entrepreneurship**

Entrepreneurial spirit serves as a major fuel source driving our economic base. Linking the science of business to entrepreneurship and its relative importance to our economic system will be a major focus of this course. Students will also be exposed to the components of a practical business plan.

## **MKTG (MARKETING)**

### **MKTG 3133 Retailing**

The study of merchandising and store operations in retail operations.

Prerequisite: BUSN 3443 Principles of Marketing

### **MKTG 3143 Consumer and Market Behavior**

A study of personal and group behavior patterns in the acquisition of goods and services in the marketing environment.

Prerequisite: BUSN 3443 Principles of Marketing

### **MKTG 3153 Promotional Strategies**

An introduction to advertising and sales promotion including the various communication channels used to spread product information about goods, services and ideas to prospective customers.

Prerequisite: BUSN 3443 Principles of Marketing

### **MKTG 3163 Sales**

This course includes the study of marketing research theory and techniques with special emphasis on the use of scientific methods to solve marketing problems. The course seeks to develop the student's analytical ability, familiarize the student with basic marketing research tools, and introduce the student to creating market research reports and presentations.

Prerequisite: BUSN 3443 Principles of Marketing

### **MKTG 4313 Marketing Research**

A review and analysis of information for marketing decision making. Emphasis on hands-on marketing research including questionnaire design, administrations, analyzing results, and reporting findings.

Prerequisite: BUSN 3443 Principles of Marketing

### **MKTG 4613 International Marketing**

A focus on the global economic environment and its impact upon the marketing discipline. Emphasis is placed upon dealing with risks inherent in operating across international boundaries.

Prerequisite: BUSN 3443 Principles of Marketing

## **MUAP (MUSIC-APPLIED)**

### **MUAP COURSE INFORMATION**

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For applied lessons, students are enrolled in private instruction for major and minor instrument(s) for 45 minutes per week.

**Prerequisites for the courses below\*** are the previous college level of the course; e.g. the prerequisite for 2000 level is the 1000 level of the same instrument.

Keyboard proficiency required for all music majors P/F

### **MUAP COURSES**

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#### **MUAP 1000-2000 Recital Performance**

Students enrolled in any private lessons in the Creative Arts Department are expected to perform in recitals as directed by their private instructor. P/F

#### **MUAP 1010 Recital Attendance**

All Creative Arts majors and minors are expected to attend departmental general recitals; in addition, attendance at a minimum of three (3) students (Junior/Senior) or outside recitals per semester is expected. P/F

**\*MUAP 1001-4001 Voice for Non-Majors** (prerequisite: permission of professor)

**\*MUAP 1011-4011 Voice for Majors** (prerequisite: previous level)

Keyboard

**\*MUAP 1111-4111 Piano-Applied Lessons**

**\*MUAP 1121-4121 Keyboard-Applied Lessons**

**\*MUAP 1131-4131 Organ-Applied Lessons**

Brass

**\*MUAP 1211-4211 French Horn-Applied Lessons**

**\*MUAP 1221-4221 Trumpet-Applied Lessons**

**\*MUAP 1231-4231 Trombone-Applied Lessons**

**\*MUAP 1241-4241 Baritone-Applied Lessons**

**\*MUAP 1251-4251 Tuba-Applied Lessons**

Woodwind

**\*MUAP 1311-4311 Flute-Applied Lessons**

**\*MUAP 1321-4321 Oboe-Applied Lessons**

**\*MUAP 1331-4331 Clarinet-Applied Lessons**

**\*MUAP 1341-4341 Bassoon-Applied Lessons**

**\*MUAP 1351-4351 Saxophone-Applied Lessons**

Percussion

**\*MUAP 1421-4421 Percussion-Applied Lessons**

Strings

**\*MUAP 1511-4511 Violin-Applied Lessons**

**\*MUAP 1521-4521 Viola-Applied Lessons**

**\*MUAP 1531-4531 Cello-Applied Lessons**

**\*MUAP 1541-4541 String Bass-Applied Lessons**

**\*MUAP 1551-4551 Guitar-Applied Lessons**

**\*MUAP 1561-4561 Bass Guitar-Applied Lessons**

### **MUAP 1630 (no credit) or 1631 University Chorale**

Open to all SCU students by audition; required of all vocal majors each semester of enrollment (max: 8). Singing of sacred and classical selections, as well as contemporary Broadway, Gospel and worship music. Course includes training in basic fundamentals of voice, elements of music, and choral techniques. The choir will perform a minimum of two on-campus concerts per year, and may perform off-campus on occasion. Participation in off-campus performances is required. (Course may be repeated for credit.)

Prerequisite: Audition and department approval

### **MUAP 1640 (no credit) or 1641 One Voice**

SCU's premier select vocal group, One Voice travels and performs extensively to represent the university locally, regionally and throughout the South and Southwest. Repertoire includes traditional and contemporary, sacred, and gospel music with performances given throughout the academic year and a four week tour during the summer. (Course may be repeated for credit.)

Prerequisite: Audition and department approval

### **MUAP 1650 (no credit) or 1651 Pep Band/Jazz Band**

Students perform in the Pep Band/Jazz Band throughout the year, and learn a repertoire of selected jazz pieces as well as arrangements for Pep Band. The Pep Band will provide music and entertainment at the men's and women's varsity basketball home games (participation required). Students need not be a Creative Arts major to participate. (Course may be repeated for credit.)

Prerequisite: Audition and department approval

### **MUAP 1660 (no credit) or 1661 Chapel Band**

The Chapel Band is an auditioned ensemble that provides music for the university chapel services. (Course may be repeated for credit.)

Prerequisite: Audition and department approval

### **MUAP 1689 (no credit) or 1681 University Instrumental Ensemble**

Open to all SCU students by audition; required of all instrumental majors each semester of enrollment (max: 8). Through rehearsal and performance of original concert band literature, transcriptions, chamber wind literature and concert marches, students will increase their knowledge and experience base of available instrumental literature. A range of repertoire from approximately 1450 to the present day is represented. There is a focus on professional outcomes and training standards used to achieve career objectives for performers, educators and worship arts directors.

Prerequisite: Audition and department approval

### **MUAP 3990 Junior Recital**

Students who perform a Junior Recital should enroll in this course during the semester of the performance. The applied private instructor will coach the student throughout the preparation process. Together the instructor and student will choose appropriate repertoire, performance date, place, performance etiquette and all other details. Performance dates must be approved by the administrative assistant of the University President. Students may receive a recital information packet from the music department chair.

### **MUAP 4990 Senior Recital**

Students who perform a Senior Recital should enroll in this course during the semester of the performance. The applied private instructor will coach the student throughout the preparation process. Together the instructor and student will choose appropriate repertoire, performance date, place, performance etiquette and all other details. Performance dates must be approved by the administrative assistant of the University President. Students may receive a recital information packet from the music department chair.

## **MUSI (MUSIC)**

### **MUSI 1111 Music Theater - Opera Performances**

Applied instruction by audition only for annual school musical. In this course, performers enjoy working-rehearsal sessions of musical theater works, operatic scenes, drama, monologues, songs and arias. Emphasis on musical interpretation, staging, and style. Operas and musicals chosen from the standard repertoire. To audition,



students should prepare two contrasting songs or arias (1 upbeat/1 ballad) by memory, and bring copies of the sheet music for the accompanist. No CDs; no unaccompanied auditions. May be repeated four times for credit.

### **MUSI 1211 Live Audio/Video Production**

Students gain direct experience working in sessions of audio and video production (University Chapel), as well as staging and lighting. Emphasis on planning, work flow and effective presentation. Students in this class will work alongside the tech crew to provide audio/video support to school chapel services, live web streaming and other Creative Arts Department events. May be repeated four times for credit.

### **MUSI 2111 Instrumental Performances in Productions**

In this course, instrumentalists have the opportunity for working-rehearsal sessions of instrumental combinations and settings. Class provides orchestral/combo accompaniment for University stage productions, with emphasis on musical interpretation, staging, and style. Music will be chosen from standard repertoire, and auditions are required for placement. May be repeated three times for credit.

### **MUSI 2313 Movement for the Stage**

Required of all Creative Arts majors, and intended for all students who are interested in stage movement of various kinds. Movement is here used to mean not only the physical transference of the body from place to place, but stagecraft as well: gestures, mannerisms, positions and grouping. Special attention is given to the use of movement in worship contexts.

### **MUSI 2423 Music Composition/Orchestration I (Computer)**

A study of elementary compositional techniques and orchestration of instruments, and voices. Students will become familiar with music computer programs which will aid in the composing process.

Prerequisite: MUTH 2123 Theory IV

### **MUSI 2503 Music Theater Production and Technique**

An academic course designed to develop students' historical knowledge of musical theater works, operas or dramas, primarily for use in an educational, community or local church setting. Special additional emphasis: choosing the right musical, casting, auditions, staging, set building, costumes, lighting design and execution, dress rehearsal, and performance. Opportunities may be available for student directors and performers.

### **MUSI 2613 Acting for Everyone**

Students will learn the basics of dramatic techniques and exercises to awaken body, voice, breath and imagination, and raise awareness with the inner actor through improvisation, imagination exercises and exploration. Students will discover truth in acting, physical actions, finding an objective, and identifying different intentions to meet that objective. Special emphasis: relaxation, concentration and focus, an introduction to text through monologue work and how to approach a scene, in both auditions and rehearsals; working with a scene partner and how to give constructive criticism of the work of your fellow actors. Special attention is given to the use of drama in worship contexts.

### **MUSI 2623 Management and Organization for Music Business**

Students in this course will gain a general overview and study of the major functional areas of the music business. Attention is given to the theoretical foundations and practical application of current business practices in the music industry including supporting organizations and the revenue flow from music consumer to creator. Students will also gain an awareness of the financial planning process for success as a musician, including setting up and maintaining a private studio, budgeting for productions and other aspects of the music business.

### **MUSI 3143 Introduction to Technology for Worship Arts**

This course is designed to provide foundational knowledge and experience in video production, lighting for stage and video, staging, audio mixing and recording and other media technology for creative arts majors. Students will work with technological components, equalizing techniques, acoustics and more.



### **MUSI 3153 Worship Arts Administration**

Designed especially for praise and worship leaders, this course centers on planning and conducting worship services, as well as the business aspects of running a creative arts program. Students will master concepts of contracting and auditioning artists, selecting repertoire, coaching, directing, rehearsing and some basic technical production.

### **MUSI 3163 Creative Arts in the Contemporary Church**

This course deals with organizing and administering the total creative arts program in a church. Methods will be introduced on planning routine and special services, establishing platform procedures, working with a pastor and staff, choirs and ensembles, children's music and seasonal presentations.

### **MUSI 3213 Audio Production and Recording**

This course is an overview of the recording studio and audio recording practices. Students in this course will gain insights into techniques, practices and procedures in making analog and digital recordings, and they will gain experience with acoustical balancing, mixing and editing, and over-dubbing in a variety of sound situations.

### **MUSI 3223 Video Editing**

Students in this course explore the world of Digital Video Production from pre-production (planning, storyboarding) to production (shooting, lighting, sound, green screen) and on into post production (editing, compositing, titles, audio). Students will also be introduced to professional film and video analyses, film fundamental elements and genre division.

### **MUSI 3233 Video Production and Projection for Live Events**

This course brings the exciting concept of live video production to the student's video work palate. Using the platform of live events at Southwestern Christian University, students will learn the processes of producing live video for IMAG projection and on-air presentation, as well as gain an introduction into the basics of web streaming.

### **MUSI 3243 Production Lighting for Stage, Video and Studio**

Students will learn the basics of production lighting design. The basic principles of light includes script analysis, basic 3 point lighting, fill, key, and the differences between perceived (live, stage) light, and recorded light (video, film). This course addresses various formats including lighting production for video and film, as well as worship stage.

### **MUSI 3343 Conducting I**

Pedagogy of conducting. Includes introductory and basic instruction with regard to time signatures, beat patterns, preparatory breaths, cutoffs, legato, and staccato and additional technical detail for the preparation of instrumental and vocal/choral music.

### **MUSI 3413 Form and Analysis**

A study of musical form and structure through the analysis of homophonic and contrapuntal as well as tonal and non-tonal compositions.

Prerequisite: MUTH 2123 Theory IV

### **MUSI 3423 Music Composition/Orchestration II (Computer)**

A continuation of MUSI 2423 Music Composition/Orchestration I. The study of advanced compositional techniques and orchestration of instruments and voices. Students will become familiar with music computer programs which will aid in the composition process.

Prerequisite: MUTH 2123 Theory IV and MUSI 2423 Music Composition/ Orchestration I (Computer)

### **MUSI 3433 Diction I**

A comprehensive study of appropriate pronunciation and enunciation of English, Italian and Latin for church use. Students will work with the International Phonetic Alphabet (IPA) to learn correct pronunciations and rules governing each language.

### **MUSI 3443 Vocal Pedagogy**

A study of the methods used in the teaching of singing. Includes thorough study of the vocal and breathing mechanisms and recent scientific research in these areas. Topics include onset, breath management, agility, vowel definition and consonant articulation. In laboratory setting, students gain initial experience in practical application of pedagogical methods.

Prerequisite: MUSI 3713 Music History and Literature I or MUSI 3723 Music History and Literature II

### **MUSI 3513 Accompanying for Piano**

This course teaches the fundamentals of accompanying vocal and instrumental performers. Attention is given to keyboard performance practices of different historical periods. The class also includes practical experience in accompanying.

Prerequisite: MUAP 1111 Piano-Applied Lessons

### **MUSI 3523 Piano Pedagogy**

A study of the methods used in the teaching of piano. Includes thorough study of appropriate mechanisms and recent scientific research in the areas of keyboard instruction. In laboratory setting, students gain initial experience in practical application of pedagogical methods.

Prerequisites: MUAP 1111 Piano-Applied Lessons, MUSI 3713 Music History and Literature I or MUSI 3723 Music History and Literature II

### **MUSI 3553 Keyboard Improvisation**

This course teaches a variety of techniques and fundamentals of keyboard improvisation and includes practical application and experience.

Prerequisite: MUAP 1111 Piano-Applied Lessons

### **MUSI 3663 Guitar Literature**

A study of the music literature from different periods pertaining to the guitar.

Prerequisite: MUAP 1551 Guitar-Applied Lessons, MUSI 3713 Music History and Literature I or MUSI 3723 Music History and Literature II

### **MUSI 3673 Jazz Improvisation**

Students encounter a variety of techniques and fundamentals of guitar improvisation: accompaniments, variations, transitions and other practices used in jazz and contemporary praise and worship music. This class also includes practical application and experience in improvisation.

Prerequisite: MUAP 1551 Guitar-Applied Lessons

### **MUSI 3683 Classical Guitar**

This course teaches techniques unique to classical guitar.

Prerequisite: MUAP 1551 Guitar-Applied Lessons

### **MUSI 3713 Music History and Literature I**

A historical survey of the development of music. Special attention will be given to analysis and discussion of musical works in chronological style periods, their important characteristics and developments (Ancient/Biblical Times to 1850).

### **MUSI 3723 Music History and Literature II**

A continuation of MUSI 3713 Music History and Literature I. A historical survey of the development of music. Special attention will be given to musical periods and their important characteristics and developments, including societal, philosophic, artistic and architectural influences (1850-Present Day).

### **MUSI 4003 World Music**

This course explores the ways that music is both shaped by and gives shape to the cultural settings in which it is performed, through studying selected musical traditions from around the world. Specific case studies will be examined closely through listening and analysis. The course is focused towards weekly listening assignments and textbook readings with CDs, and supplemented by workshops, lecture/demonstrations and concert attendance.

### **MUSI 4303 Instrumental Pedagogy**

A study of the methods used in the teaching of various instruments. Includes thorough study of appropriate mechanisms and recent scientific research in the areas of instrumental instruction. In laboratory setting, students gain initial experience in practical application of pedagogical methods.

Prerequisite: MUAP 1111 Piano-Applied Lessons, MUSI 3713 Music History and Literature I or MUSI 3723 Music History and Literature II

### **MUSI 4333 Instrument Literature**

A research-based exploration of literature for instructional purposes from the Middle Ages to the present. Special emphasis is given to the breadth of knowledge required for teaching in schools, as well as literature appropriate for private instrumental lessons.

### **MUSI 4433 Diction II**

A comprehensive study of appropriate pronunciation and enunciation of German and French languages. Students will work with the International Phonetic Alphabet (IPA) to learn correct pronunciations and pronunciation rules governing each language.

Prerequisite: MUSI 3433 Diction I

### **MUSI 4443 Vocal Literature**

A study of Italian, English, French and German literature from the Middle Ages to the present. Special emphasis is given to the breadth of knowledge required for a professional career in teaching in schools or private lessons, or in performance.

Prerequisite: MUSI 3443 Vocal Pedagogy, MUSI 3713 Music History and Literature I or MUSI 3723 Music History and Literature II

### **MUSI 4523 Piano Literature**

A research-based exploration of literature for instructional purposes from the Middle Ages to the present. Special emphasis is given to the breadth of knowledge required for teaching in schools, as well as literature appropriate for private piano lessons and for a career in studio teaching or performance.

Prerequisite: MUAP 1111 Piano-Applied Lessons, MUSI 3523 Piano Pedagogy

### **MUSI 4673 Guitar Pedagogy**

A study of the methods used in teaching guitar. Required practical application of methods learned by the students using a volunteer guitarist.

Prerequisite: MUSI 3663 Guitar Literature

### **MUSI 4733 Advanced Instrument Conducting**

In preparation for teaching instrumental music in a school setting, students will be exposed to techniques and pedagogies specific to instrument players.

Prerequisite: MUSI 3343 Conducting I

### **MUSI 4913 History and Theology of Worship Arts**

This course comprises a historical survey of worship and the biblical perspectives and principles in developing effective worship; and the history, significance and use in religious services of congregational song (hymnology), art and architecture, and liturgical forms of worship. An emphasis will be the worship leader's historic role in worship preparation and ethics involved in Worship Arts.

### **MUSI 4991-3 Seminar in Special Creative Arts Topics**

Courses in special interest areas may be offered from time to time upon request by students and upon demonstrated need and interest. Course credit may vary between 1 and 3 hours.

## **MUTH (MUSIC-THEORY)**

### **MUTH 1113 Theory I**

A study of the principles of diatonic chord progression, rhythmic patterns, and chord construction. Course includes elementary part writing and harmonic analysis, utilization of cadences and introduction to secondary triads.

Corequisite: MUTH 1211 Aural I

### **MUTH 1123 Theory II**

A study of the principles of diatonic chord progression, rhythmic patterns, and chord construction. Course includes elementary part writing and harmonic analysis, utilization of cadences and introduction to secondary triads.

Prerequisite: MUTH 1113 Theory I

Corequisite: MUTH 1221 Aural II

### **MUTH 2113 Theory III**

A study of the principles of diatonic chord progression, rhythmic patterns, and chord construction. Course includes elementary part writing and harmonic analysis, utilization of cadences and introduction to secondary triads.

Prerequisite: MUTH 1123 Theory II

Corequisite: MUTH 2211 Aural III

### **MUTH 2123 Theory IV**

A study of the principles of diatonic chord progression, rhythmic patterns, and chord construction. Course includes elementary part writing and harmonic analysis, utilization of cadences and introduction to secondary triads.

Prerequisite: MUTH 2113 Theory III

Corequisite: MUTH 2221 Aural IV

### **MUTH 1211 Aural I**

This course involves the development of skills enabling the student to correctly interpret music that is notated and to correctly notate music that is heard.

Corequisite: MUTH 1113 Theory I

### **MUTH 1221 Aural II**

This course involves the development of skills enabling the student to correctly interpret music that is notated and to correctly notate music that is heard.

Prerequisite: MUTH 1211 Aural I

Corequisite: MUTH 1123 Theory II

### **MUTH 2211 Aural III**

This course involves the development of skills enabling the student to correctly interpret music that is notated and to correctly notate music that is heard.

Prerequisite: MUTH 1221 Aural II

Corequisite: MUTH 2113 Theory III

### **MUTH 2221 Aural IV**

This course involves the development of skills enabling the student to correctly interpret music that is notated and to correctly notate music that is heard.

Prerequisite: MUTH 2211 Aural III

Corequisite: MUTH 2123 Theory IV

## **NPAD (NONPROFIT ADMINISTRATION)**

### **NPAD 3313 Accounting for Nonprofit Organizations**

A study of fund accounting in relation to nonprofit entities, including ministries and churches, non-governmental organizations, and state and federal governments

### **NPAD 3713 Marketing for Nonprofit Organizations**

An overview of marketing concepts, techniques, and promotional strategies as they pertain to nonprofit organizations. Topics covered include marketing, public relations, publicity communications, market research, situational analysis, resource development strategies and entrepreneurship.

### **NPAD 3913 Nonprofit Law**

Provides the student with a basic grounding in the laws, and regulations, governing nonprofit organizations. Content includes procedures for incorporating, reporting and maintaining tax-exempt status as a nonprofit organization, a familiarity with legal principles and research methods and an overview of the legal, regulatory and policy issues facing contemporary nonprofit organizations.

### **NPAD 4213 Leadership for Nonprofit Organizations**

A study of the functions of management – planning, organizing, leading, and controlling – within the nonprofit sector. Focuses on theories of organizations and general concepts of management, governance, and leadership. This includes organizational design, behavior, performance, effectiveness and analyzes the special character and management of problems of nonprofit organizations.

### **NPAD 4513 Fundraising**

This course will discuss the essential components of fundraising including planned giving, building an annual fund donor base, cultivating and soliciting major gifts and grant writing. The grant proposal process, the differences between government and foundation proposals and decisions that determine proposal acceptance and denial will be discussed. Students will also be exposed to the research methods for locating foundation, federal and state grants whose giving goals match the funding needs.

## **NSCI (NATURAL SCIENCE)**

### **NSCI 1113 Physics**

A general, non-lab course in the physical sciences. The subject matter covers primarily chemistry and physics. Emphasis is placed on understanding aspects of physical science and technologically currently impacting society. Some philosophical assessment of science is also attempted.

### **NSCI 1111 Physics Lab**

Using laboratory experiments and field exercises students will observe the processes/impacts of force, energy, matter, atomic physics, electricity, and light. The laboratory exercises will explore how the principles of physics work in the environment and through human activity.

### **NSCI 1213 Physical Geography**

This course provides an introductory study of the geography of Earth's physical characteristics using a systematic approach. Areas of study include Earth-sun relations, weather, climate, the water cycle, soils, landforms, natural vegetation, and natural resources. Emphasis is placed on the inter-relationships between these phenomena and the processes resulting in the Earth's environment and topography.

### **NSCI 2004 Environmental Science with Lab**

The course is a study in interrelationships of organisms with their environment at the ecosystem and biome levels. Emphasis is placed on Christian stewardship of creation and its resources including conservation, dynamics, climate patterns, and energy production and use. Labs are required and will utilize campus and community resources. (Adult Studies course)

## **PHIL (PHILOSOPHY)**

### **PHIL 2003 Introduction to Philosophy**

A general introduction to the major areas of philosophical studies and philosophers. Fundamental problems in philosophy and methods to deal with them will be examined.

### **PHIL 2013 Social Ethics**

A survey of Christian approaches to contemporary moral issues. Analysis is made of the adequacy of moral philosophies of relativism, hedonism, egoism, racism, and nationalism in an age of ethical pluralism in light of biblical views. Special attention to the New Testament teaching about Jesus Christ as a way of responding to issues of human rights, abortion, euthanasia, biomedicine, environmental concerns, and other social issues.

### **PHIL 2113 Logic and Critical Thinking**

This course examines the requirements of correct reasoning with special emphasis on informal fallacies, syllogistic forms and the analysis of extended arguments.

### **PHIL 2123 Christianity and Western Thought**

This is an introduction to the major concepts of Christian theology and doctrine as they compare to the key philosophical studies and philosophers from the ancient world to the "Age of Enlightenment". The course will utilize a comparative approach in order to explore the relation of philosophy to theology, focusing on the dialectic between faith and reason. (Adult Studies course)

### **PHIL 2223 Symbolic Logic**

The logic of syntax and analysis of truth-function compound statements, truth tables, formal and indirect proofs, propositional functions and the use of quantifiers, the logic of relations and a study of the nature of deductive systems. (Adult Studies course)

### **PHIL 2993 Writings of Reason and Revolution**

See HUMA 2993

### **PHIL 3013 Ethics in Scripture**

This course will study theological and biblical foundations which determine the formation of Christian moral decisions and shape a personal lifestyle. The ethical content of the Old Testament is examined with attention given to the ethics of the law, the prophets and wisdom literature. The ethical teachings of Jesus, Paul and other New Testament writers are considered.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **PHIL 3223 Philosophy of Religion**

This course will study the connection between reason and faith, the nature of religious experience, arguments for the existence of God, the nature of good and evil and the various ways religion tries to answer these questions.

Prerequisite: PHIL 2003 Introduction to Philosophy

### **PHIL 3313 Adult Learning and Development**

This course is an introduction to adult learning theory and an overview of the characteristics of adult learning. Using several models, students will look at individual learning styles and discover the value of andragogical methods. Some emphasis will be given to academic skill development in order to provide success in all remaining courses within the program. (Adult Studies Course)

### **PHIL 3513 History of Philosophy I**

Students explore the historical survey and analysis of the emerging and persistent problems of philosophy beginning with the pre-Socratics, Plato and Aristotle, and concluding with St. Augustine, St. Thomas and other medieval thinkers.

### **PHIL 3523 History of Philosophy II**

A survey and study of the central, enduring problems of philosophy as reflected by thinkers of the Renaissance, Continental Rationalism, British Empiricism, Kantian Transcendentalism, Hegelian Absolutism, Idealism, and early Existentialism.

### **PHIL 4013 Ancient Philosophy**

The course provides an introduction to central themes in Ancient Philosophy, focusing on close examination of some of the philosophical views of Socrates (by way of Plato's early dialogues and, time permitting, Xenophon's writings), Plato, Aristotle and Epicurus.

### **PHIL 4023 Medieval Philosophy**

Students will evaluate the relationship between faith, reason, and universals. Attention will also be given to problems of law and ethics, the nature and existence of the human soul, and the nature of human knowledge. Prerequisite: PHIL 2003 Introduction to Philosophy

### **PHIL 4033 Modern Philosophy**

An historical introduction to the major thinkers and dominant issues in the Western philosophical tradition from the 17<sup>th</sup> century to the beginning of the 19<sup>th</sup> century. Beginning with Descartes, the course includes discussions of the rationalist and empiricist traditions and culminates in the philosophy of Kant.

### **PHIL 4113 Ethical Issues in the Helping Professions**

See PSYC 4113

### **PHIL 4213 Christian Professional Ethics**

This course concerns the presentation of ethics that are biblically based and professionally applicable. Attention is given to the rationale and formulation of sound principles. Emphasis is on both ministerial and business ethics.

### **PHIL 4313 Contemporary Philosophy**

A study of nineteenth and twentieth century philosophy and philosophers. Included in the study will be writings of the philosophers Wilhelm, Hegel, John Stuart Mill, Kierkegaard, Marx, Nietzsche, Husserl, Russell, Heidegger, Wittgenstein, John Paul Sartre, De Beauvoir and Derrida. Students should expect to discuss a wide spectrum of philosophical issues and read writings from many different schools of philosophical thought.

### **PHIL 4323 Metaphysics and Epistemology**

A critical analysis of classical and contemporary metaphysical systems and problems. These include the world views found in the philosophies of naturalism, idealism, personalism, positivism, pragmatism, organicism, and existentialism. Problem areas considered are mind-body relations, cosmology, ontology, philosophical anthropology, universals, determinism, and freedom. This class will also be a critical examination of classical and current problems in theories of knowledge. Attention is given to such problems as meaning, truth, the knowing situation, universals, knowledge of the external world and of other minds, and validation of knowledge claims.

### **PHIL 4333 Philosophical Theology**

A study of the theological and philosophical positions of modern thinkers that most affect Christian life and thought, particularly post-modernism and the New Age philosophy, as well as new Christian responses to current theologies and ideas that have developed in recent times. Includes various schools of thought and specific theologians and philosophers, analyzes arguments, and composes Christian responses.

## **PMIN (PRACTICAL MINISTRY)**

### **PMIN 3113 Bible Teaching Methods**

See CHED 3113

### **PMIN 3123 Church Planting**

This course is designed to introduce students to the importance of the contemporary, worldwide church planting movement. Biblical principles that birthed the highly successful development of local church in the apostolic and

post-apostolic church in the Roman Empire will be identified. Students will study models of church planting in the present church with the goal of preparing them to lead new church plants and serve as support planters at home and abroad. Additional emphasis will be on how students can participate in bi-vocational ministry.

### **PMIN 3223 Spiritual Formation**

This course will investigate the biblical, theological, and historical foundations of Christian formation as well as psychological theories of identity and development that relate to Christian growth. Theories by Fowler, Kohlberg, Marcia and others will be studied.

### **PMIN 3313 Homiletics**

A study of the theory and practice of preaching. Many types of preaching will be explored with special attention given to the expository method. Sermon delivery by students will occur during the latter part of the semester. Prerequisite: SPCH 1113 Introduction to Public Communication or equivalent

### **PMIN 3513 Legal Issues in Ministry**

This course examines the legal environment of the church and ministry. Studies include the ministry's relationship to local, state, and federal statutes, incorporation, tax exempt status, and legal issues arising from the business of the church and from the practice of ministry. Emphasizes stewardship, risk management, and ethics.

### **PMIN 3931-3 Studies in Pastoral Ministry**

Seminar or directed study on a variety of pastoral ministry topics.

### **PMIN 4013 Leadership for the 21<sup>st</sup> Century**

An examination of the dynamics of leadership development. Attention is given to the identification, recruitment and training of potential leaders. Attention is given to identifying the value of emotional intelligence in leadership. Students explore the inner territory of emotional intelligence as they compare and contrast this philosophy with their own value systems.

### **PMIN 4103 Pastoral Theology**

A course designed to acquaint the student with an overview of the minister's life and work. Attention is given to the minister's personal life, to the preparation and conducting of worship services, weddings, funerals, ordinances, pastoral calls and other pastoral concerns, e.g. board meetings, church business meetings, time management.

### **PMIN 4213 Christian Professional Ethics**

See PHIL 4213

### **PMIN 4233 Church Administration and Management**

This course is designed to help individuals identify spiritual gifts and foster potential leaders within the local church. This course will be beneficial in equipping the student to integrate basic principles and practices of organizing, administering and supervising a total church program. Specific areas of emphasis will include: program analysis, recruitment of volunteer staff, training, staff relationships, promotion and budgeting.

### **PMIN 4413 Strategic Planning**

This course is designed to acquaint the student with the importance of leadership and planning. Strategic planning is a tool for stimulating clear, creative thought about an organization's future and then linking this thought systematically to effective, positive action.

### **PMIN 4443 Church Polity**

Review of historical and theological perspectives that have shaped the International Pentecostal Holiness Church (IPHC). Students will explore the significance, expectations, government and resources of the IPHC as well as current issues and various approaches to address them.

### **PMIN 4901-4 Directed Readings in Pastoral Ministries**



## **PMIN 4911-4 Directed Studies in Pastoral Ministries**

### **PMIN 4991-3 Practicum/Internship**

This course is worked out in conjunction with a student, a pastor of a local church, and the departmental supervisor. The work assigned to the student is carried out primarily in the local church. The purpose of the class is to provide a supervised practical experience for Pastoral Ministry majors.

## **POLI (POLITICAL SCIENCE)**

### **POLI 1113 American Federal Government**

This course will trace the history of the government of the United States, placing special emphasis on the development of, and role played by, the three branches of the federal government.

### **POLI 1443 Introduction to Professional Leadership**

Students will explore the leadership styles within common community, national, and global government offices. Time will also be spent defining professional leadership as well as how to incorporate volunteerism into the student's personal plan of leadership development.

### **POLI 2013 Introduction to Comparative Governments**

A study of the world politics utilizing the comparative approach. Attention will be given to ideologies, value systems, political institutions and the political dynamics of change and public policy making.

Prerequisite: POLI 1113 American Federal Government

### **POLI 2023 American Politics**

The course will explore the role of partisan politics within the American political system. Emphasis will be placed on elections, political parties, the presidency and Congress.

Prerequisite: POLI 1113 American Federal Government

### **POLI 2103 Introduction to State and Local Governments**

General features of state constitutions, powers of governor, state legislative structure and processes, state judicial systems, and structure and form of municipal and county governments.

Prerequisite: POLI 1113 American Federal Government

### **POLI 2133 Introduction to Public Administration**

Principles of public administration and the significance of administration in the modern state. Analysis of administrative theory, organization and problems. A study of public relations, fiscal, personnel and administrative responsibilities.

### **POLI 2203 International Relations**

A survey of relations among nations; peace and peacekeeping; conflict and conflict resolution; basic concepts, theories and realities of national power, foreign policy and international interactions.

Prerequisite: POLI 1113 American Federal Government

### **POLI 2223 History of the United States Government**

This introduction to the progression of American government will cover the formation of the colonies and antecedents to the Revolution, the major documents and court cases in American history, and the development of political parties and events that have led to the current political system of modern American government. Attention will be paid to the role of religious life in the development of the United States government.

## **POLI 2901-4 Directed Readings in Political Science**

## **POLI 2911-4 Directed Studies in Political Science**

### **POLI 2931-4 Selected Topics in Political Science**

The study and/or analysis of a selected topic in political science. May be repeated with different topics.

## **PORT (PORTFOLIO)**

### **PORT 2313 Portfolio Development for Prior Learning**

This course guides students through the Prior Learning Assessment process, following CAEL (Council for Adult and Experiential Learning) guidelines. Students will be encouraged to reflect on prior learning as a foundation for future learning. Using portfolio-based assessment, students will demonstrate mastery of college-level knowledge and skills and academic credit may be awarded. (Adult Studies course)

Prerequisite: ENGL 1113 English Grammar and Composition I

## **PSYC (PSYCHOLOGY)**

### **PSYC 1113 General Psychology**

A comprehensive survey which provides thorough definition of psychology and presents an overview of the many sub-areas within the discipline such as, life-span development, perceptual processes, behavior, cognition, personality, memory, abnormal, and counseling therapy. Emphasis will be placed on the scriptural understanding necessary for balance in mind and behavior.

### **PSYC 2003 Effective Learning Strategies**

A survey of effective learning strategies that aid in competency for successful engagement with online curriculum and overall success within the university. Students are introduced to key components that position them for academic viability and life-long learning. (Online course only)

### **PSYC 2013 Positive Psychology**

This course provides an overview of the field of positive psychology, a contemporary trend in psychology began in 1998 by Martin Seligman. Positive psychology is the scientific study of the strengths and virtues of human beings. Students in this class will apply the principles of positive psychology to their personal lives and perform self-assessments of the results. Students will also formulate an individual philosophy for integrating appropriate positive psychology principles and practices in the Christian life.

### **PSYC 2153 Principles of Biblical Counseling**

This course provides a biblically-based perspective of humanity within the effective, behavioral, cognitive and spiritual domains. Students will analyze and apply Scripture to each of these areas and demonstrate techniques of biblically-based soul care.

Prerequisite: PSYC 1113 General Psychology

### **PSYC 3003 Interpersonal Relationships**

This course acquaints students with the fundamental aspects of relationships in the life of a well-adjusted Christian. The process of adapting to different personality types and learning to understand and get along with others is studied. Ingredients of Interpersonal Relationships are compared and contrasted with societal messages about professional relationships, staff relationships, friendships, dating and community relationships.

### **PSYC 3013 Stress Management**

This course focuses on the identification of sources of stress and their impact on physical, mental, spiritual and emotional well-being. Includes work-related, familiar, internal/external, and environmental sources of stress along with stress management and relaxation techniques to increase health and wellness. Students will examine the critical role of spiritual development as it relates to managing the sources of stress.

Prerequisite: PSYC 1113 General Psychology

### **PSYC 3023 Psychological Theories and Practice**

A comprehensive study of theories and their applicability to the major areas of psychological concern is presented in this course. Students will compare and contrast individual theorist and their theories and experience implementation of the theories through role-play and vignettes.

### **PSYC 3103 Social Psychology**

An overview of the field of social psychology. A study of individuals and the relationships with others in their environments. Explores the development of social psychology as a discipline, the major theories and the theorists,

social communications and language, socialization and development across the lifespan, social norms, social order and conformity, research techniques in social psychology and interpersonal attractions.

### **PSYC 3113 Theories and Practice of Small Group Work**

This course introduces the theory and practice of facilitating a variety of groups such as self-help, educational, and psycho educational. Through a series of experiential exercises and projects, students will explore group processes and dynamics, while developing effective communication and facilitation skills.

### **PSYC 3123 Educational Psychology**

An overview of the principal theories of learning and how these different theories apply to the classroom. The course will include a more in-depth study of four selected learning theories where students will actually be involved in using the selected theories.

Prerequisite: PSYC 1113 General Psychology

### **PSYC 3133 Psychology of Learning**

This course is designed to provide an overview of various learning theories, with emphasis on classical, operant, and cognitive approaches. Throughout the course, information will be provided that encompasses classic experiential studies and how that information is applied in a variety of settings. The course will offer students the opportunity to increase research and writing proficiencies.

Prerequisite: PSYC 1113 General Psychology

### **PSYC 3143 Research Methods and Statistics**

A survey of statistical description, including measures of central tendency, dispersion and correlation. Introduction to common research methods and hypothesis testing. (Adult Studies Course)

### **PSYC 3213 Child and Adolescent Psychology**

Human development from infancy through adolescence will be examined. This survey will include cognitive, physical, emotional, social and cultural factors related to development.

### **PSYC 3223 The Vulnerable Child and Family**

This course examines the implications of trauma (e.g., abuse, neglect) on children emotional, behavioral, and/or physiological development. This course will build on attachment and other human development theories that require students to consider best practices to assist children, families (foster and adoptive families will be emphasized over this course) and professionals working with them. In the context of this course students will learn the Empowering, Connecting, and Correcting Principles of Trust Based Relational Intervention (TBRI), a psychological intervention created for foster/adoptive parents and their children by Drs. Karyn Purvis and David Cross (Texas Christian University).

Prerequisite: PSYC 3213 Child and Adolescent Psychology

### **PSYC 3243 Psychology of the Exceptional Child**

Covers a realistic and functional approach to the needs and special interests of exceptional children. The course will especially benefit the students preparing to work in the field of education.

Prerequisite: PSYC 1113 General Psychology

### **PSYC 3433 Developmental Psychology – Lifespan**

Theoretical and research approaches to the study of the characteristic behavior of the individual from birth to very old age. Consideration is given to how developmental principles affect physical, social, cognitive, spiritual and affective development and behavior.

Prerequisite: PSYC 1113 General Psychology

### **PSYC 3443 Psychology Research Methodology**

A survey of statistical description, including measures of central tendency, dispersion and correlation. Introduction to common research methods and hypothesis testing. This course focuses on the use of the computer as a measurement device in psychological research. Students will acquire the necessary computer programming and word processing skills necessary for the development and use of psychological tests.

### **PSYC 3543 Theories and Practice of Psychology and Counseling**

This course provides an overview of the counseling profession. The conceptual framework of counseling is examined along with historical, theoretical, and legal-ethical issues. Discussion focuses on how the novice counselor approaches situations, uses skills, and develops a unique human-to-human relationship with clients. Topics such as spirituality, philosophy, and diversity are woven into these discussions.

Prerequisites: PSYC 2153 Principles of Biblical Counseling

### **PSYC 3931-3 Studies in Psychology**

A variety of issues and concerns relative to psychology will be explored.

### **PSYC 4113 Ethical Issues in the Helping Professions**

This course will examine and analyze important, current, ethical and legal issues in the behavioral science and human service fields and will be evaluate analytically, critically, and practically from a biblical ethic, and a Wesleyan Christian worldview. Students will research the ethical and legal guidelines established by several professional organizations (including the American Association of Christian Counselors, The National Association of Social Workers, The American Psychological Association, The American Counseling Association and the National Organization for Human Services).

Prerequisite: Seniors Only

### **PSYC 4123 Crisis Intervention**

See HSVC 4123

### **PSYC 4133 Theories of Personality**

This course provides an introduction to theories of personality (psychoanalytic, learning, behaviorist, cognitive, and humanistic). The focus is on the application of the theories in personality assessment, psychotherapy, and prevention. Different research methods related to the theories will be discussed will be applied as means of addressing problems in contemporary society. Students will understand and integrate the Christian world view pertaining to personality theory.

Prerequisites: PSYC 3543 Theories and Practice of Psychology and Counseling or permission of the department chair

### **PSYC 4143 Quantitative and Qualitative Statistics**

This course provides an introduction to descriptive and inferential, parametric and non-parametric statistical techniques used in psychological research, including measures of central tendency, variability, correlation, regression analysis, hypothesis testing, t-tests, Chi-square and simple analysis of variance.

### **PSYC 4153 Psychological Tests and Measurements**

Quantitative aspects of measurement and testing, with emphasis on scaling, standardization, reliability and validity. Basic principles of construction and the ethics of use.

### **PSYC 4203 Dynamics of Troubled Families**

This course defines the major concepts of "family", including family systems theory and structural family theory. The course will prepare students to recognize and understand the dynamics of family dysfunction in order to effectively intervene and make appropriate referrals to pastoral care or professional counseling.

Prerequisites: PSYC 1113 General Psychology and one other PSYC course

### **PSYC 4213 Counseling Ethnic Groups and Minorities**

The purpose of the course is to introduce students to basic psychological and social characteristics of various ethnic and racial groups. The course will provide students with essential knowledge of techniques, and familiarization with current issues in the contemporary field of multicultural counseling. The course is designed to assist students in the development of problem solving skills and to formulate counseling strategies appropriate to specific cultural or racial groups. Cultural issues in Christian counseling approaches will also be explored and incorporated.

Prerequisites: PSYC 1113 General Psychology, PSYC 3543 Theories and Practice of Psychology and Counseling, PSYC 4223 Abnormal Psychology, or permission or the department chair

### **PSYC 4223 Abnormal Psychology**

This course provides a survey of modern views of abnormal or maladaptive behavior and explores definition and general causal factors. Special study is given to the major syndromes and patterns of the behavior disorders including a brief view of methods of diagnosis and treatment.

Prerequisite: PSYC 1113 General Psychology and PSYC 4133 Theories of Personality

### **PSYC 4233 Professional Report Writing**

An applied writing course designed for specialists in the Behavioral Sciences and Human Services area. Practice in concise interpretation of observations, interviews, individual and group sessions. Key elements will be writing with objectivity, accuracy, and use of summarization for case notes, assessments, and court reports.

Prerequisites: SOCL 1113 Introduction to Sociology, HSVC 2993 Introduction to Human Services or HSVC 2113 Foundations of Social Work, or permission of the department chair

### **PSYC 4243 Biological Psychology**

This course builds upon concepts learned in developmental psychology and theories and practice of psychology and counseling courses. In this course, behavior is viewed through a physiological lens with student analysis and application of psychological theory in a practical setting.

Prerequisites: BIOL 1113 Biological Science, PSYC 3433 Developmental Psychology, and PSYC 3543 Theories and Practice of Psychology and Counseling

### **PSYC 4333 Psychology of Religion**

An application of psychological theory and research to the study of religious experience, expression, and behavior. The cognitive, volitional and emotional segments of religious development throughout the lifespan will be examined. Topics include sin, conversion, sanctification, guilt and moral development. Particular attention will be paid to the psychology of the mystical experience.

### **PSYC 4343 Case Management and Professional Reports**

This course provides an overview of case management and treatment planning in generalist practice as part of the human service practice, with a concentration in producing professional reports. Topics include case assignment, planning, assessment, goal setting, observation, documentation, intervention, evaluation, and referral. Students will gain practice in concise interpretation of observations, interviews, individual and group sessions. Key elements will be writing with objectivity, accuracy, and use of summarization for case notes, assessments, and court reports, as well as service provisions when working with special populations with emphasis on minorities. (Adult Studies Course)

### **PSYC 4403 Conflict Management and Resolution**

See SOCL 4403

### **PSYC 4413 Dealing with Loss and the Grieving Process**

This course helps students recognize and understand that all loss (object, relationship, role, or death) involves a grieving process and, with grief, comes the promise of hope. Students will learn about and reflect on these human realities in the context of Christianity. Students will also explore, discuss, and evaluate how the Church can become a valued resource individuals dealing with loss and the grieving process.

Prerequisites: PSYC 1113 General Psychology, PSYC 3543 Theories and Practice of Psychology and Counseling, 4223 Abnormal Psychology, or permission of the department chair

### **PSYC 4433 Death, Dying, and Grieving**

This course is multidisciplinary in focus, exploring the social, psychological, personal, and spiritual aspects of death and dying, and the process of grieving. It examines personal adaptation, social response, care giving, and spiritual well-being. It emphasizes the pastoral care of the client and the family. (Adult studies course)

### **PSYC 4543 Introduction to Substance Abuse Counseling**

This course gives students a thorough understanding of Substance Abuse in the individual, the family, and society. Students will learn the classic counseling theories, with an emphasis on the most frequent theories in use in the

field. Students will apply that knowledge to the different Substance Abuse treatment programs in the community. The Christian worldview, and its role in addressing the issue, will be an essential part of the coursework. Prerequisites: PSYC 1113 General Psychology, PSYC 3543 Theories and Practice of Psychology and Counseling, or permission from the department chair

#### **PSYC 4901-4 Directed Readings in Psychology**

#### **PSYC 4911-4 Directed Studies in Psychology**

#### **PSYC 4993 Professional Development/Practicum**

### **READ (READING)**

#### **READ 0103 Developmental Reading**

This course is designed to provide students with skills and practice in mastering basic reading comprehension and vocabulary development for effective university level work and lifelong learning. Required of all students placing below 19 or current institutional standard on the ACT. Credit hours may not transfer to another school. Each course can be counted as one credit hour of elective credit at SCU. This course will be graded as Pass/No Credit and will not be calculated into the GPA. A passing grade is equal to at least 70 percent.

### **SOCL (SOCIOLOGY)**

#### **SOCL 1113 Introduction to Sociology**

A general survey of the field and problems of sociology, this course focuses on basic concepts, research and theories of human behavior and human societies.

#### **SOCL 2113 Social Problems**

A systematic analysis of some of the significant social problems of our world today, emphasizing the contributions which social science can make toward the control of these problems.

Prerequisite: SOCL 1113 Introduction to Sociology

#### **SOCL 2123 Marriage and Family**

Historical background of the family as a social institution, analysis of marriage and family, with special emphasis on contemporary American marriage and family.

#### **SOCL 2803 Comparative Religions**

See ICST 2803

#### **SOCL 3003 Marriage and Family in the Pastorate**

Historical background of the family as a social institution and analysis of marriage and family. Special emphasis will be on the spousal relationships within the context of ministry and the specialized callings of each family member.

#### **SOCL 3113 Juvenile Delinquency**

A study of concepts of deviance and theories explaining deviant behavior with special attention to juvenile delinquency. Attention is given to the nature and extent of juvenile delinquency, effects on the family and methods of social control.

Prerequisite: SOCL 1113 Introduction to Sociology

#### **SOCL 3203 Contemporary Youth Culture**

A course designed to study adolescents in their social interactions. Attention is given to the effect that social institutions (i.e. church, family, school, etc.) have on the personal perceptions and behavior of teenagers. An analysis will be made of current youth subcultures.

### **SOCL 3213 Cultural Diversity**

This course is a comprehensive study of diversity in a pluralistic society. Its focus is upon groups that have been assigned subordinate positions because of race, religion, country of origin, language—primarily the four major non-European Caucasian groups in the United States of America. Those four groups are African American, Latino American, Asian American, and Native American. The challenges of prejudice and issues related to discrimination and oppression will be explored as they relate to Christian conduct and practice.

### **SOCL 3223 Introduction to Criminal Justice**

See HVSC 3223

### **SOCL 3443 Aging and Gerontology**

A study of the biological, psychological and social overview of aging processes. Relevant issues such as economics, social policy, health needs, family and primary relationships, death and dying, social roles, retirement, personal adaptation, social response, care giving, and spiritual wellbeing are explored.

### **SOCL 3653 Family Violence**

This course is designed as an introduction to the study of family violence. Students will develop and understanding of the major issues related to child abuse, gender violence, elder abuse, and intergenerational issues of violence in families. The course overviews all types of violence and identifies issues unique to families. Students will explore, discuss, and evaluate how the Church can be more involved in the prevention and intervention of family violence.

Prerequisites: SOCL 1113 Introduction to Sociology and SOCL 2113 Social Problems, or permission of the department chair

### **SOCL 3943 Culturally Competent Human Service Practice**

This course examines the implications of cultural, gender, religious, social economic and other factors of diversity as they affect the helping relationship and the effectiveness of human service provision. Students will gain an understanding of the components of a culturally competent human service system including the development of policies, programs, and professional training.

### **SOCL 4273 Substance Abuse/Chemical Dependency**

A study of the phenomenon of chemical dependency with discussion of diagnosis, treatment and different intervention approaches; various classes of drugs; their effects on mood, behavior, consciousness and relationships; their use and abuse.

Prerequisite: SOCL 1113 Introduction to Sociology

### **SOCL 4333 Cultural Anthropology**

See ICST 4333

### **SOCL 4403 Conflict Management and Resolution**

An intensive course designed to instruct the student in the variety of approaches for preventing and managing conflict: preventative diplomacy, negotiation and third-party mediation. The class will emphasize the development of a deeper understanding of the nature and consequences of conflict, conflict resolution and effective communication

### **SOCL 4901-4 Directed Readings in Sociology**

### **SOCL 4911-4 Directed Studies in Sociology**

## **SPAN (SPANISH)**

### **SPAN 1113 Beginning Spanish I**

An introductory course in the language and culture of Spanish-speaking countries.

### **SPAN 1223 Beginning Spanish II**

Continuation of SPAN 1113 Beginning Spanish I.

Prerequisite: SPAN 1113 Beginning Spanish I

## **SPCH (SPEECH)**

### **SPCH 1113 Introduction to Public Communication**

Designed to enhance the public speaking abilities of all students. Attention is given both to speech communication theory and to practical application of those theories in actual speaking in such areas as preaching, skills as an emcee and platform mannerisms.

### **SPCH 1203 Introduction to Interpersonal Communication**

A beginning course which stresses that communication is the foundation for all interpersonal relationships. The goals for this course are twofold: to present valid information on interpersonal communication; and to provide insight as to improving our interpersonal communication relationships with others. (Adult Studies course)

### **SPCH 2642 Storytelling Techniques and Methods**

A course designed to introduce the history, values, methods, and applications of the art of oral storytelling with audiences of diverse ages, settings, and purpose. Storytelling is used in education, religion, business, communication, health care, and youth services.

## **THEO (THEOLOGY)**

### **THEO 2103 Christian Beliefs**

A survey of the fundamental beliefs of the Christian faith emphasizing the Wesleyan-Armenian and Pentecostal views. The class combines a systematic introductory study of the great doctrines of the faith with practical application of these principles from God's Word.

### **THEO 3103 God's Person and Word**

A consideration of God's Person, existing as one God, yet manifested in three Persons; His names, nature, attributes and decrees; the Person of Christ; and the Person of the Holy Spirit. Attention will be given to the revelation of the Word and authority for faith and practice.

### **THEO 3303 Christian Theology**

A systematic examination of the key, orthodox theological concepts and doctrines of the Bible, emphasizing the Wesleyan-Armenian and Pentecostal views. (Adult Studies and Online course)

### **THEO 3313 Systematic Theology I**

An intensive study of the basic doctrines of the Christian faith: revelation, God, creation and humanity. This course will be approached from a Wesleyan-Armenian and Pentecostal perspective.

### **THEO 3323 Systematic Theology II**

An intensive study of the doctrines of the Christian faith: Christology, the atonement, salvation, the Holy Spirit, eschatology, and the church. This course will be approached from a Wesleyan-Armenian and Pentecostal perspective.

### **THEO 3343 Principles of Servant Leadership**

See BUSN 3343

### **THEO 3433 Inerrancy and Authority of Scriptures**

The historical development of the church's attitude on the nature of the Bible, the evangelical position regarding revelation, inspiration and the authority of Scripture.



### **THEO 3513 Person and Work of the Holy Spirit**

An intensive biblical, theological study of the person, offices, gifts and administrations of the Holy Spirit. Emphasis given to the theoretical and practical aspects of the work of the Holy Spirit. This course utilizes the Acts of the Apostles and Paul's Corinthian correspondence as primary texts. (Adult Studies course)

### **THEO 3913 Biblical Discipleship**

This course examines models of spiritual disciplines from individuals such as, but not limited to: Thomas á Kempis, William Law, Thomas Merton, Richard Foster, and Dallas Willard. Students will explore the theological basis and practical implication of Christian maturation through, Scripture, reason, tradition, and experience.

### **THEO 4013 Christ, Culture, and the Church**

Students will be exposed to an intensive, systematic study of the person, work, and teachings of Jesus Christ as they relate to the church and its mission in the world. This course explores the role of the church in relation to the initiation and consummation of God's redemptive work in Christ. Special attention is given to the topics of incarnation, atonement, resurrection, and the implications of Christology for discipleship, mission, and ecclesiology.

### **THEO 4113 Apologetics**

A systematic study of the defense of the gospel. Topics will include the authority and inerrancy of Scripture, explanation of difficult texts and alleged contradictions and logical fallacies within secular and humanistic worldviews.

Prerequisite: BIBL 2223 Biblical Hermeneutics

### **THEO 4213 Christian Professional Ethics**

See PMIN 4213

### **THEO 4443 Wesley's Theology of Society and the Church**

A study that examines John Wesley's theology of the church as the body of Christ in the world. Explores Wesley's emphasis upon the Christian's involvement in and service to societal needs. Extensive reading in primary source materials is required.

### **THEO 4901-4 Directed Readings in Theology**

Permission from the department is required.

### **THEO 4911-4 Directed Studies in Theology**

Permission from the department is required.

### **THEO 4923 Wesley Studies – London Experience**

A study of John Wesley, his life, ministry and theology. The course culminates with a visit to his birthplace and other England locations of special significance in Wesley's life and ministry. Note: additional costs related to trip required.

### **THEO 4993 Senior Thesis**

Students will prepare an in-depth written thesis on an approved topic in theology. A faculty member from the Department of Theology will be appointed as the primary advisor. With the advisor's guidance, the student will research and write a 25-30 page paper. Students are encouraged to investigate a particular area of personal interest and build upon earlier coursework. The finished thesis will then be examined by a committee comprised of members from the Department of Theology. This paper is normally completed the final semester of the senior year.

Prerequisites: BIBL 3663 Bible Research Methodology, senior standing, and permission of the advising Professor.

## **UNIV (UNIVERSITY)**

### **UNIV 1003 Strategies for Student Success**

A university course designed to study the factor that affect academic and emotional performance with emphasis on motivation, mental preparation, leadership and performance enhancement, and management strategies all from a biblical perspective. (Required for all incoming students.)

## **YMIN (YOUTH MINISTRY)**

### **YMIN 2453 Foundations of Youth Ministry**

This course includes the study of the needs, goals, organization and administration of the total youth ministry in the local church. The course examines age level characteristics from early adolescence through young adulthood; and provides an overview of methods, techniques, and resources to be used in effective ministry to youth.

### **YMIN 4013 Youth Program Development**

The course investigates the design and implementation of a biblically based youth program. The course will emphasize small groups, retreats, Bible and topical studies. The use of media in presentation will be examined. Prerequisite: YMIN 2453 Foundations of Youth Ministry

### **YMIN 4213 Youth Relationship Skills**

A course designed to study approaches and relational models for effective ministry with the youth. Students discuss the skills needed for building a community of connected individuals from diverse subcultures within post moderns. Effective examples of assimilating youth into the adult church are presented.

### **YMIN 4901-4 Directed Readings in Youth Ministry**

### **YMIN 4911-4 Directed Studies in Youth Ministry**

### **YMIN 4991-6 Professional Development/Internship**

## Administration/Faculty Listing

### ADMINISTRATORS

#### **Reggies Wenyika**

President (Fall 2008)

Ed.D., Oral Roberts University, 2008

M.Min., Southwestern Christian University, 2010

M.A., Oral Roberts University, 2002

B.R.A., Logos Christian College, Harare, 1998

D.M.L.T., University of Zimbabwe, 1992

#### **Dana Owens-DeLong**

Provost and Vice President for Academic Affairs (Spring 2012)

Ed.D., Oklahoma State University, 2000

M.Ed., University of Central Oklahoma, 1995

B.S., Northeastern Oklahoma University, 1979

#### **J. Mark Arthur**

Vice President for Athletic Development (Fall 1991)

M.Ed., University of Central Oklahoma, 1984

B.S., University of Central Oklahoma, 1982

#### **Joe Blackwell**

Vice President for University Advancement and Development (Spring 2013)

M.B.A., Concordia University, 2015

B.S., Southern Nazarene University, 1998

#### **Brad Davis**

Dean of Students/Vice President for Student Life (Fall 2013)

M.Min., Southwestern Christian University, 2005

B.S., Southwestern Christian University, 1995

#### **Wallace Hamilton**

Vice President for Fiscal Affairs and Site Planning (Fall 1990)

### FACULTY

#### **Elicia Brannon-Little**

Department of Business (Fall 2013)

D.M.O.L., University of Phoenix, 2007

M.B.A., Kennesaw State University, 1998

B.B.A., University of Central Oklahoma, 1992

**Linda Breslin**

Department of Language Arts (Fall 2012)

Ph.D., Lehigh University, 1994

M.A., Lehigh University, 1989

B.A., Cedar Crest College, 1985

**Gary Burchette**

Director, Department of Adult Studies (Fall 1999)

M.A., Oral Roberts University, 1998

B.S., Southwestern Christian University, 1992

**Allison Canfield**

Department of Language Arts (Fall 2013)

M.A., Marshall University, 2013

B.A., Glenville State College, 2011

**Cindi Cary**

Department of Business (Fall 2010)

M.B.A., Midwestern State University, 1995

B.B.A., Texas Wesleyan College, 1982

**Julian Cowart**

Dean, School of Adult and Online Education (Spring 2012)

Ph.D., Capella University, 2009

M.A., The George Washington University, 1993

B.S., Trevecca Nazarene University, 1979

**Melissa Cox**

Department of Sport Studies (Spring 2015)

M.S., University of Central Oklahoma, 2007

B.S., University of Central Oklahoma, 2005

**Rhonda Crutcher**

Department of Language Arts/Director, General Education (Spring 2014)

Ph.D., University of Manchester, Nazarene Theological College, 2011

M.A., Nazarene Theological Seminary, 1999

B.A., Southern Nazarene University, 1990

**Seth Cudd**

Department of Creative Arts (Fall 2014)

M.M., The University of Oklahoma, 2005

B.M. Southwestern Oklahoma State University, 2003

**Mark D. Culham**

Department of Theology and Missions (Fall 2011)

M.A., Asbury Theological Seminary, 2009

B.A., Trinity College, 2007

**Linda Garrett**

Chair, Department of Business (Fall 2010)

Ph.D., Capella University, 2012

M.S.M., Southern Nazarene University, 1990

B.S., Southern Nazarene University, 1988

**Kristen Gregory**

Department of Sport Studies (Spring 2014)

M.S., University of Central Oklahoma, 2004

B.S., East Central University, 2002

**Shelley Groves**

Chair, Department of Language Arts/ Chair, Department of Teacher Education (Fall 2005)

M.A., University of Central Oklahoma, 2009

M.A.E.L., Southern Nazarene University, 2003

B.A., Evangel University, 1993

**Phylis Hadley**

Chair, Department of Sport Studies (Fall 2012)

M.A.E.L., Southern Nazarene University, 1998

B.S., Southern Nazarene University, 1985

**Sherri J. Hendrix**

Registrar (Spring 2012)

M.B.A., Southern Nazarene University, 2010

B.S., University of Central Florida, 1989

**Adrian Hinkle**

Dean, School of Graduate and Professional Studies (Fall 2004)

Ph.D., University of Wales, Trinity St. David, 2014

M.A., Southern Nazarene University, 2004

B.S., Southwestern Christian University, 2002

**Ryan Hoffpauir**

Department of General Education, Mathematics (Fall 2015)

M.S., University of Central Oklahoma, expected 2015

B.S., Southern Nazarene University, 2007

**Chet Horn**

Chair, Department of History (Fall 2010)

M.A., The University of Oklahoma, 2011

B.A., Southwestern Oklahoma State University, 1997

**Michael Lowder**

Director, Library (Fall 2015)

M.L.I.S., The University of Oklahoma, 2006

B.A., Southwestern Christian University, 1994

**Darrick Matthews**

Department of Sport Studies/Women's Basketball Coach (Fall 2013)

M.Ed., Sul Ross State University, 2012

B.S., McMurry University, 2011

**David Roman**

Chair, Department of Creative Arts (Fall 2009)

M.B.A., Oklahoma City University, 2003

M.A., Oklahoma City University, 1991

B.M.E., Oral Roberts University, 1982

**Adrian Rus**

Department of Social and Behavioral Sciences (Fall 2012)

Ph.D., Texas Christian University, 2012

M.S., Texas Christian University, 2010

M.S., Dimitrie Cantemir University of Tirgu-Mures, 2007

B.S., Dimitrie Cantemir University of Tirgu-Mures, 2004

**Terry Tramel**

Department of Theology and Missions (Fall 2002)

D. Min., Assemblies of God Theological Seminary, 2008

M. Div. Equivalent, Assemblies of God Theological Seminary, 2005

M.A., Southern Nazarene University, 2001

B.S., Mid-America Bible College, 1999

**Rebecca D. Webster**

Chair, Department of Social and Behavioral Sciences (Fall 2012)

Licensed Professional Counselor

Ph.D., Regent University, 2012

M.Ed., University of Central Oklahoma, 2002

B.S., University of Central Oklahoma, 1993

**Jeremy Wente**

Department of Social and Behavioral Sciences (Spring 2014)

M.S.W., The University of Oklahoma, 2002

B.S., Southern Nazarene University, 1997

**Brittanie Wyatt**

Director, Student Success Services (Fall 2014)

M.A., Southwestern Assemblies of God University, 2013

B.S., Southwestern Assemblies of God University, 2002

**Ken L. Young**

Chair, Department of Theology and Missions (Fall 1997)

M.A.T.S., Columbia Theological Seminary, 1991

B.A., Furman University, 1985

**EMERITI FACULTY**

**Ray Ballew**

Professor Emeritus, Department of Creative Arts (Fall 1973-Spring 2012)