



SOUTHWESTERN CHRISTIAN
U N I V E R S I T Y

Scholarship • Spirit • Service

2014-2015 Undergraduate Academic Catalog

7210 N.W. 39th Expressway
P.O. Box 340
Bethany, Oklahoma 73008
405-789-7661
swcu.edu

Southwestern Christian University

Undergraduate Academic Catalog

2014-2015



Scholarship – Spirit – Service

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Bethany, Oklahoma 73008
(405)789-7661
1-888-418-9272
www.swcu.edu

This catalog's effective dates were changed from the original 2010-2015 to 2014-2015 per approval of the SCU Academic Council and Chief Academic Officer on April 26, 2012. This change reflects more accurately the practice of making revisions to this catalog during the intended effective dates and clarifies the effective dates of the overlapping publication of the catalog revisions.

MESSAGE FROM THE PROVOST



Welcome to Southwestern Christian University! We are excited to be a critical 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 our rapidly changing world of a growing international connection, 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 which is dedicated to the preparation of our students to the ever-changing world. 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.

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 Southwestern Christian University are dedicated to our community of students, alumni and supporters! It is this dedication that makes SCU a distinctive and unique higher education experience for everyone!

Sincerely,

A handwritten signature in black ink that reads "Connie E. Sjöberg Ph.D." The signature is fluid and cursive.

Connie E. Sjöberg, Ph.D.
Provost and Vice President of Academic Affairs

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About SCU



In this section:

University Organization

Legal Notices and Compliance

University Profile

UNIVERSITY ORGANIZATION

BOARD OF REGENTS

EXECUTIVE COMMITTEE

Rev. David Burrows, Chair	David Anderson	Tim Hooper
Rita Tate, Vice Chair	Rev. Tim Cox	Jo Ann Johnson
Bishop Randell Drake, Secretary	Rev. Richard Goad	David Light
Bishop Thomas McGhee, IPHC Liaison	Sue Ann Hamm, J.D. David Haynes	John D. Mashburn, J.D., General Counsel

MEMBERS

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

UNIVERSITY ADMINISTRATION

PRESIDENT'S CABINET

President Reggies Wenyika, Ed.D.	Vice President for Athletic Development J. Mark Arthur, M.Ed.
Provost and Vice President for Academic Affairs Connie Sjoberg, Ph.D.	Vice President for Fiscal Affairs and Site Planning Wallace Hamilton
Vice President for University Advancement Vacant	Vice President for Student Affairs/Dean of Students Brad Davis, M.Min.

ACADEMIC DEANS

School of Adult Studies and Online Education Julian Cowart, Ph.D.	School of Education and Sport Studies Dana Owens-Delong, Ed.D.
School of Arts and Sciences Shelley Groves, A.B.D.	School of Professional and Graduate Studies Adrian Hinkle, A.B.D.

ACADEMIC DEPARTMENT CHAIRS

Department of Business Administration 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, A.B.D.
Department of Teacher Education James Bowen, Ed.D.	Department of Social and Behavioral Sciences Rebecca Webster, Ph.D.
Department of Sport Studies Dana Owens-Delong, Ed.D.	Department of Theology and Missions Terry Tramel, D.Min.

ACADEMIC ADMINISTRATION

General Education

Rhonda Crutcher, Ph.D., Chair

Institutional Effectiveness

Dana Owens-Delong, Ed.D., Dean

Library

Jon Sparks, Ph.D., Interim Director

Registrar

Sherri J. Hendrix, M.B.A.

ACADEMIC PROGRAM DIRECTORS

Adult Studies

Gary Burchette, M.A.

Online Education

Julian Cowart, Ph.D.

ACADEMIC PROGRAM COORDINATORS

Academic and Student Success

Brittanie Wyatt, M.A.

History Education (Teacher Education)

Chet Horn, M.A.

Professional Teacher Education

James Bowen, Ed.D.

English Education (Teacher Education)

Shelley Groves, A.B.D.

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 affairs, 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 non-discrimination policies including Title IX, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination:

University Provost
Southwestern Christian University
7210 NW 39th 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 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.

RETENTION AND GRADUATION RATES

Retention and graduation rates are published at this website: <http://nces.ed.gov/collegenavigator/?id=207856>

FEDERAL CAMPUS CRIME AWARENESS AND CAMPUS SECURITY ACT

Annually, SCU makes every attempt to comply with the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Drug-Free School and Communities Act Amendments. 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 affairs. SCU publishes an annual crime report and log at the following web page: <http://www.swcu.edu/annual-crime-report-and-log>.

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.

SCU's Title IX Coordinator is the vice president for athletic development, Mark Arthur.

Email: mark.arthur@swcu.edu

Phone: 405-789-7661 ext. 3610 (office); 405-401-3395 (mobile)

Office: G-201 (located above the Wellness Center of gym)

OTHER COMPLAINTS

Other complaint processes and procedures can be found in the SCU Student Handbook posted on the SCU website (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.

CORE VALUES

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, 24 bachelor's degree options, and two master's degrees: Master of Ministry and Master of Arts in Theology.

UNIVERSITY STUDENT LEARNING OUTCOMES

SCHOLARSHIP: BEING A DISCIPLINED LEARNER

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

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 a 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

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.

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. 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.

WHAT WE BELIEVE

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)
- SCU academic programs are approved by the Oklahoma State Regents for Higher Education.
- 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.
- SCU is approved by the U.S. Department of Justice for the admission of international students and is approved by the State Accrediting Agency of Oklahoma for the admission of eligible veterans.
- 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.

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. Three additional teaching sites are located in the Tulsa, Oklahoma metropolitan area, and for the master's programs, Franklin Springs and Atlanta, Georgia.

BETHANY CAMPUS FACILITIES

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. Offices housed in this building include the Department of Online Education, the Department of Graduate Studies, Institutional Effectiveness, Data Management and University Advancement.

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 and dean for student development, vice president for fiscal affairs and site planning, registrar, financial aid, information technology and the business office. Also located in C. H. Springer 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.

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 2nd 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 several classrooms and the Minchew Auditorium where chapel is held twice weekly.

TULSA METRO FACILITIES

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

Admissions



In this section:

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.

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 th week of enrollment.	NA	Student waiting for required documents may not re-enroll for 2 nd semester if still provisional admission status.	NA

APPLYING FOR ADMISSION

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

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

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

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

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

Any international student who is interested in attending Southwestern Christian University may request an I-20 from the Admissions Office.

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

- The Application must be completed in the English language and returned to the Admissions Office. All items on the application must be completed.
- A \$200.00 application fee to cover the costs of processing will be added to international students' billing statement in the initial semester of enrollment. This fee is non-refundable.

- Since English is the language of instruction at SCU, the student 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 500 PBT or 173 CBT or 61 iBT.
- Applicants must submit official high school transcripts and 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 CERTIFICATION OF FINANCIAL RESOURCES section of the Estimated Cost Sheet must be returned with the application.
- For graduate students only: the University requires a \$1,000.00 (U.S. funds) financial deposit. One-half (1/2) of this deposit will be applied toward tuition and fees upon acceptance. The remainder will be retained by the University until the student departs.
- All students are required to carry medical insurance and must show proof of insurance upon admission.

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

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 advance 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."

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.

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. 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

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

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 CURRICULUM

DESCRIPTION

The Bridge program is designed to facilitate a transition for all new students to SCU. There are two major components to the curriculum of the Bridge program: 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 to provide courses that will assist academically underprepared students to succeed in regular college coursework.

CURRICULUM

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.)

Bible Literacy Placement Test

All traditional students admitted to SCU are required to take a Bible Literacy Placement test to help ensure proper placement in the religious literacy course sequence for optimal student success in these required core courses. Transfer students with prior Bible credits from other institutions are exempt from taking the Bible Literacy Placement Test. No credit will be given to students who pass the test as it is given for placement purposes only.

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 1 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.

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

TRANSFER ADMISSIONS/CREDITS POLICIES

Credit will be accepted by SCU for transfer credit 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.

For policies on how transfer credits will reflect on the transcript, see Registration Policies.

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 payment in advance of registration for tuition and fees each semester. All tuition and other charges are due according the schedule posted on our website at www.swcu.edu/registrationinfo. Students must verify their intent to pay with the business office each semester. If students have not verified with the business office by the first payment deadline, they will be dropped from classes if they have pre-enrolled. Student may re-enroll through their advisor 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.

All financial aid possibilities should be explored far in advance of the start of the semester. Students are encouraged to contact the SCU Office of Financial Aid for assistance at any time.

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 classes begin, students will have the option of paying with a payment plan. Details for the payment plan can be found on the SCU website (www.swcu.edu/tuition-costs) or by contacting the business office. Cash, check, MasterCard/Visa, Discover or American Express credit cards are accepted.

A maximum effort to provide financial assistance on the part of the student's family is expected.

Students who have not satisfied their financial obligations by the end of the semester will not be enrolled in classes for in the following semester without special permission of the vice president for fiscal affairs and site planning, even if they have pre-enrolled with an advisor.

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/tuition-costs.

TUITION REFUNDS

STUDENTS IN TRADITIONAL UNDERGRADUATE PROGRAMS

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

Contact the adult studies offices.

ONLINE EDUCATION TUITIONS AND FEES - ONLINE ADULT STUDIES PROGRAMS

(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 under financial information. Deadlines for Scholarships are March 1 for returning students and July 15 for new students.

FINANCIAL AID POLICIES

FINANCIAL AID REFUNDS

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 aid received in excess of their tuition to cover education-related expenses. This student is required to repay a portion of his 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)

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 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

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

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

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

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

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 10th 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 opens its doors to any qualified student who is a Christian and is willing to accept Jesus Christ as a role model for living. 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.

The mission of the University presupposes:

- A strong commitment to high academic standards. The student comes to SCU with a determination to be a learner with an attitude that makes the student teachable.
- An openness to cooperate faithfully with the demands of the Spiritual Life program. Chapel attendance, appropriate resident hall and campus behavior, care and concern for one another, the development of a Great Commission (Matt. 28:16-20) vision as a servant of Christ, and participation in the extracurricular programs of the University are vital to the SCU 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.

A part of the training that leads to professional competence includes development of a healthy respect for the human body as the temple of the Holy Spirit (I Cor. 6:18-20). Actions or habits that harm the human person are considered unacceptable to the Christian lifestyle at SCU. The SCU lifestyle is designed to honor and express a commitment to godly Christian character.

Attendance in this University, therefore, 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 an honor commitment to accept the standards of this lifestyle.

SCU COMMUNITY 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.

The SCU Community 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 Community Covenant can be found in the SCU Student Handbook on our website at www.swcu.edu/students.

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 they will grow physically through sport competition, increase their mental capacity by the knowledge gained from highly qualified classroom instruction, and last but not least, to 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



In this section:

Registration Policies

Academic Policies

Curriculum Requirements

Undergraduate Academic Programs

REGISTRATION POLICIES

First-time students must register for classes on the days designated for advisement and registration. Registration includes faculty advisement, obtaining individual class schedule, finalizing matters with the Financial Aid Office, and arranging with the Business Office for payment of charges.

Returning students who have completed advising and preregistration will verify their enrollment on the day designated for returning student registration.

Students failing to verify enrollment by the end of the scheduled registration period may be denied admission and/or charged a late registration fee. (Also see Financial Information)

TRANSFERRING CREDITS

TRANSFER CREDITS AND GRADES ON THE TRANSCRIPT

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 TR and will not be calculated in the 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

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. A course description and, if possible, a syllabus from the home institution must accompany the petition. If the petition is granted, the course 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 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

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

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 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 listed elsewhere in this catalog are met.

ASSOCIATE'S DEGREE TRANSFER

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, additionally 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)

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 from their advisor or the Office of the Registrar. This form must have the approval of the chair of the department into which the student wishes to transfer. All degree requirements under 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 registrar during the sophomore year. The provost or 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 professional degree program/major.

CHANGES IN REGISTRATION (DROP/ADD PERIOD)

Traditional students are permitted to make changes in their schedules with the approval of the student's faculty advisor. Changes will not become effective until the proper forms have been filed with the registrar's office and financial adjustments have been made in the Business Office. A fee will be charged for any classes dropped or added. This fee must be paid in cash before the drop is completed. The vice president for fiscal affairs or the provost may waive the fee under special circumstances.

ADDING CLASSES

Courses 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 or provost.

DROPPING/WITHDRAWING FROM CLASSES

Courses may be dropped with a partial refund according to the tuition refund schedule (see Financial Information). After the drop period expires, students may withdraw from courses. Withdrawal from a course after the schedule adjustment period (the first three weeks of class for traditional students) and before 60% of the class time is complete (10th week for traditional) of the semester will be listed as a "W" on the student's transcript. Withdrawal from courses after 60% of the class will receive a grade of "W" or "F" depending on whether the student is passing or failing in the course at the time of withdrawal (confirmed in writing by

instructor). Students who withdraw from classes and fall below full-time enrollment (12 credit hours) during a regular semester will not be permitted to continue residence in University housing.

WITHDRAWAL FROM THE UNIVERSITY

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 online or notify the Office of the Registrar in writing. The withdrawal is not complete until the documentation has been submitted. Students who simply stop attending a class or classes without formally withdrawing will receive a grade of "F."

MILITARY LEAVE OF ABSENCE POLICY

Military Leave of Absence Eligibility

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

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

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 a 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.

INSTRUCTOR-INITIATED AND/OR ADMINISTRATIVE WITHDRAWAL

Traditional students who fail to attend all class sessions the first two weeks of the semester without properly notifying the instructor and/or the institution can be dropped from the class upon request of the instructor to the Office of the Registrar. If traditional students fail to attend any and all class sessions the first two weeks of the semester without properly notifying the institution, the student will be considered a "no show" and dropped from all classes. Students will not be charged for the semester, but any deposits made will not be returned.

Students who improperly register for any course are subject to an instructor-initiated drop. That is, during the specified drop period the instructor of the course in question may notify the Office of the Registrar to drop the student from the course. Improper registration includes registering without the prerequisites stated in this catalog, registering in upper-level courses before having successfully completed 40 hours, registering without the instructor's/advisor's permission as specified in certain courses.

If students do not verify their enrollment with the business office (notify the business office of their plan for the current semester's balance) by the last day of registration, students who have pre-enrolled in classes will be dropped from all classes. They will have until the last day to add classes to verify with the business office, or they will not be allowed to re-enroll in classes for the semester, and if they are residential students, their name will be given to the person responsible for housing who will contact the student to vacate housing.

The University, through the provost's office, reserves the right under certain conditions to administratively withdraw a student from the institution or from a certain course. Documentation of grades will follow the designations explained under Changes in Registration (Drop/Add period).

TRANSCRIPT REQUESTS

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

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 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 their 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 their assistance.

ACADEMIC CALENDAR

SCU operates on the semester system. Credit for work completed is expressed in semester credit hours.

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 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 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.

The following are included as violations of the 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 Honor Code.
- Actions designed to deceive a member of the faculty or a fellow student regarding principles contained in the Honor Code, such as securing assistance from a faculty member in another course when such assistance has been unauthorized
- Double 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.

Appeals of a decision by the provost regarding violations of the academic Honor Code shall be filed with 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 full-time faculty and those individuals who are full-time employees of the University and hold faculty status. Either party, including 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 Honor Code may include, but not be limited to, suspension and/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 encourage 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

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

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 is 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

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.

Attempted Credit Hours* (Figured into GPA)	Probation	Suspension
Admission	Below 2.0 H.S. or college transfer GPA	NA
Up to 12	Below 1.7 term or CGPA	If a first-time, 1 st semester freshman or transfer student is admitted on probation, the minimum suspension standards below apply. If fully admitted, students will have one semester of probation before suspension will occur.
13 or more	Below 2.0 term or CGPA	The semester immediately following the probationary period, if minimum term or cumulative GPA has not been attained, <u>OR</u> upon recommendation of the Center for Student Success.

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.)

Enrollment Limits

Students enrolled with probation status may pre-enroll for classes in the following semester but are limited to 12 credit hours plus the possibility of up to two for activity or music ensemble/private lessons. 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 or chapel probation are ineligible for participation in co-curricular activities.

Any student with a term GPA below 2.0 will not be eligible for official absences or representative roles at the University until the term GPA is at least 2.0.

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. The Center for Student Success may recommend suspension for students after the first semester of academic probation if the student does not comply with the accountability plan.

Students on academic probation are encouraged to repeat courses in which they have earned a grade of "D" or "F" as the fastest way to raise their GPA.

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.

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.

Suspension Exceptions (Second Semester Probation)

Students who finish the probation term with a term GPA above the minimum standard according to the chart above, regardless of the resulting CGPA, students will have one additional semester on probation to attain the minimum CGPA standard. If the CGPA standard is not met after the second semester on probation, suspension will be the result. This suspension exception will be made only for students on probation only for the first time on probation and only once in the student's academic career at SCU.

Suspension Duration

The first academic suspension is applied to the semester immediately following the probation term for the duration of one semester; the second academic suspension results in two consecutive semesters of suspension; the third academic suspension results in a minimum of two consecutive semesters of suspension pending indefinite suspension, reviewed by the Admissions Committee.

READMISSION AFTER ACADEMIC SUSPENSION

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

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 the appeal for a suspension, the student must meet with his or her assigned academic advisor to be re-enrolled. Students permitted to enroll on appeal may enroll in only 12 credit hours (plus up to two credit hours of physical activity, music ensemble/private lessons). 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.

NOTE: Students should be aware that they may not be eligible for financial aid if being readmitted after probation or 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 contact their faculty advisor to be re-enrolled 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 12 credit hours (plus up to two credit hours of physical activity, music ensemble/private lessons). 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. 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.

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.

ATTENDANCE POLICY DEFINITIONS

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.

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.

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.

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 AND GRADE POLICIES

GRADE POINT AVERAGE

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

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 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.

The responsibility for requesting an incomplete grade rests on the student, and arrangements should be made by the student with the instructor. 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.

Coursework to satisfy the "I" must be completed within the first six weeks following the close of the semester in which the incomplete was granted. Exceptions must be approved by the dean of the academic program. Requests for extensions must be made to the dean of the academic program prior to the six week deadline. Work not completed by the deadline stated on the Request for Incomplete form will be listed on the student's transcript as an "F."

Once the incomplete work is completed, instructors will file a Request for Change of Grade form to the Office of the Registrar (available on the faculty portal).

MINIMUM GRADE REQUIREMENTS (ALSO SEE COURSE INFORMATION)

In addition to the minimum GPA requirement for graduation of 2.0, 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 who are in degree programs in the Department of Theology and Missions and the Department of Social and Behavioral Sciences must also make at least a "C" in all religious literacy courses. Exceptions to this policy must be approved by the dean.

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.

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 applicable course requirements for his or her chosen program and the following requirements:

- Graduation Application form must be completed online (www.swcu.edu/graduation-application)
- 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, 40 credit hours of upper-division courses. Sixty percent of the major core and/or concentration courses in the bachelor's degree must be upper-division courses
- 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.
- All contracts and financial obligations to the University must be fulfilled including payment of the graduation fee.
- All curriculum requirements of the declared major or program of study are completed
- 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
- The student's final semester must reflect at least a 2.0 GPA.
- The student may not graduate while on academic, disciplinary or chapel probation.

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 9 credit hours may submit a petition in writing to the Office of the Registrar to be considered for an exception to participate in Commencement. Petitions must include a plan for completing degree requirements by August 1.

Adult students with more than 9 portfolio credit hours pending will not be allowed participation in Commencement unless those portfolio papers have been submitted no later than 60 days prior to Commencement. Participation will also be denied for students who have more than 9 transfer credit hours pending if official transcripts are not received by the Office of the Registrar no later than 60 days prior to

Commencement. Any concurrent or post-SCU transfer credits will be considered "not completed" by the Office of the Registrar and may prevent participation until the next Commencement ceremony.

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.

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

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

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.

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)

CHOICE OF PROGRAMS

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.

DEGREE REQUIREMENTS

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." Students who are required to enroll in developmental courses (see Bridge Program Curriculum) 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.

REQUIRED STUDENT SUCCESS ENROLLMENT

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.

REQUIRED ENGLISH 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 credit for these courses, but they will only be in the total hours required for graduation. (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 through the student portal. Unless the student has an account hold, unofficial transcripts 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 with their 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.
- not have 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

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

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

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. Each department must be consulted for approval for courses the student hopes to count toward each major.

GRADUATING WITH A DOUBLE MAJOR

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

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.

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
- 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 Sport Management (Concentrations in Kinesiology, Management, and Marketing)
- Bachelor of Science in Physical Education, Health and Safety (Teacher Education Program)

SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES

DEPARTMENT OF BUSINESS ADMINISTRATION

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

DEPARTMENT OF THEOLOGY AND MISSIONS

- Bachelor of Arts in Biblical Studies
- Bachelor of Science in Christian Leadership
- Bachelor of Arts or Science in Intercultural Studies
- Bachelor of Arts or Science in Philosophy
- Bachelor of Arts or Science in Pastoral Ministry/Biblical Literature
- Bachelor of Arts in Religion
- Bachelor of Arts or Science 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 Early Childhood Development
- Bachelor of Science in Human and Family Services

DEPARTMENT OF ONLINE EDUCATION

- Bachelor of Professional Studies

SCHOOL OF ARTS AND SCIENCES

ACADEMIC DEAN

Prof. Shelley Groves

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. Seth Cudd
Prof. David Roman, Chair

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.

Students entering the program must have a minimum high school grade point average of 2.00. 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

BACHELOR OF ARTS IN MUSIC PERFORMANCE

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
General Education				
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		
Total General Education Credit Hours		45		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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		
Total Major Core Credit Hours		44		
# Applied Music Core				
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		
Total Applied Music Core Credit Hours		20		
Choose one 13-credit-hour concentration below				
*Voice Concentration				
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		
*Instrumental Concentration				
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		
*Piano Concentration				
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>		1		
Total B.A. in Music Performance Program Credit Hours		128		
<p>* 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.</p>				

BACHELOR OF MUSIC IN BUSINESS AND TECHNOLOGY

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, media 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
General Education				
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 2713	Music History and Literature I	3		
* MUSI 2723	Music History and Literature II	3		
* MUSI 4003	World Music	3		
* Elective	Choose a 3-credit hour MUSI course	3		
Total General Education Credit Hours		45		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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		
Elective		1		
Total Major Core Credit Hours		26		
# Applied Music Core				
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		
Total Applied Music Core Credit Hours		20		
*MBT Concentration				
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		
Total MBT Concentration Credit Hours		19		
Total B.M. in Music Business and Technology Credit Hours		128		
<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>				

BACHELOR OF MUSIC IN PERFORMANCE

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
General Education				
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		
Total General Education Credit Hours		45		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		

*Major Core				
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		
Elective		1		
Total Major Core Credit Hours		26		
# Applied Music Core				
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		
Total Applied Music Core Credit Hours		20		
Choose one 19-credit-hour concentration below.				
*Voice Emphasis				
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		
Total Vocal Concentration Credit Hours		19		
*Instrumental Concentration				
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		
Total Instrumental Concentration Credit Hours		19		
*Piano Concentration				
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		
Total Piano Concentration Credit Hours		19		
Total B.M. in Performance Program Credit Hours		128		
* Grade of "C" or better.				
# Grade of "B" required.				
NOTES: Proficiencies in keyboard and music vocabulary are required.				
Recital attendance and performance are required.				

BACHELOR OF MUSIC IN WORSHIP ARTS

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
General Education				
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		
Total General Education Credit Hours		45		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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		
Elective		1		
Total Major Core Credit Hours		26		
# Applied Music Core				
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		
Total Applied Music Core Credit Hours		20		
*Worship Arts Concentration				
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		
Total Worship Arts Concentration Credit Hours		19		
Total B.M. in Worship Arts Program Credit Hours		128		
* Grade of "C" or better. # Grade of "B" required. NOTES: Proficiencies in keyboard and music vocabulary are required. Recital attendance and performance are required.				

Department of General Education

FACULTY

Dr. Rhonda Crutcher, Chair

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

CRITICAL THINKING

Apply inductive and deductive reasoning to real and hypothetical situations.

COMMUNICATION

- 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.

HISTORY AND POLITICAL SCIENCE

- Students will differentiate between the three branches of the Federal Government with special emphasis on the practical duties of each branch.
- Students will identify and describe the principles on which the US Constitution is based.
- Students will develop traits of compassion, teachability and servant-leadership
- Students will be able to identify the major personalities that have shaped the history of the United States.
- Students will be able to identify the major events that have shaped the history of the U.S.
- Students will be able to sequence major events from the history of the U.S.

LIFETIME WELLNESS

- Students will apply basic principles of physical fitness.
- Students will describe and apply proper nutrition and weight management.
- Students will develop and demonstrate knowledge of leisure concepts and principles for a healthy lifestyle.

MATHEMATICS

- Students will apply algebraic concepts to model and solve real-life situations using arithmetic, linear, inequalities, problem solving, and polynomial, rational and exponential equations.
- Students will demonstrate proficiency in solving one-variable linear and quadratic equations.
- Students will be able to demonstrate proficiency in solving multi-variable systems of linear equations of inequality.

SCIENCE

- Students will identify seven (7) major organ systems.
- Students will explain the interactions of organ systems.
- Students will describe the function of the body's organ systems.
- Students will describe the effects of nutrition and exercise in human health.

GENERAL EDUCATION ACADEMIC PROGRAMS

Associate of Arts Degree

B.S. in Liberal Studies

ASSOCIATE OF ARTS DEGREE

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.

ASSOCIATE OF ARTS DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
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		
Total Religious Literacy Core Credit Hours		12		
Electives	Any courses	7		
Total A.A. Degree Program Credit Hours		64[^]		
* Grade of "C" or better.				
[^] Final CGPA must be 2.0				

BACHELOR OF SCIENCE IN LIBERAL STUDIES DEGREE PROGRAM

This program provides a broad background in the humanities, social sciences, and specific professional fields for students who have over 64 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
General Education				
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		
Total General Education Credit Hours		45		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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		
Total Major Core Credit Hours		36		
Electives				
* 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		
Total Elective Credit Hours		29		
Total Liberal Studies Program Credit Hours		128		
* 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

BACHELOR OF ARTS IN HISTORY

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
General Education				
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	3		
Elective	Any 1000-2000 PHIL, POLI, GEOG	3		

Elective	Any 1000-2000 PSYC, SOCL, ECON	3		
* HIST 2113 OR 2243	Western Civilization I or Western Civilization II	3		
Elective	Any 1000-2000 FINC, MUTH, HPSM, SPCH, MUSI	3		
Total General Education Credit Hours		45		
Religious Literacy Core				
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 in the U.S.	3		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
HIST 1483 OR 1493	U.S. History I OR U.S. History II (whichever is not taken as Gen. Ed. requirement)	3		
HIST 2113 OR 2243	Western Civilization I or II (whichever is not taken as Gen. Ed. requirement)	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		
Total Major Core Credit Hours		43		
*History Electives				
Choose 21 credit hours from the courses below:				
HIST 2603	Economics for History			
HIST 3003	The Middle Ages			
HIST 3103	Tudor and Stuart England			
HIST 3113	Church History I			
HIST 3123	Church History II			
HIST 3143	Women's History in the US			
HIST 3163	Patristic Christianity			
HIST 3223	Russian History			
HIST 3233	The Renaissance			
HIST 3234	The Reformation			
HIST 3333	Europe in the Age of Absolutism			
HIST 3343	The French Revolution and the Napoleonic Era			
HIST 3353	The Holocaust			
HIST 3403	British Colonial America			
HIST 3433	The Antebellum South			
HIST 3483	Twentieth Century U.S. History			
HIST 4313	World War II			
HIST 4323	Spanish Colonial North America			
HIST 4453	The Great Depression			
HIST 4513	The Cold War			
HIST 4523	The Civil Right Era			
HIST 4603	Intellectual History in the U.S.			
HIST 4913	Intertestamental Period			
HIST 4931-3	Studies in Church History			

Other Electives	22		
Total History Program Credit Hours	128		
* Grade of "C" or better.			
^ May apply toward major core or General Education.			

BACHELOR OF SCIENCE IN HISTORY EDUCATION

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

	Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education					
	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		
	SPCH 1113	Introduction to Public Communication	3		
	Science 1000-2000	Any lower division science with lab	4		
	Elective	Any 1000-2000 ENGL, LSCI course	3		
Total General Education Credit Hours			42		
Religious Literacy Core					
	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.	3		
Total Religious Literacy Core Credit Hours			18		
* Major Core					
	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		
Total History Elective Credit Hours			36		
* 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 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		
Total Major Core Credit Hours			32		
Total History Program Credit Hours			128[^]		
* Grade of "C" or better.					
[^] Overall GPA must be 2.75 or better					

Department of Language Arts (ENGL, FREN, GERM, LSCI, SPAN, SPCH)

FULL-TIME FACULTY

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

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

BACHELOR OF ARTS IN ENGLISH

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
General Education				
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		
Total General Education Credit Hours		45		
Religious Literacy Core				
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	3		
Total Religious Literacy Core Credit Hours		18		

*Major Core				
ENGL 2033	Creative Writing	3		
ENGL 2903	English Seminar	3		
ENGL 3063 OR 3343	Expository Writing OR Technical Communication	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 4313	Studies in Shakespeare	3		
FREN or SPAN	Six credit hours of one language	6		
Total Major Core Credit Hours		39		
* English Electives				
Choose 9 credit hours from the 3-credit-hour courses below:				
ENGL 2433	Value and Meaning of Literature			
ENGL 3923	British Masterpieces			
ENGL 3103	The World of C.S. Lewis			
ENGL 3203	Greek Literature and Mythology			
ENGL 3443	Fantasy Fiction			
ENGL 3503	Great Works in Christian Literature			
ENGL 3533	Studies in Poetry			
Total English Elective Credit Hours		9		
Electives	Any 17 credit hours of courses	17		
Total English Program Credit Hours		128		
* Grade of "C" or better.				

BACHELOR OF ARTS IN ENGLISH EDUCATION

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
General Education					
	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		

	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		
Total General Education Credit Hours			42		
Religious Literacy Core					
	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	3		
Total Religious Literacy Core Credit Hours			18		
* Major Core					
	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		
Total Major Core Credit Hours			36		
* 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 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		
	EDUC 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		
Total Professional Teacher Education Credit Hours			32		
Total English Education Program Credit Hours			128[^]		
*	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. Adrian Rus
Dr. Rebecca Webster, Chair
Prof. Jeremy Wentz

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, 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

- 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. Student 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

BACHELOR OF SCIENCE IN PSYCHOLOGY AND COUNSELING

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
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
* Major Core				
PSYC 1113	General Psychology	3		
PSYC 2013	Positive Psychology	3		
PSYC 2113	Biological Psychology	3		
PSYC 3103	Social Psychology	3		
PSYC 3113	Theories and Practice of Group Work	3		
PSYC 3153	Principles of Biblical Counseling	3		
PSYC 3433	Development Psychology-Lifespan	3		
PSYC 3443	Psychology Research Methodology	3		
PSYC 3533	Introduction to Counseling	3		
PSYC 4133	Theories of Personality	3		
PSYC 4213	Counseling Ethnic Groups and Minorities	3		
PSYC 4223	Abnormal Psychology	3		
PSYC 4993	Professional Development/Practicum	3		
Total Major Core Credit Hours		39		
Choose one of the following 15-credit hour concentrations.				
* Early Childhood Development Concentration				
ECDV 3103	Health, Safety and Nutrition			
ECDV 3113	Introduction to Early Childhood Care and Education			
ECDV 3213	Children in the Global Community			
ECDV 4113	Early Childhood Curriculum Development			
ECDV 4143	Early Childhood Methods and Materials			
* Human Services Concentration				
HSVC 2113	Introduction to Human Services			
HSVC 4123	Crisis Intervention			
HSVC 4223	Assessment and Case Management			
HSVC 4453	Program Development and Evaluation			
SOCL 3113	Social Problems			
* Marriage and Family Concentration				
PSYC 3213	Child and Adolescent Psychology			
PSYC 4203	Dynamics of Troubled Families			
PSYC 4413	Dealing with Loss and the Grieving Process			
SOCL 2123	Marriage and Family			
SOCL 3443	Aging and Gerontology			
* Substance Abuse Concentration				
HSVC 3223	Introduction to Criminal Justice			
PSYC 4543	Introduction to Substance Abuse Counseling			
SOCL 3113	Juvenile Delinquency			
SOCL 4273	Substance Abuse/Chemical Dependency			
SOCL 4403	Conflict Management and Resolution			
Total Concentration Credit Hours		15		

*Required Electives				
Electives	Any courses	11		
Total Psychology and Counseling Program Credit Hours		128		
* Grade of "C" or better				

SCHOOL OF EDUCATION AND SPORT STUDIES

ACADEMIC DEAN

Dr. Dana Owens-DeLong

SCHOOL DEPARTMENTS

Department of Education

Department of Sport Studies

Department of Education (EDUC)

FULL-TIME FACULTY

Dr. James Bowen, 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.

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.

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

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

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

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.

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

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

- 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.

GRADE POINT AVERAGE (GPA)

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

GRADES

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

STATE TESTS

Oklahoma Subject Area Test (OSAT)

PORTFOLIO

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

SPA STANDARDS

Satisfactory completion of assessments

LEGAL

Current approved background check

CLINICAL PRACTICE

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

RECOMMENDATIONS AND EVALUATIONS

University Faculty and Clinical Faculty

REQUIREMENTS

Completion of Foreign Language Competency

APPROVALS

Receive formal approval by the SCU Teacher Education Council

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.

ADMISSION STATUS

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

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
-

GRADE POINT AVERAGE (GPA)

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

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

STATE TESTS

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

PORTFOLIO

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

SPA STANDARDS

Satisfactory completion of assessments

LEGAL

Current approved background check

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

REQUIREMENTS

Successful completion of Foreign Language Competency

APPROVALS

Receive formal approval by the SCU Teacher Education Council

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)

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

GRADES

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

STATE TESTS

Oklahoma Professional Teaching Exam (OPTE)

PORTFOLIO

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

- 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

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. Kristen Gregory
Prof. Phylis Hadley, PEHS Program Coordinator (Teacher Education)
Prof. Darrick Matthews
Dr. Jim Poteet
Prof. J. Quinn Wooldridge

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
- Kinesiology Concentration

- Management Concentration
- Marketing Concentration

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

BACHELOR OF SCIENCE IN SPORT MANAGEMENT

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
General Education				
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 Kinesiology Concentration)	4		
Science 1000-2000	Any science without lab (NSCI 1113 for Kinesiology Concentration)	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		
Total General Education Credit Hours		45		
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		
* HPSM 4323	Christianity, Culture and Sport	3		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
SOCL 1113	Introduction to Sociology	3		
HPSM 2313	Foundations of Health, P. E., and Sport Mgmt.	3		
HPSM 2423	First Aid/CPR and Safety and Lab	3		
HPSM 2503	Church & Community Recreational Leadership	3		
HPSM 3113	Care & Prevention of Athletic Injuries	3		
HPSM 3233	Personal & Community Health	3		
HPSM 3243	Theory of Coaching	3		
HPSM 4423	Org. & Leadership of Health, P. E. and Sport Mgmt.	3		
HPSM 4993	Internship	3		
Total Major Core Credit Hours		27		
Choose one of the following concentrations				
*Kinesiology Concentration				
CHEM 1113	Introduction to Chemistry	3		

CHEM 1111	Introduction to Chemistry Lab	1		
HPSM 2433	Medical Terminology	3		
HPSM 3123	Adapted Physical Education	3		
+ BIOL 3114	Human Anatomy/Lab	4		
+ BIOL 3124	Human Physiology/Lab	4		
+ HPSM 4213	Kinesiology	3		
HPSM 4223	Sport Psychology	3		
HPSM 4413	Research, Measurement & Evaluation	3		
HPSM 4523	Motor Learning	3		
+ HPSM 4533	Exercise Physiology	3		
Electives	Any courses	5		
Total Kinesiology Concentration Credit Hours		38		
*Management Concentration				
BUSN 3113	Business Law	3		
HPSM 3213	Techniques of Teaching Lifetime Sports	3		
HPSM 3223	Sports Officiating	3		
HPSM 3313	Techniques of Teaching Team Sports	3		
HPSM 4313	Sociology of Sport	3		
HPSM 4513	Sport Marketing and Facility Management	3		
MGMT 3213	Principles of Management	3		
MGMT 3413	Organizational Behavior	3		
MGMT 4243	Management Science for Decision Making	3		
Electives	Any Courses	11		
Total Management Concentration Credit Hours		38		
*Marketing Concentration				
BUSN 3443	Principles of Marketing	3		
HPSM 3213	Techniques of Teaching Lifetime Sports	3		
HPSM 3223	Sports Officiating	3		
HPSM 3313	Techniques of Teaching Team Sports	3		
HPSM 4313	Sociology of Sport	3		
HPSM 4513	Sport Marketing and Facility Management	3		
MKTG 3143	Consumer and Market Behavior	3		
MKTG 3153	Promotional Strategies	3		
MKTG 4313	Marketing Research	3		
Electives	Any courses	11		
Total Marketing Concentration Credit Hours		38		
Total B.S. in HPSM Program Credit Hours		128		
* Grade of "C" or better				
+ Prerequisite course is required. See Course Descriptions.				

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION, HEALTH AND SAFETY

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
General Education					
	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		
	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		
	Elective	Any 1000-2000 PSYC, SOCL, ECON course	3		
Total General Education Credit Hours			42		
Religious Literacy Core					
	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		
Total Religious Literacy Credit Hours			18		
* Major Core					
	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 PROFESSIONAL AND GRADUATE STUDIES

ACADEMIC DEAN

Prof. Adrian Hinkle

SCHOOL DEPARTMENTS

Department of Business

Department of Theology and Missions

Department of Graduate Studies (see Graduate Catalog)

Department of Business Administration (ACCT, BUSN, ECON, FINC, MGMT, MKTG, NPAD)

FULL-TIME FACULTY

Dr. Elicia Brannon-Little

Prof. Cindi Cary

Dr. Linda Garrett, Chair

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

- Business Generalist Concentration
- Finance Concentration
- International Business Concentration
- Management Concentration
- Marketing Concentration
- Nonprofit Administration Concentration

BACHELOR OF BUSINESS ADMINISTRATION DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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		
MGMT 4243	Management Science for Decision Making	3		
Total Major Core Credit Hours		39		
<i>Choose one of the following 15-credit hour concentrations.</i>				
*Business Generalist Concentration				
Electives (15 credit hours)	Any 3000-4000 ACCT, BUSN, MGMT, MKTG, FINC, NPAD			
*Finance Concentration				
FINC 3133	Investments			
FINC 3143	Money and Banking			
FINC 4223	Financial Statement Analysis			
FINC 4153	International Finance			
<i>Choose one of the following 3-credit hour courses</i>				
ACCT 3423	Income Tax Accounting			
ACCT 3433	Cost Accounting			
ACCT 4113	Auditing			
BUSN 4993	Business Internship			
FINC 3243	Real Estate			
FINC 4113	Principles of Insurance			
NPAD 4513	Fundraising			
* International Business Concentration				
FINC 4153	International Finance			
MGMT 4173	International Management			
MKTG 4613	International Marketing			
Foreign Language	Same language for 6-credit hours			
* Management Concentration				
MGMT 3413	Organizational Behavior			

MGMT 4173	International Management			
MGMT 4213	Human Resources Administration			
MGMT 4443	Business Information Systems			
Choose one of the following 3-credit hour courses				
MGMT 4563	Entrepreneurship			
NPAD 4213	Leadership for Non-profit Organizations			
BUSN 4993	Business Internship			
* Marketing Concentration				
MKTG 3133	Retailing			
MKTG 3143	Consumer and Market Behavior			
MKTG 3153	Promotional Strategies			
MKTG 4613	International Marketing			
MKTG 4313	Marketing Research			
Choose one of the following 3-credit hour courses				
MKTG 3163	Sales			
NPAD 3713	Marketing for Non-profit Organizations			
BUSN 4993	Business Internship			
* Nonprofit Administration Concentration				
NPAD 3313	Accounting for Nonprofit Organizations			
NPAD 3713	Marketing for Nonprofit Organizations			
NPAD 3913	Nonprofit Law			
NPAD 4513	Fundraising			
Choose one of the following 3-credit hour courses				
NPAD 4213	Leadership for Nonprofit Organizations			
BUSN 4993	Business Internship			
Total Concentration Credit Hours		15		
Electives	Any Courses	11		
Total Business Administration Program Credit Hours		128		
* Grade of "C" or better.				

Department of Theology and Missions (BIBL, ICST, PHIL, PMIN, THEO, YMIN)

FULL-TIME FACULTY

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

PART-TIME FACULTY

Prof. Jonathan Bland
Prof. Jared Wilkins

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 or Science in Intercultural Studies
Bachelor of Arts or Science in Philosophy
Bachelor of Arts or Science in Pastoral Ministry/Biblical Literature
Bachelor of Arts in Religion
Bachelor of Arts or Science in Youth Ministry/Biblical Literature

BACHELOR OF ARTS IN BIBLICAL STUDIES

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.

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
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
* Bible/Theology Core Courses				
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		
Concentration	Choose one 15-credit hour concentration	15		
Total Bible/Theology Core Credit Hours		51		
* New Testament Concentration				
BIBL 3213	Romans			
BIBL 4043	Hebrews			
BIBL 4113	Luke-Acts			
BIBL 3000-4000	Upper-division New Testament 3-credit hour elective			
BIBL 4923	Intertestamental Literature			
Total New Testament Concentration Credit Hours		15		
* Old Testament Concentration				
BIBL 3023	The Pentateuch			
BIBL 3243	History of Israel			
BIBL 3313	Wisdom Literature			
BIBL 3000-4000	Upper-division Old Testament 3-credit hour elective			
BIBL 4923	Intertestamental Literature			
Total Old Testament Concentration Credit Hours		15		
* Theology Concentration				
ICST 2803	Comparative Religions			
THEO 4113	Apologetics			
THEO 4443	Wesley's Theology of Society and the Church			
Choose two courses from the following 3-credit hour courses				
ENGL 3103	The World of C.S. Lewis			
PSYC 4333	Psychology of Religion			
PHIL 3223	Philosophy of Religion			
Total Theology Concentration Credit Hours		15		
Electives	Any courses (seek assistance from your advisor)	14		
Total Biblical Studies Program Credit Hours		128		
* Grade of "C" or better.				

BACHELOR OF SCIENCE IN CHRISTIAN LEADERSHIP (VSL PROGRAM)

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.

B.S. IN CHRISTIAN LEADERSHIP DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
*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		VSL
THEO 4013	Christ, Culture and the Church	3		
Total Religious Literacy Core Credit Hours		18		
*Bible/Theology Major Core				
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		
Total Bible/Theology Major Core Credit Hours		18		
*Practical Leadership Major Core				
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 st 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		

Total Practical Leadership Major Core Credit Hours	36		
Electives	10		VSL
Total Christian Leadership Program Credit Hours	127		
* Grade of "C" or better.			

BACHELOR OF ARTS OR SCIENCE IN INTERCULTURAL STUDIES

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.^ OR B.S. IN INTERCULTURAL STUDIES DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
* Major Core				
BIBL 3023	The Pentateuch	3		
BIBL 3213	Romans	3		
GEOG 1113	World Geography	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		
Total Major Core Credit Hours		54		
^ Electives	Any courses	11		
Total Intercultural Studies Program Credit Hours		128		
* Grade of "C" or better				
** Alternates may be substituted with advisor's permission. Languages must be six credit hours of the same language.				
^ For the B.A. option, add 6 credit hours of Greek; 5 credit hours of electives remaining				

BACHELOR OF ARTS OR SCIENCE IN PASTORAL MINISTRY/BIBLICAL LITERATURE

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.^ OR B.S. IN PASTORAL MINISTRY/BIBLICAL LIT. DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
* Bible/Theology Core Courses				
^ BIBL 3000-4000	Upper-division New Testament elective	3		
^ 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		24		
* Pastoral/Practical Ministry Core Courses				
CHED 1423	Ministry of Christian Education	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		
Total Pastoral/Practical Ministry Core Credit Hours		39		
^ Electives	Any courses	2		
Total Pastoral Ministry/Biblical Lit. Program Credit Hours		128		
* Grade of "C" or better				
^ For the B.A. option , add 6 credit hours of GREK, minus one NT upper-division elective; 0 credit hours of electives remaining; <i>Program will be 129 credit hours.</i>				

BACHELOR OF ARTS OR SCIENCE IN PHILOSOPHY

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.^ OR B.S. IN PHILOSOPHY DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
* Bible/Theology Core Courses				
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		
Total Bible/Theology Core Credit Hours		18		
* Philosophy Core Courses				
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		
Total Philosophy Core Credit Hours		39		
^ Electives	Any courses	8		
Total Philosophy Program Credit Hours		128		
* Grade of "C" or better.				
^ For B.A. Degree option , add 6 credit hours of the same language; 2 credit hours of electives remaining.				

BACHELOR OF ARTS IN RELIGION

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 prospective.
- 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
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		

Total Religious Literacy Core Credit Hours		18		
* Bible/Theology Core Courses				
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		
Total Bible/Theology Core Credit Hours		21		
* Foreign Languages				
Language	12 credit hours of the same foreign language (preferably Greek or Hebrew)	12		
* Philosophy/Ethics/Humanities Core				
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		
Total Foreign Language/Philosophy/Ethics/Humanities Core Credit Hours		36		
Electives	Any Courses	8		
Total Religion Program Credit Hours		128		
* Grade of "C" or better.				

BACHELOR OF ARTS OR SCIENCE IN YOUTH MINISTRY/BIBLICAL LITERATURE

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 life long learning and/or graduate study.

B.A.^ OR B.S. IN YOUTH MINISTRY/BIBLICAL LITERATURE DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
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		
Total General Education Credit Hours		45		
* Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		18		
* Bible/Theology Core Courses				
BIBL 3000-4000	Upper-division New Testament elective	3		
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		24		
* Youth/Practical Ministry Core Courses				
CHED 1423	Ministry of Christian Education	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		39		
^ Electives	Choose electives that will enrich your degree plan	2		
Total Youth Ministry/Biblical Literature Program Credit Hours		128		
* Grade of "C" or better.				
^	For the B.A. option, add 6 credit hours of GREK, minus one OT upper-division elective; 0 electives remaining; Program will be 129 credit hours.			

SCHOOL OF ADULT AND ONLINE EDUCATION

ACADEMIC DEAN

Dr. Julian Cowart

SCHOOL DEPARTMENTS

Department of Adult Studies

Department of Online Education

CONTACT INFORMATION

ADULT STUDIES, BETHANY CAMPUS

Southwestern Christian University

Department of Adult Studies

7210 NW 39th Expressway

Bethany, Oklahoma 73008

Admissions: 1-888-418-9272

Phone: 405-470-2636

Fax: 405-603-8033

mydegree@swcu.edu

www.swcu.edu/mydegree

ADULT STUDIES, TULSA METRO CENTER

Southwestern Christian University

Department of Adult Studies – Tulsa Metro Center

c/o RHEMA Bible Training College

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Broken Arrow, OK 74012

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Department of Online Education

7210 NW 39th Expressway

Bethany, Oklahoma 73008

Admissions: 1-855-624-0853

Fax: 405-603-8033

www.elearning.swcu.edu

Department of Adult Studies

FACULTY

Prof. Gary Burchette, Chair

DEPARTMENTAL MISSION

Consistent with the mission of Southwestern Christian University the Online Education mission 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 (LINK)

Bachelor of Science in Biblical Leadership

Bachelor of Science in Business Administration

Bachelor of Science in Business Leadership

Bachelor of Science in Early Childhood Development

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. Information about the Adult Studies admissions and other policies can be found in the Adult Studies handbook.

ACADEMIC PROGRAMS

The Adult Studies programs are divided into two levels: LINK and Adult Studies Degree Completion.

LINK PROGRAM

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

DEGREE-COMPLETION PROGRAMS

The adult degree completion 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 degree completion, 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 the Bible/theology discipline 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.

Adults who have completed 60 hours of General Education (or LINK) courses should be able to complete the program in three to four semesters of continuous studies realized through evening classes, student cohorts and other nontraditional teaching methods. Students must complete a combination of courses in their major and Bible 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.)

ADULT STUDIES ATTENDANCE POLICY

Accelerated courses have a limited amount of 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 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 is unacceptable. It disrupts the class and disturbs other classmates. Therefore, students should be punctual for all classes, including designated breaks. If students are late for class, they will be marked as absent.

ADULT STUDIES ACADEMIC RESPONSIBILITY

The student is expected to commit to the highest level of academic integrity when involved in and fulfilling requirements for this program. Academic dishonesty on any level and of any form will not be tolerated. This applies not only to active involvement but also to passive knowledge.

Any student involved in academic dishonesty will be dropped from the course and assigned a grade of "F" for the course. Furthermore, academic dishonesty may result in the dismissal or expulsion of the student from the program and/or University.

ADULT STUDIES CLASS SCHEDULE

All AS 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 programs in the School of Adult Studies 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

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

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) 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.

CHILDREN/PETS ON CAMPUS AND IN CLASSROOMS

Minor children are not allowed on campus unsupervised. They must be in the presence of a parent or responsible adult. No infant or child will be permitted in a regularly scheduled class.

Pets may not attend class as they typically become a distraction and hinder the optimum learning environment.

ASSOCIATE OF ARTS IN LIBERAL STUDIES

The Associate of Arts in Liberal Studies degree offered through the adult degree completion program is called LINK. 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 completion 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
General Education				
<i>WRITTEN & ORAL COMMUNICATION (10)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
LSCI 1001	Information Literacy	1		
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 2212	Lifetime Wellness	2		
<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>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		
Total General Education Credit Hours		40		
Religious Literacy Core				
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		
Total Religious Literacy Core Credit Hours		12		
Electives	Any courses	12		
Total A.A. Degree in Liberal Studies Program Credit Hours		64		
* Grade of "C" or better.				

BACHELOR OF SCIENCE IN BIBLICAL LEADERSHIP

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
General Education				
<i>WRITTEN & ORAL COMMUNICATION (13)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
LSCI 1001	Information Literacy	1		
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 2212	Lifetime Wellness	2		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
General Education Electives/Prerequisites				
<i>HUMANITIES/FOREIGN LANGUAGE (3)</i>				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
<i>PHILOSOPHY (6)</i>				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
^* PHIL 3113	Adult Learning and Development	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		
Total General Education Credit Hours		49		
*Religious Literacy				
^ 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 (portfolio)	3		
Total Religious Literacy Core Credit Hours		18		
* Major Core				
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 st 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		
Total Major Core Credit Hours		36		
Electives		21		
EDUC 2113	Portfolio Development for Prior Learning (optional)	3		
Total B.S. in Biblical Leadership Degree Program Credit Hours		124		
* Grade of "C" or better.				
^ Required.				

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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
General Education				
<i>WRITTEN & ORAL COMMUNICATION (13)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research & Writing	3		
LSCI 1001	Information Literacy	1		
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 2212	Lifetime Wellness	2		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
General Education Elective Choices/Prerequisites				
<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 (6)</i>				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
^* PHIL 3113	Adult Learning and Development	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		
Total General Education Credit Hours		49		
Religious Literacy				
^ BIBL 2223	Biblical Hermeneutics	3		
<i>Choose 15 credit hours from the following Bible/Theology courses</i>				

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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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 Management	3		
SOCL 4403	Conflict Management and Resolution	3		
Total Major Core Credit Hours		36		
Electives		21		
EDUC 2113	Portfolio Development for Prior Learning (optional)	3		
Total B.S. in Business Admin. Degree Program Credit Hrs		124		
* Grade of "C" or better.				
^ Required.				

BACHELOR OF SCIENCE IN BUSINESS LEADERSHIP

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.

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
<i>WRITTEN & ORAL COMMUNICATION (13)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
LSCI 1001	Information Literacy	1		
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 2212	Lifetime Wellness	2		

U.S. HISTORY/GOVERNMENT (6)				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
General Education Electives/Prerequisites				
HUMANITIES/FOREIGN LANGUAGE (3)				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
LITERATURE/FINE ARTS (3)				
ENGL 1553	The Bible as Literature	3		
ENGL 3103	The World of C. S. Lewis	3		
PHILOSOPHY (6)				
PHIL 2013 OR 2123	Social Ethics or Christianity and Western Thought	3		
^* PHIL 3113	Adult Learning and Development	3		
FINANCE/CREATIVE ARTS/SPEECH/HEALTH (3)				
FINC 1113 or ACCT 2113	Personal Finance OR Accounting I	3		
SOCIAL/BEHAVIORAL SCIENCE (3)				
^* ECON 3113	Principles of Economics	3		
Total General Education Credit Hours		49		
Religious Literacy				
^ BIBL 2223	Biblical Hermeneutics	3		
Choose 15 credit hours from the following Bible/Theology courses				
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		
Total Religious Literacy Core Credit Hours		18		
*Major Core				
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 Management	3		
SOCL 4403	Conflict Management and Resolution	3		
Total Major Core Credit Hours		30		
Electives		27		
EDUC 2113	Portfolio Development for Prior Learning (optional)	3		
Total B.S. in Business Leadership Degree Program Credit Hours		124		
* Grade of "C" or better.				
^ Required.				

BACHELOR OF SCIENCE IN EARLY CHILDHOOD DEVELOPMENT

The Bachelor of Science in Early Childhood Development degree is for those desiring to work in various settings to meet the emotional and relational needs of children in the early stages of life. It emphasizes the family as the

primary institution for raising godly people, and focuses on providing the young child with a healthy, Christian environment.

*Please note: this degree is not considered an education degree, but rather a human services degree which will prepare the student to work in social settings rather than public school settings. Teacher certification testing cannot be obtained upon finishing this program.

(This degree completion program is not available through our online education programs.)

B.S. IN EARLY CHILDHOOD DEVELOPMENT 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
General Education				
<i>WRITTEN & ORAL COMMUNICATION (13)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
LSCI 1001	Information Literacy	1		
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 2212	Lifetime Wellness	2		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
General Education Electives/Prerequisites				
<i>HUMANITIES/FOREIGN LANGUAGE (3)</i>				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
<i>PHILOSOPHY (6)</i>				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
^* PHIL 3113	Adult Learning and Development	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 (12)</i>				
^* HSVC 2993	Introduction to Human Services	3		
^* PSYC 1113	General Psychology	3		
^* PSYC 3433	Developmental Psychology-Lifespan	3		
^* SOCL 1113	Introduction to Sociology	3		
Total General Education Credit Hours		58		
*Religious Literacy				
^ BIBL 2223	Biblical Hermeneutics	3		
Choose 15 credit hours from the following Bible/Theology courses				
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 (portfolio)	3		

Total Religious Literacy Core Credit Hours		18		
* Major Core				
ECDV 3103	Health, Safety and Nutrition	3		
ECDV 3113	Intro to Early Childhood Care and Education	3		
ECDV 4113	Early Childhood Curriculum Development	3		
ECDV 4143	Early Childhood Methods and Materials	3		
PSYC 3133	Psychology of Learning	3		
PSYC 3143	Research Methods and Statistics	3		
PSYC 3213	Child and Adolescent Psychology	3		
PSYC 3533	Introduction to Counseling	3		
PSYC 4113	Ethical Issues in the Helping Professions	3		
PSYC 4233	Professional Report Writing	3		
SOCL 3653	Family Violence	3		
SOCL 3943	Culturally Competent Human Service Practice	3		
Total Major Core Credit Hours		36		
Electives		12		
EDUC 2113	Portfolio Devel. for Prior Learning (optional)	3		
Total B.S. in Early Childhood Devel. Degree Credit Hours		124		
* Grade of "C" or better				
^ Required				

BACHELOR OF SCIENCE IN HUMAN AND FAMILY SERVICES

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
General Education				
<i>WRITTEN & ORAL COMMUNICATION (13)</i>				
* ENGL 1113	English Grammar and Composition I	3		
* ENGL 2463	Writing, Research and Literature	3		
^* ENGL 3113	Academic Research and Writing	3		
LSCI 1001	Information Literacy	1		
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 2212	Lifetime Wellness	2		
<i>U.S. HISTORY/GOVERNMENT (6)</i>				
HIST 2993	Writings of Reason and Revolution	3		
POLI 2223	History of the U.S. Government	3		
General Education Electives/Prerequisites				

HUMANITIES/FOREIGN LANGUAGE (3)				
HUMA 2113 or 2803	Western Civilization I OR Comparative Religions	3		
PHILOSOPHY (6)				
PHIL 2013 or 2123	Social Ethics OR Christianity and Western Thought	3		
^* PHIL 3113	Adult Learning and Development	3		
LITERATURE/FINE ARTS (3)				
ENGL 1553 or 3103	The Bible as Literature OR The World of C. S. Lewis	3		
FINANCE/CREATIVE ARTS/SPEECH/HEALTH (3)				
FINC 1113 or ACCT 2113	Personal Finance OR Accounting I	3		
SOCIAL/BEHAVIORAL SCIENCES (15)				
^* 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		
Total General Education Credit Hours		61		
*Religious Literacy				
^ BIBL 2223	Biblical Hermeneutics	3		
Choose 15 credit hours from the following Bible/Theology courses				
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 (portfolio)	3		
Total Religious Literacy Core Credit Hours		18		
* Major Core				
HSVC 4123	Crisis Intervention	3		
HSVC 4243	Management and Administration in Human Services	3		
PSYC 3113	Theories and Practices of Group Work	3		
PSYC 3143	Research Methods and Statistics	3		
PSYC 3533	Introduction to 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		
EDUC 2113	Portfolio Devel. for Prior Learning (optional)	3		
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, Chair

DEPARTMENTAL MISSION

Consistent with the mission of Southwestern Christian University the Online Education mission 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.

POLICIES AND PROCEDURES

Complete policies and procedures for students in the online programs can be found in the Online Student Handbook. A copy may be downloaded from the SCU website at: <http://www.swcu.edu/resources-for-online-learners>.

ONLINE CLASS ATTENDANCE POLICY

See Online Student Handbook.

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. Should non-online students choose to take all online classes in a semester, they will need to apply with the online admissions office and change their major to one offered in the online programs. This means they will have to meet all graduation requirements specified in the catalog under which they enroll and change their major. For both traditional and adult students, only the online classes that are published in the respective semester schedules will be permitted for enrollment. If a student wishes to take an online class at SCU that was not selected by the department will need special permission from the dean of the school of the student's major.

Residential students would need to vacate campus housing if they switch to being an exclusively online student. If a non-online student is enrolled in all online classes except one, the student will not be allowed to drop/withdraw from the one non-online class alone. The student will be dropped or withdrawn from all classes and will need to reapply for admission with the online admissions office.

Adult students taking online classes may add/enroll in online classes in consultation with the adult studies office. The same drop/withdraw policies for traditional students are applicable to adult studies students (see above paragraph).

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 IN PROFESSIONAL LEADERSHIP DEGREE REQUIREMENTS

Course Prefix	Course Title	Credit Hrs.	Offered	Complete
General Education				
<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		

HUMANITIES (6)				
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		
MATHEMATICS (3), SCIENCE (7), AND HEALTH/WELLNESS (2)				
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 2212	Lifetime Wellness	2		
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 (14)				
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		
* Christian Leadership Concentration				
BIBL 3213	Romans (or any 3000-4000 NT)	3		
BIBL 3313	Wisdom Literature (or any 3000-4000 OT)	3		
CHED 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		
* 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		
* Social Services Concentration				
PSYC 3103	Social Psychology	3		
PSYC 3433	Developmental Psychology-Lifespan	3		
PSYC 3533	Introduction to 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 Concentration Credit Hours		21		
Electives				
Elective	Any course	9		
Total Elective Credit Hours		9		
Total Professional Leadership Program Credit Hours		124		
* Grade of "C" or better.				
^ Grade of "C" or better if Christian Leadership or Social Services Concentrations.				

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, the student must follow incomplete grade procedures.

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 either the 1- or 0-credit hour course 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

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.

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

See PMIN 3113

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 below 19 or current institutional standard on the ACT and/or less than a 6 on the writing portion. Credit hours may not transfer to another school. Each course can be counted as 1 credit hour of elective credit at SCU.

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 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: 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 2903 English Seminar

This course is designed to introduce English majors to the program of English offered at Southwestern. It provides an overview of the program and possible career choices in the area of English. It also provides students with an opportunity to develop a career portfolio that will follow them through the degree plan.

ENGL 2993 Writings of Reason and Revolution

See HUMA 2993

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 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 3343 Technical Communication

This course addresses the theory and practice of technical communication; attention to analyzing audience and purpose, organizing information, designing graphic aids, and writing/critiquing such specialized forms as abstracts, proposals, policies, instructions, reports, and business correspondence are the focus; research strategies, collaborative work; oral presentations will be utilized.

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 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 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 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 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

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 1

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 exams 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.

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 US 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 & 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 2313 Foundations of Health, Physical Education and Sport Management

An overview course dealing with concepts in health, physical education and sport management careers. A study of future directions in health, physical education and sport management are considered.

HPSM 2323 Introduction to Sport Evangelism

An overview course of the history, philosophy and methods of using sports to share the Christian message.

HPSM 2423 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 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.

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 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 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 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 post tests 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 post tests 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

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

A capstone course examining the issues of sports through a Christian worldview.

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 4423 Organization and Leadership of Health, Physical Education and Sport

A study of the challenges and problems associated with planning, organizing, scheduling and marketing programs for health, physical education and sport marketing.

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 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 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 1553 The Bible as Literature

See ENGL 1553

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

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. Credit hours will not count toward graduation.

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

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

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 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 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 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 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 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 difference 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 17th century to the beginning of the 19th 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

See PMIN 4213

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

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.

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 21st 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

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.

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 2113 Biological Psychology

This course explains behavior in terms of physiological processes. There is a heavy emphasis the brain and states of consciousness, sensation and perception, personality, and some discussion elated to psychological disorders. Special emphasis will be given to the practical application of psychology and on analysis of psychological issues from a Christian worldview.

Prerequisite: PSYC 1113 General Psychology or permission of department chair

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 3153 Principles of Biblical Counseling

This course will provide students with an opportunity to study mankind through observation of the affective, behavioral, cognitive, and spiritual domains. Specific attention will be given to counseling individuals from a biblical perspective.

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 3533 Introduction to 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 1113 General Psychology or permission of the department chair.

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 3533 Introduction to 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 3533 Introduction to Counseling, 4223 Abnormal Psychology, or permission of 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 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 3533 Introduction to 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 3533 Introduction to 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 18 or current institutional standard on the ACT. Credit hours may not transfer to another school. Each course can be counted as 1 credit hour of elective credit at SCU.

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 3713 Theology and Film

An intensive study of theological principles, Biblical themes, and narratives in their modern day presentation, either represented or misrepresented in modern, classic, and foreign film.

Prerequisites: BIBL 2223 Biblical Hermeneutics, PHIL 2103 Introduction to Philosophy

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

J. Mark Arthur

Vice President for Athletic Development (Fall 1991)

M.Ed., University of Central Oklahoma, 1984

B.S., University of Central Oklahoma, 1982

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)

Connie Sjoberg

Provost and Vice President for Academic Affairs (Fall 2014)

Ph.D., Oklahoma State University, 1999

M.S., Oklahoma State University, 1990

Certificate of Management, Oral Roberts University, 1984

B.M.Ed., Oral Roberts University, 1977

Vacant

Vice President for University Advancement and Development

FACULTY

Jonathan Bland

Department of Theology and Missions (PT-Fall 2012)

M.A., Southern Nazarene University, 2012

B.S., Southwestern Christian University, 2010

James L. Bowen

Chair, Department of Education/Teacher Education Program Coordinator (Fall 2012)

Ed.D., Texas A & M - Commerce, 1989

M.Ed., Southwestern State College, 1978

B.S., Southwestern State College, 1973

Elicia Brannon-Little

Department of Business Administration (PT-Fall 2012, FT-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 Administration (Fall 2010)

M.B.A., Midwestern State University, 1995

B.B.A., Texas Wesleyan College, 1982

Julian Cowart

Dean, School of Adult Studies and Online Education (Spring 2012)

Ph.D., Capella University, 2009

M.A., The George Washington University, 1993

B.S., Trevecca Nazarene University, 1979

Rhonda Crutcher

Chair, General Education/Faculty, Department of Language Arts (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 Administration (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

Dean, School of Arts and Sciences/Chair, Department of Language Arts (Fall 2005)

A.B.D., University of Oklahoma

M.A., University of Central Oklahoma, 2009

M.A.E.L., Southern Nazarene University, 2003

B.A., Evangel University, 1993

Phylis Hadley

Department of Sport Studies (PT-Fall 2010, FT-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 Professional and Graduate Studies (Fall 2004)

A.B.D., University of Wales, Trinity St. David

M.A., Southern Nazarene University, 2004

B.S., Southwestern Christian University, 2002

Chet Horn

Chair, Department of History (Fall 2010)

M.A., University of Oklahoma, 2011

B.A., Southwestern Oklahoma State University, 1997

Spencer Ledbetter

Department of Theology and Missions (PT-Fall 2000, FT-Fall 2012)

Ph.D., Oxford Graduate School, 2005

M.T.S., Harvard Divinity School, 1993

B.A., Oberlin College, 1978

Dana Owens-DeLong

Dean, School of Education and Sport Studies/Institutional Effectiveness (Spring 2012)

Ed.D., Oklahoma State University, 2000

M.Ed., University of Central Oklahoma, 1995

B.S., Northeastern Oklahoma University, 1979

David Roman

Department of Creative Arts, Chair (Fall 2009)

M.B.A., Oklahoma City University, 2003

M.A., Oklahoma City University, 1991

B.M.E., Oral Roberts University, 1982

Heather Ruiz

Department of Social and Behavioral Sciences (PT-Fall 2013)

M.A., Southern Nazarene University, 2010

B.A., Southern Nazarene University, 2008

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

Jonathan Sparks

Interim Director, Library (Fall 2013)

Ph.D., Nova Southeastern University, 1994

Ed.S., Nova Southeastern University, 1983

M.L.S., George Peabody College for Teachers, 1969

B.A., Trevecca Nazarene University, 1967

Terry Tramel

Chair, 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., University of Oklahoma, 2002
B.S., Southern Nazarene University, 1997

Jared Wilkins

Department of Theology and Missions (PT-Fall 2014)
M.Div., Duke University, 2011
B.S., Western Carolina University, 2004

Brittanie Wyatt

Director, Student Success Services (PT-Fall 2011, FT-Fall 2014)
M.A., Southwestern Assemblies of God University, 2013
B.S., Southwestern Assemblies of God University, 2002

Ken L. Young

Department of Theology and Missions (Fall 1997)
M.A.T.S., Columbia Theological Seminary, 1991
B.A., Furman University, 1985

COACHING FACULTY

Darrick Matthews

Department of Sport Studies/Women's Basketball Coach (PT-Fall 2012, FT-Fall 2013)
M.Ed., Sul Ross State University, 2012
B.S., McMurry University, 2011

James Poteet

Assistant Athletic Director (Fall 2010)
Ed.D., Oklahoma State University, 1999
A.B.D., University of Southern California, 1971
M.A., Los Angeles State College, 1966
B.A., Pasadena College, 1963

Kent Williams

Instructor of Mathematics/Women's Softball Coach (Fall 1985)
B.S., Southwestern Oklahoma State University (1985)

Jarrard Quinn Wooldridge

Department of Sport Studies/Men's Basketball Coach (Fall 2012)

M.Ed., East Central University (2003)

B.S.E., Oklahoma Baptist University (1999)

EMERITI FACULTY

Ray Ballew

Professor Emeritus, Department of Creative Arts (Fall 1973-Spring 2012)