

HARRISON SCHOOL OF GRADUATE STUDIES

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GRADUATE
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HIGHER EDUCATION FOR A HIGHER PURPOSE

Accreditation

Southwestern Assemblies of God University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Master, Bachelor and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Southwestern Assemblies of God University.

Southwestern's Teacher Education Program is approved by the Texas Education Agency.

Endorsement

Southwestern Assemblies of God University is endorsed by the Alliance for Assemblies of God Higher Education.

Memberships

American Association of College Registrars and Admissions Officers
 Amigos Library Services- Consortium Southwestern US
 American Theological Library Association
 Association for Christians in Student Development
 Association of Business Administrators of Christian Colleges
 Association of Christian Librarians- Evangelical Library Consortium
 Association of Christian Schools International
 Association of Christian Teachers and Schools
 Association of Texas Colleges and Universities
 Association of Texas Professional Educators
 College and University Personnel Association-Human Resources
 Council on Adult and Experiential Learning
 Education Deans of Independent Colleges and Universities of Texas
 Educause
 Ellis-Dallas County Teacher Advisory Council
 Independent Colleges and Universities of Texas
 Metroplex Area Consortium of College Career Centers
 National Association of Assemblies of God Christian Schools
 National Association of College and University Business Officers

National Association of Colleges and Employers
 National Association of Foreign Student Advisors
 National Association of Intercollegiate Athletics
 National Association of Student Personnel Administrators
 National Christian College Athletic Association
 Online Computer Library Center- International Library Consortium
 Readings for the Blind and Dyslexic
 Southern Association of Student Employment Administrators
 Texas Association of Certification Officers
 Texas Association of College Registrars and Admissions Officers
 Texas Association of Colleges for Teacher Education
 Texas Association of Institutional Research
 Texas Coordinators for Teacher Certification Testing
 Texas Education Agency
 Texas Independent College and University Libraries
 Texas Independent College Foundation
 Texas Library Association
 Texas Library Consortium- State of Texas
 Texas Music Educators Association
 Texas Music Educators Conference

Change of Catalog Information

Information provided by this catalog is subject to change without notice and does not constitute a contract between Southwestern Assemblies of God University and a student or an applicant for admission. Material included herein is based on information available as of January, 2009.

Notice of Nondiscriminatory Policy Related to Students

Southwestern Assemblies of God University admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, handicap, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The University reserves the right to withdraw a student for cause at any time.

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Academic Calendar

Fall Semester 2011

Online Registration Opens.....	August 9
New Graduate Student Orientation	August 19
Graduate Classes Begin	August 25
DE Go Live	August 31
Graduate Comprehensive Exams.....	October 9-15
Last Day to Drop.....	November 2
Thanksgiving	November 23-27
Distance Education Semester Ends.....	December 7
Commencement	December 9

Spring Semester 2012

Online Registration Opens.....	November 29
New Grad Student Orientation.....	January 6
Graduate Classes Begin.....	January 9
DE Go Live	January 10
Graduate Comprehensive Exams	March 4-10
Last Day to Drop.....	March 28
Distance Education Semester Ends.....	April 18
Commencement	April 27

Summer Semester 2012

Online Registration Opens.....	April 17
New Grad Student Orientation (On Campus & DE)	May 4
Graduate Session 1 Begins.....	May 7
DE Go Live	May 9
Graduate Session 2 Begins.....	May 21
Holiday - Memorial Day, No Class	May 28
Graduate Session 3 Begins.....	June 4
Graduate Session 4 Begins.....	June 18
Last Day to Drop Distance Education Course	June 28
Holiday - Independence Day, No Class	July 4
Distance Education Semester Ends	July 13

Statement of Purpose

Southwestern Assemblies of God University is a Bible-based institution for theological and professional studies. It is rooted in the great commission of Jesus to “Go into all the world and preach the good news to all creation” and to “make disciples of all nations . . . teaching them to obey everything I have commanded you” (Mark 16:15a; Matthew 28:19, 20), which is the primary emphasis of Southwestern’s parent body, the General Council of the Assemblies of God.

The purpose of Southwestern Assemblies of God University is to prepare undergraduate and graduate students spiritually, academically, professionally, and cross culturally so as to successfully fill evangelistic, missionary and church ministry roles and to provide quality educational and professional Christian service wherever needed throughout the world.

Statement of Faith

Southwestern embraces and supports the doctrinal teaching of the General Council of the Assemblies of God as set forth in Article V, Statement of Fundamental Truths, of its Constitution. The following statements summarize these doctrines.

We Believe

-the Bible is the inspired and only infallible and authoritative written Word of God (2 Timothy 3:16).
-there is one God, eternally existent in three persons: God the Father, God the Son, and God the Holy Spirit (Deuteronomy 6:4; Matthew 28:19).
-in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, in His personal future return to this earth in power and glory to rule a thousand years (John 1:1).
-in the blessed hope — the rapture of the Church at Christ’s coming (Titus 2:13).
-the only means of being cleansed from sin is through repentance and faith in the precious blood of Christ (John 14:6).
-regeneration by the Holy Spirit is absolutely essential for personal salvation (Titus 3:5).
-in water baptism by immersion (Matthew 28:19).
-the redemptive work of Christ on the cross provides healing of the human body in answer to believing prayer (I Peter 2:24).
-the baptism in the Holy Spirit, according to Acts 2:4, is given to believers who ask for it.
-in the sanctifying power of the Holy Spirit by whose indwelling the Christian is enabled to live a holy life (Galatians 5:16-25).
-in the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting damnation (Revelation 20:11-15).

Statement of Core Values

Bible-based Education

God is the ultimate source of all knowledge and truth and has revealed Himself in Scripture; therefore, SAGU is committed to the authority of the Bible and the integration of biblical values in all academic disciplines. The pursuit of truth and its application in every area of life comes through understanding the Word of God and knowing Christ. The University intends that students will deepen their understanding of Scripture and develop well-founded theological convictions for a life of Christian service through a carefully selected core of Bible and theology curriculum.

Academic Excellence

SAGU is a university devoted, under God, to the pursuit of truth through the use of the mind. Students, therefore, are encouraged to bring their minds in submission to Christ and fulfill their responsibilities as stewards, and work for the integration of thinking and learning in the framework of a Christian worldview. Students are encouraged to develop their minds and intellects in the pursuit of knowing Christ and his creation, and seeking God's direction as they choose a vocation or career path.

Spiritual Formation

SAGU is committed to fostering spiritual formation among students that produces life-long spiritual growth and character development. Students are encouraged to develop their understanding of biblical faith, increase their desire to know and serve God, and develop personal integrity and character by applying biblical values to their lives. Chapel and local church participation is emphasized because worship is an important element in the University's strategy for spiritual formation.

Missions-mindedness

SAGU is founded on the belief that every believer has a personal responsibility for the Great Commission. SAGU intends that students will embrace missions-mindedness as evidenced by life-long personal involvement in world evangelism, a life of intercessory prayer for the lost, personal witness, contributing resources to world evangelism, and a willingness to go into full-time missionary work (if called by God) or, at a minimum, participate in a short-term mission trip.

Pentecostal Distinction

SAGU is committed to an environment that encourages students to experience Spirit baptism according to Pentecostal theology to obtain additional power for witness, personal edification through speaking in tongues in private prayer, and additional enablement through spiritual gifts, while continually pursuing spiritual formation and a Spirit-formed character. The University also encourages the operation of the gifts of the Spirit in worship services according to the scriptural directive.

Servant Leadership and Ministry

SAGU's mission is founded on the belief that God intends every believer be actively involved in ministry that reflects service and servanthood. Fulfilling the mission of the church requires all believers, no matter their chosen career and calling, to work in team-like fashion using their unique gifts and talents in churches and ministries around the world as pastors, board members, elders, deacons, and heads of creative ministries in the pattern of the servant ministry of Jesus Christ.

Community and Personal Wellness

SAGU is committed to the understanding that discipleship occurs in community and in relationship; therefore students are encouraged to develop the social and relational skills needed to contribute to an affirming, loving, and giving community of believers. Additionally students are encouraged toward emotional and physical health for the purpose of enabling long, faithful service unto God. Eating properly, sleeping adequately, exercising regularly, and sufficient rest properly honors God through the body.

Objectives

Upon graduation students should be able to:

1. Demonstrate spiritual maturity with a priority of using their preparation at Southwestern as a foundation for further spiritual development and experiences.
2. Demonstrate academic competence and professional readiness in their respective fields of study.
3. Matriculate into Christian service both nationally and internationally in ministerial and professional roles.
4. Adjust to a global society: politically, culturally, and spiritually through courses, seminars, and campus events which focus on societal awareness, cross-cultural understanding and contemporary world issues.

University Standards

Southwestern Assemblies of God University embraces standards of conduct that are the same as those generally accepted by the Assemblies of God in America. These are characterized by clean behavior and conversation, modest apparel, high moral standards, commitment to excellence in educational and professional development, and deep consecration and devotion in spiritual life.

High Christian standards relate to all facets of University life. Though they are reflected in the spiritual development of the student, they do not end there. Christian citizenship is a biblical obligation. Christian ethics extend into the intellectual development of an individual, and Christian morality regulates social relationships. Accordingly, the Christian will assume responsibilities in the educational community with cheerfulness and friendliness. Relationships at Southwestern must reflect moral purity and distaste for promiscuity. High standards are imposed in the area of physical development. This results in habits and diets that contribute to good health and physical well-being.

The same Christian standards apply to faculty, staff, and students. General student conduct standards are explained in the Student Handbook. The Student Conduct Committee embraces the responsibility of maintaining the high Christian standards of the student community. The committee may require a student who does not embrace the aims and ideals of the University to withdraw if the general welfare of the University demands it.

History

Three Bible schools joined together to form Southwestern Bible Institute. The first, known as Southwestern Bible School, was established at Enid, Oklahoma, in 1927 under the leadership of the Reverend P. C. Nelson. The second, Shield of Faith Bible School, was founded in Amarillo, Texas, in 1931 under the direction of the Reverend Guy Shields. It included not only a Bible school, but also a grade school and high school. The third, which was operated as Southern Bible Institute in connection with the Richey Evangelistic Temple, began at Goose Creek, Texas, in 1931. It was started by the Reverend J. T. Little in Trinity Tabernacle and later moved to Houston in 1932.

The Bible school division of Shield of Faith was moved to Fort Worth in 1935. The high school division was transferred the following year. In 1940, a merger resulted in Southern Bible Institute moving to Fort Worth. The combined school, operating as South Central Bible Institute, came under the ownership and direction of the Texas District Council of the Assemblies of God. The school in Enid merged with South Central in 1941, at which time the name was changed to Southwestern Bible Institute. In 1943, the institute was moved to its present facilities in Waxahachie, Texas. During the 1944-45 term, a junior college curriculum was added to the school's program. The Junior College Division soon accounted for about half of the enrollment in the College.

Southwestern Bible Institute became a regional school in 1954. At that time seven districts of the Assemblies of God—Arkansas, Louisiana, New Mexico, North Texas, Oklahoma, South Texas and West Texas—owned and operated the school. In 1969, the Rocky Mountain District, composed of Colorado and Utah, was admitted to the region. The Mississippi District was added to the region in 1979. In 1980, the Rocky Mountain District voted to withdraw from the Southwestern Region and to remain neutral.

The proposal to change the name of Southwestern was ratified by all seven Districts, and the name became Southwestern Assemblies of God College. In 1963, the upper two years of the College were renamed Southwestern College of the Bible. In 1968, the separation of the divisions of the college was made more complete, and the Junior College was designated Southwestern Junior College of the Assemblies of God. In 1984, the School of Distance Education was established. In 1987, the Junior College and Bible College divisions were reunited. In December 1994, the Board of Regents unanimously approved the name change to Southwestern Assemblies of God University. In the same meeting the Board authorized the development of the Thomas F. Harrison School of Graduate Studies to provide master's degree programs. In 2004, the University restructured its academic organization to recognize two colleges under the University umbrella: the College of Bible and Church Ministries, and the College of Arts and Professions.

The vision for a higher level of education was born under the administration of President Dr.

Delmer Guynes. In the summer of 1996, Southwestern Assemblies of God University opened its Graduate School. Dr. H. Glynn Hall was appointed as the first Dean of Graduate Studies at SAGU. With conditional accreditation from the Southern Association of Colleges and Schools (SACS), and two master's degrees available— Practical Theology and Education— the graduate school offered its first program in the fall of 1996. The master's degree in Counseling Psychology and Graduate Distance Education courses were still in development when the first twenty-three students registered that fall.

Within a year, the graduate school was named the Thomas F. Harrison School of Graduate Studies (HSGS), as the beneficiary of the estate of the late Dr.'s Thomas F. and Louise K. Harrison. The foundation established under the leadership of Dr. Hall provided for the continuity of the growth rate of HSGS, as well as the expansion of academic programs, resulting in over 300 students by 2010.

In the year 2000, Dr. Hall relinquished his position as Dean of Graduate Studies. Dr. Robert N. Harden was appointed to carry the vision of growth for the graduate school. That vision includes the addition of diverse programs of study, doctoral degree programs, higher enrollment, and physical plant development. HSGS now offers master's degrees through various formats to put higher education within reach of students: evening/weekend classes, distance courses, and specialized seminars.

Campus and Facilities

Southwestern is located in the heart of the rich blacklands of North Texas in Waxahachie, the county seat of Ellis County (population circa 25,000). This unique city provides an excellent setting for a university outside of the big-city congestion, yet it affords the benefits of the Greater Dallas-Fort Worth Metroplex.

The University occupies 70 acres providing ample area for its present facilities and future growth.

Barnes Student Center

The James L. Barnes Student Center serves as a central social gathering place for students. The facility is home for the administrative offices of Student Services, Student Congress, and Career Services. It also includes a game room, Grille Works, lounge, study areas, and student mail boxes.

Bridges Hall

The James K. Bridges Hall houses over 200 students and incorporates the Student Counseling Department.

Claxton Athletic Center

The physical education program utilizes the Virgil Claxton Athletic Center as well as other facilities on the campus. Outdoor volleyball accommodations are also available.

Davis Hall

F. D. Davis Hall is open during regular business hours. It houses offices for Financial Aid, Accounts Receivable, Information Technology, Human Resources, Business Services, Academic Services, and adjunct faculty.

Also located in Davis Hall is the Southwestern Learning Center, offering tutorial and instructional assistance to both undergraduate and graduate students.

Ellis Learning Resource Center

The Pearl Ellis Learning Resource Center is a two-story structure that includes classrooms, faculty offices, and the Education Department.

Farmer Administration Building

The Blake L. Farmer Administration Building is a four-story structure of early twentieth century architecture. It houses administrative and faculty offices, classrooms, conference rooms, and the McCafferty Hall.

Foster Music Center

The 14,000 square foot E. R. Foster Music Center contains classrooms, band hall, piano lab, music library, practice rooms, and faculty offices. Sound-proof construction, internet, and audio-visual services make this an outstanding learning environment.

Garrison Wellness Center

This 32,000 square foot facility is dedicated to the physical well being of students, faculty and staff. A variety of exercise opportunities include racquetball courts, cardio equipment, weight resistance machines, gymnasium, pool and indoor track. The facility is named after Alton and Johanna Garrison. They have served the Assemblies of God in evangelism, pastoral ministry, and Arkansas District leadership. Alton Garrison currently serves as Assistant Superintendent of the General Council.

Harrison School of Graduate Studies

The Thomas F. Harrison School of Graduate Studies is located on the second floor of the Sheaffer Full Life Center. It houses offices for the Dean and graduate faculty, as well as classrooms and a lounge.

Information and Security Center

The Information and Security Center (ISC) houses the Department of Security and Safety Services. Campus Security is available 24 hours a day and can be reached by dialing extension 5400 from any on-campus telephone. For on-campus emergencies dial 5555. From off-campus phones contact Campus Security by dialing 972.923.5400. The ISC is located on the north side of the East University Drive entrance. This is where Lost and Found is located and ID cards, ticket appeals, and vehicle registration concerns are administered. Campus Security also provides

annual crime statistics in accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. For other available services, contact the dispatch office at 5400.

P.C. Nelson Memorial Library

The P.C. Nelson Memorial Library houses a collection of approximately 110,000 volumes. The library is a member of the international Online Computer Library Center (OCLC) as well as other consortia. The facility is divided into various sections: computer labs for student instruction and research; electronic research computers for online databases; audio-visual study area; reserve shelves; leisure reading and current periodical area; periodical room; circulation area; bibliographic section; micrographic area; indexes and bound periodical area; archive section; classrooms and offices.

Sheaffer Full Life Center

The Sheaffer Full Life Center is a 111,000 square foot facility which serves as a center for everyday student activities and special events. It houses a chapel with a 2,500 seat capacity, a 1,000 seat dining commons and food court serving students and guests daily during the academic year, an athletic center with two regulation basketball courts, racquetball courts, weights and training rooms, locker rooms, and spectator seating for sporting events. Additionally, the Full Life Center houses classrooms, faculty offices, and the offices for the Graduate School, Admissions and the University Chaplain. It also contains the Hugh P. Jeter World Prayer Center.

Sycamore Place

Sycamore Place is located across the street from the Administration Building. It houses the Founders Bookstore and the Assemblies of God Credit Union. The School of Distance Education makes its home here, as well as a University Testing Center.

Teeter Hall

The Darrel and Huberta Teeter Hall is a home away from home for students and incorporates the offices of the Dean of Students, Assistant Dean of Students, the school nurse, chapel secretary, and Student Housing.

University Housing

Southwestern is a residential university. However, graduate students are not required to live on-campus. Affordable facilities are available on campus for married students graduate students on a first-come basis (contact the Business Services Office for information).



student services

student services

Attendance at Southwestern is designed as a life enriching experience. Graduate students are encouraged to participate in the spiritual and social activities provided through Student Services.

Spiritual Life

Activities are promoted which contribute to the spiritual development of students. An important part of this program is the daily chapel period shared by the entire University community. Students are challenged by the administration, faculty, visiting guest speakers, and fellow students. Graduate students are welcomed to participate and encouraged to join the entire campus body in these chapel services.

Emphasis is also placed on personal devotions. Spiritual life on campus is encouraged through several organizations and ministry groups.

Global Prayer Focus

SAGU serves as a Global Prayer Center representing the desire and focus of the districts of the Southwestern region to put SAGU at the center of a worldwide prayer movement. The Hugh P. Jeter World Prayer Center is open daily to inspire intercessory prayer for all regions of the world as well as personal needs. A branch of the Assemblies of God National Prayer Center functions within the Hugh Jeter Prayer Center. Student volunteers answer calls from across the nation, offering prayer and salvation to those in need of hope. The Road to Emmaus Prayer Walk features a prayer path of approximately one mile in length. Administrators, faculty, staff, and students use the walk daily for prayer and exercise.

Student Ministries

Southwestern's primary objective is the training of individuals to enter worldwide Christian service. In keeping with this objective, Student Ministries compliments academic training with essential practical training in Christian service. Therefore, all students are expected to be faithful in church attendance and are strongly encouraged to participate in local church ministries. Christian service should characterize every student's life.

Personal Life

Southwestern maintains concern about the personal life of its students. All students are expected to conduct themselves at all times in accordance with the teachings of the Word of God, the accepted standards of the Assemblies of God, and the standards of conduct held by SAGU. Southwesterners must realize the importance of exemplifying Christian living both on and off campus.

With those from various backgrounds, it is necessary that each student becomes acquainted with SAGU's standard of conduct and dress. The University states its intention of making biblical

principles its primary basis for conduct as referred to in the Assemblies of God By-Laws, Article IX, Section 6, as follows:

In view of the alarming erosion of national moral standards, we reaffirm our intention of holding up biblical standards against all forms of worldliness. We urge all believers to “Love not the world, neither the things that are in the world . . . For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world (1 John 2:15-17).”

In its teaching regarding worldliness, the Scripture warns against participation in activity which defiles the body or corrupts the mind and spirit; the inordinate love of, or preoccupation with, pleasures, position, or possessions, which lead to their misuse; manifestation of extreme behavior, unbecoming speech, or inappropriate appearance; any fascination or association which lessens one’s affection for spiritual things (Luke 21:34, 35, Romans 8:5-8, 12:1, 2; II Cor. 6:14-18; Ephesians 5:11; I Timothy 2:8-10; 4:12; James 4:4; I John 2:15-17, and Titus 2:12).

Student Conduct Committee

The Student Conduct Committee has the responsibility of maintaining the high Christian standards of the University. The committee seeks to identify models of excellence in Christian behavior and service on campus. It functions to remedy difficult problems but may also require a student who does not embrace the aims and ideals of the University to withdraw if the general welfare demands it.

General Services and Policies

Accounts Receivable Office

The Accounts Receivable Office serves the students of Southwestern in all their financial matters. Students are encouraged to make use of these services.

1. Statements are sent out monthly to students.
2. Limited check cashing is available for students with whom the University has had good financial experience.
 - a. Check Cashing Policy: The Accounts Receivable Office will receipt any check, money order, traveler’s check, or cashier’s check that is properly endorsed to the student’s account. Due to limited cash on hand, checks in excess of \$50 cannot be cashed. During the last two weeks of school, no checks will be accepted in order to allow all checks to clear the bank.
 - b. It is recommended that students who cash checks regularly open an account with AGCU or at a local bank.
 - c. Any returned check must be cleared immediately with cash, cashier’s check, or money order. No additional checks will be cashed if the returned check has not been cleared. If two checks are returned during a semester, no additional checks will be cashed for one year. A \$30 returned check fee is charged for all returned checks. Writing an insufficient

check is a major infraction of the University rules and could subject the student to disciplinary action (see Major Infractions in Student Handbook).

3. Schedule of fees and financial counseling are available upon request.

Founders Bookstore

The campus bookstore, located at Sycamore Place, carries a complete stock of all textbooks and supplies necessary for classes. Gift items, music, personal items, stationery, jewelry, school emblem jackets, sweaters, and assorted items are also available. Textbook information and book vouchers are available online at www.sagubookstore.com.

Mail Service

All University mail is distributed by the Campus Mail Center which is located in the James L. Barnes Student Center. All students enrolled in the on-campus programs are provided mail boxes in order to receive in-school communication and mail.

Campus Security Services

Campus Security provides ID card and vehicle registration services at the Information and Security Center (ISC). Security and safety patrols occur 24 hours a day. Students may request an escort from anywhere on campus, especially during hours of darkness. Reports of theft, vandalism or other criminal or questionable activity should be filed at the ISC.

Career Services

Southwestern's Career Services Office, located in the Barnes Student Center, provides assistance to the students and alumni in developing, evaluating, and/or implementing career, education, and employment decisions and plans. A variety of services are available to all majors and professional interests. Job Fairs and Career Days are organized to give students exposure to professionals who are looking for employees. Career Services offers a computerized career assessment, identifying personality, interests, skills and values for students after they have completed their first year of college. Planned seminars address needs relating to career development. Career counseling is also available.

Student Counseling Services

Southwestern is concerned about each student. Faculty members are available during the week at posted hours for personal conferences. Also, students may access professional help in dealing with problems of social, emotional, or interpersonal nature. Trained counselors are available in the counseling center to help students who need free, confidential, biblically-based counseling in the following areas:

- * Personal Counseling covering such issues as stress, loneliness, anger, self-esteem, and other relational, emotional, spiritual, moral and cultural problems that may arise in daily life.
- * Premarital Counseling for pre-engaged or engaged couples and seminars each semester which cover such topics as conflict, communication, biblical roles and responsibilities, finances, sexual relationships, and family devotions.
- * Marriage and Family Counseling

- * Personality Testing
- * Support Groups
- * Career Counseling
- * Seminars on topics such as Grief, Boundaries in Dating, and the Positive Side of Being Single, etc.
- * Referral Services to additional professional counselors.

Employment for Students

Many students seek outside employment to finance at least part of their expenses. Part-time jobs are available in the vicinity of the University and at many local businesses, such as private homes, stores, shops, daycare facilities, and offices. Full- and part-time employment is available in nearby Dallas and Fort Worth for students whose financial responsibilities are heavy. The Career Services Office offers assistance to students needing employment.

Health Services

The health care needs of Southwestern Assemblies of God University are coordinated through the Residential Life Office.

Campus Nurse: Student applications at the University are surveyed by the Campus Nurse to determine health care needs that should be brought to the attention of food service personnel, directors of athletic activities, faculty, staff and/or administrators. A professional nurse services the health needs of the student body. The Campus Nurse maintains contact with a local physician. Students are referred to other qualified health care personnel for medical consultation, diagnosis, and/or treatment as necessary.

The Campus Nurse maintains daily office hours which are posted on the Health Services Office door and will be available on-call through the Residential Life Office. The Health Services Office is located in Teeter Hall.

The Campus Nurse is also available for consultation to all students living off-campus, faculty, staff and administration.

Insurance: Southwestern Assemblies of God University requires medical clearance and accident insurance coverage for each student admitted. Participation in the student accident insurance program of the University is required. Accident insurance coverage purchased in the University program applies only to the semester for which the student has paid. During the summer, accident insurance will be provided by the school for students engaging in SAGU-sponsored ministry or athletic tours. It should be understood that SAGU does NOT provide a health or medical insurance program for students.

The student accident policy serves as a secondary policy for varsity athletics. All varsity athletes are required to provide their own primary medical coverage to meet minimum requirements as set by SAGU. Proof of primary insurance will be required before an athlete may participate in varsity athletics. Students may link to an available health plan meeting minimum requirements through the SAGU website.

HEW Regulations

HEW Regulation 84.21 . . . “No qualified handicapped person shall, because a recipient’s facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity provided by the university.”

For further information on the HEW Handicapped regulations, contact the Office of Student Services.

Student Rights with Regard to Education Records

In compliance with Public Law 93-380, Family Educational Rights and Privacy Act of 1974, you are hereby informed of your rights with regard to education records made at Southwestern Assemblies of God University.

- Other school officials who have legitimate educational interests have access to the records. Officials of other schools in which the student seeks to enroll will have access to these records upon the written consent of the student.
- Also having access are authorized representatives of the Comptroller General of the United States, the Secretary, the Commissioner, and the Director of the National Institute of Education. In connection with a student’s application for receipt of financial aid, access is granted to state and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974 (nothing in the paragraph shall prevent a state from further limiting the number or type of state or local officials who will continue to have access thereunder).
- Access is granted to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.
- Accrediting organizations will have access rights in order to carry out accrediting functions.
- Records may be viewed in compliance with judicial order or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution.
- Student records will be updated each semester enrolled and course work with grades and total grade point average are figured for the semester’s work.
- The student has the right to inspect his records maintained by SAGU. To do this the student must request the permanent record from the Registrar. Also, if the information contained in the file is determined to be incorrect, the right to a hearing to change, delete, or write explanations regarding the information in question will be granted. Should a file contain information on another student, only that information pertaining to the inquiring party will be provided.
- The student has the right to waive the option of reviewing recommendations for admission. The student opting to waive the right of inspection may sign the form “Student

Waiver of Rights” provided in the Registrar’s Office or sign the “Waiver of Rights” provided on the front of the recommendation forms used for admissions purposes. The student is not required to waive the right of inspection and would in no case be refused admission, or any of the services offered by Southwestern Assemblies of God University, because of failure to sign the waiver.

- The student has the right to challenge the content of his/her education records. To do this, the student should request the form “Request to Amend or Remove Educational Record” from the Registrar’s Office. After completing the form, it should be presented to the Registrar, and in the event the request is not approved, a date of hearing will be set. The student may be present during the hearing and will be notified on the day of the hearing of the action taken. A scheduled fee is charged for a copy of a transcript.
- Students have until the last day of late registration to request that “Directory Information” be withheld from the public. Pursuant to the Family Educational Rights and Privacy Act of 1974, “Directory Information” includes a student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. If one does not want the “Directory Information” made public, he/she needs only to sign the form, “Notice to Withhold Directory Information,” that is available in the Registrar’s Office.
- This law does not grant the right to contest the grade given the student’s performance in a course, or the right to examine a teacher’s grade book.

Questions regarding the rights provided by Public Law 93-380, Family Educational Rights and Privacy Act of 1974, should be directed to the Registrar’s Office.

Athletics and Intramural Program

The purpose of athletics at Southwestern is to promote and develop good physical health practices, as well as to offer an opportunity for the student to coordinate physical effort, self-discipline, and Christian testimony in the arena of sports. Team cooperation and the development of a sense of fair play are important components of this program.

Varsity sports include women’s basketball, women’s soccer, women’s volleyball, cheerleading, men’s baseball, men’s basketball, football, and men’s soccer. In cooperation with the Equity in Athletics Disclosure Act (1994), SAGU publishes an annual report on its intercollegiate varsity athletic programs. This report is available in the office of the Athletic Director.

Southwestern also has an aggressive intramural program. This program is open to the entire campus (administration, faculty, staff, and students). A wide variety of activities are involved (athletic activities, non-athletic activities, social and service activities).

The student accident policy is a secondary policy for varsity athletics. All varsity athletes are required to provide their own primary medical coverage to meet minimum requirements as set by SAGU. Proof of primary insurance will be required before an athlete may participate in varsity athletics. Students may link to an available health plan meeting minimum requirements through the SAGU website.

Dress Code

Although informal dress is appropriate, students' attire must be consistent with the University's standards of professionalism and decorum. Therefore, students will wear modest attire: shorts, tank tops, sweat pants are not acceptable for classroom dress. This code applies during all classes and chapel.

Child Care

Child care is not provided by the University. Parents are expected to make arrangements for child care other than in the classroom or at the graduate school's facilities.

Student Publications

In addition to institutional publications, Southwestern encourages students to develop their journalistic skills through school sponsored student publications. Such publications function under the supervision of administratively appointed sponsors who have the right to review all material prior to publication.

The Image

The literary magazine of Southwestern Assemblies of God University, The Image, is a yearly publication exhibiting student, faculty, and administration writing.

The Southwesterner

The University yearbook, the Southwesterner, provides a pictorial and journalistic review of the events of each school year.

Other Publications

The Graduate Focus

The Graduate Focus is the bi-annual periodical published by the Graduate School office which includes news, updates, announcements and other information pertaining to the graduate programs and students.

Connected

Connected is a publication printed by the School of Distance Education each semester designed to communicate important semester related dates, news, and developments pertaining to new and continuing Distance Education students.

The SAGU Graduate Web Page: www.sagu.edu/graduate



financial information

financial information

Costs

Southwestern Assemblies of God University is a private, church-related university. The tuition and fees paid by students cover a percentage of the cost of operating the University. The remaining percentage of the cost is paid through contributions by interested individuals, churches, and districts.

Schedule of Fees

To view the information about charges for tuition and various fees, please visit www.sagu.edu. Southwestern reserves the right to change the rates if it is deemed necessary.

Payment

All charges are due and payable in full at registration.

Any returned checks not cleared within ten business days will result in dropped registration.

Deferred Payment Plan

Students are expected to pay in full at registration. If students are unable to pay in full, they may take advantage of the Deferred Payment Plan, which allows them to pay in five installments according to the following chart:

Semester	Down Payment	2nd Payment	3rd Payment	4th Payment	5th Payment
Fall	Registration Day	Sept. 30	Oct. 30	Nov. 30	Dec. 30
Spring	Registration Day	Feb. 28	March 30	April 30	May 30

The total semester charges will be divided equally among the five installments.

There is a fee of \$60 charged to use the Deferred Payment Plan. A Late Payment Fee of \$20 will be added each month the payment schedule is not followed.

Students taking on campus graduate classes are required to pay in full at registration for summer sessions and special seminars. Students taking distance graduate classes may use the payment plan with the following due dates: Registration day, June 15, and July 15.

Student Account Classifications

CURRENT: All payments made according to the payment schedule.

PAST DUE: Any payment not made within the specified payment dates.

DELINQUENT: Account is PAST DUE and student has not made satisfactory arrangements with Accounts Receivable.

Delinquent Accounts Policy

Students owing a balance for any semester at the University are not permitted to register for future semesters. Transcripts and diplomas are not issued until the debt is paid-in-full. If satisfactory arrangements are not made with the Accounts Receivable Office concerning the account, the student may also face action from a third party collection agency.

Refund Policies

Overpayment

Refunds of accounts with overpayment due to financial aid will be made within fourteen days after the school has received the financial aid from the vendor and it has been applied to the student's account.

Withdrawal/Terminations

Upon withdrawal/termination, all amounts due to Southwestern are payable in full. No refund is given for fees and charges.

All financial aid that was previously awarded for subsequent semesters in the current school year is cancelled at the time the student withdraws. In order for the student to be re-awarded, he/she must submit a written notice of intent to re-enroll to the Financial Aid Office.

Fall and Spring Sessions

Any student who withdraws/terminates or drops a class during the fall or spring semester will be refunded according to the following policy:

Tuition, Room, and Board, are refundable based on the following schedule:

Week of Late Registration.....	100%
Third Week of Classes.....	75%
Fourth Week of Classes.....	50%
Fifth Week of Classes.....	25%

For specific dates, please see the academic calendar.

After the fifth week of classes NO refunds will be made on tuition or room and board charges.

On-Campus Summer Sessions

The following schedule will be used to determine refunds to on-campus students withdrawing/terminating or dropping a class during the summer sessions:

Day 1	100% Refundable
Day 2	75% Refundable
Day 3	50% Refundable
Day 4	25% Refundable

After four days of class meetings the student will receive no refund.

Distance Education Summer Sessions

The following schedule will be used to determine refunds to DE students withdrawing/terminating or dropping a class during the summer sessions:

Week of Late Registration	100%
Third Week of Classes.....	75%
Fourth Week of Classes.....	50%
Fifth Week of Classes	25%

After five weeks of classes the student will receive no refund.

Return of Institutional Grants and Scholarships

If an institutional grant or scholarship recipient withdraws during the first four weeks of the semester in which the grant or scholarship was received, the unearned amount of the grant or scholarship will be returned to the institution according to the following schedule:

First week of classes	100%
Second week of classes	75%
Third week of classes	50%
Fourth week of classes	25%

Return of Texas State Aid

If a Texas state aid recipient withdraws during the first four weeks of the semester in which the aid was received, the unearned amount of the state aid will be returned to the Texas Higher Education Coordinating Board according to the following schedule:

First week of classes.....	70%
Second week of classes.....	60%
Third week of classes	40%
Fourth week of classes	20%
Fifth week and thereafter	0%

financial aid policies

The following policies and funds are specific to the graduate student. Please see the Undergraduate Academic Catalog for policies and funds related to the Undergraduate student. For further information, please contact the Financial Aid Office or refer to www.sagu.edu/financialaid/.

Application Dates

Applications for financial assistance are available after January 1 of each year for the following academic year (August - May). The Free Application for Federal Student Aid (FAFSA) can be

submitted online at www.fafsa.gov and should be completed by March 1. Priority is given to students whose FAFSA's are submitted by March 1 and whose files are accurate and complete by April 15. To have funds ready at registration, the following deadlines are suggested: Apply by May 1 and have a complete and accurate file by July 1. Students planning to attend summer school need a FAFSA filed for the academic year preceding the summer session.

Late Applicants

Students not meeting the above-stated deadlines are considered late applicants. These students should come to registration prepared to pay the initial down payment and applicable service charges while waiting for aid to be processed. After registration, the Financial Aid Office must change focus from processing Financial Aid applications to disbursing aid for enrolled students. Late applications are processed on a rolling basis as time and volume permit.

Financial Aid Eligibility

The financial aid lock in date is the last day a student can receive a 100% refund. This date will determine Stafford Loan eligibility. Classes added after this day will not be eligible for additional federal or state aid. Stafford Student Loan eligibility requires a student to be locked into no less than six (6) credit hours. In order to qualify for state financial aid, students must lock into the required number of hours for each program. Please see the Financial Aid Office for these program requirements.

Return of Title IV Federal Funds

If a recipient of federal financial aid withdraws from SAGU during the first 60% of the semester in which grant or loan assistance was received, the unearned amount of the grant or loan will be returned to the Title IV federal program(s).

Withdrawal Date

It is the student's responsibility to initiate the official written withdrawal process. The date on which a student initiates the withdrawal process is the date the return of funds is based. In cases where a student leaves without officially withdrawing, attendance records will be used to determine the withdrawal date. If no attendance records are available, the withdrawal used will be 50% of the semester, unless SAGU can show documentation of the last academically related activity.

All federal funds are returned to the appropriate source for students who fail to attend at least one class period.

Determining Percentage and Amounts of Aid Earned and Unearned (up to 60% of semester)

The number of calendar days comprising the semester is divided by the number of calendar days completed as of the day the student withdrew to calculate the percentage earned. The total Title IV federal aid is multiplied by this percentage to determine the amount of grant or loan assistance earned. The amount of grant or loan awarded that has not been earned by the student is calculated by determining the complement percentage of grant or loan assistance that has been earned by the student and applying the percentage determined to the total amount of grant or loan assistance that was disbursed (or could have been disbursed) to the student for the period

of enrollment, as of the day the student withdrew. If the student has received more grant or loan assistance than the amount earned, the unearned funds shall be returned by SAGU or the student, or both as required. If the student has received less grant or loan assistance than the amount earned, SAGU shall comply with the procedures for late disbursement specified by law.

Responsibility of SAGU

SAGU will return the lesser of the amount of grant or loan assistance that has been earned, or amount equal to the total institutional charges incurred by the student for the semester of enrollment for which assistance was awarded; and multiplied by the percentage of grant or loan assistance that has not been earned by the student.

Responsibility of Student

If the student received grant or loan assistance above the institutional charges, the student must return the unearned amount as follows: loans according to the terms of the loan program; 50% of federal grants.

Order of Return of Title IV Federal Funds

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Other Title IV Federal Funds

Satisfactory Academic Progress Policy (SAP) - Graduate

Southwestern Assemblies of God University is required by law to formulate standards to gauge the progress of students receiving financial assistance through federal, state or institutional aid programs by applying both qualitative and quantitative measurements to academic work [34 CFR 668.16(e)]. These measurements shall be used to determine a student's eligibility for all federal Title IV aid and for other need-based financial assistance, unless the terms of a particular grant or funding source states otherwise.

Time Frame Used in Measuring Progress

All SAP measurements are calculated annually at the end of the spring semester for all programs. Financial Aid Suspension will go into effect at the start of the following fall semester.

Qualitative Progress Measurement: Minimum Cumulative Grade Point Average

A Cumulative Grade Point Average (CGPA) of 3.0 or higher must be maintained. Students that transfer credits from other institutions will also have this GPA calculated in the CGPA. This average must be maintained at the end of each subsequent spring semester for a student to receive financial aid. Students who do not meet this minimum CGPA requirement will be placed on Financial Aid Suspension.

Quantitative Progress Measurements: Maximum Time to Complete a Degree

Students must select a program/degree of study before they can receive financial aid. When students receive financial aid to help pay a program/degree of study, they are expected to complete that program without taking a lot of time.

A student's progress may be evaluated for only one program at a time. Each financial aid applicant must select a primary program/degree of study prior to receiving financial aid payments. A student who is concurrently completing more than one degree may request additional time to complete the degree. A request for additional time must be submitted in writing to the Financial Aid Office.

To make sure that students complete their program in a reasonable amount of time, by law an institution must set a maximum time frame for graduate programs. The time frame from the end of the first semester enrolled is six (6) years.

Financial Aid Suspension

If a student fails to meet any one of the SAP measurements described above, they will be placed on Financial Aid Suspension for at least one year. During the period of suspension, the student will not be eligible to receive financial aid. Students will be notified of this via their campus email address.

Appeal Process

If placed on Financial Aid Suspension, the student may petition the Financial Aid Department to consider mitigating (special) circumstances that resulted in inability to meet the SAP requirements. The appeal must be typed and must include an explanation with supporting documentation (i.e. medical statements, divorce documents, letters of unemployment, etc.) of the reason(s) the minimum academic standards required by SAP policy are not achieved. Additionally, each appeal must be submitted with a letter of endorsement from an SAGU faculty/staff member. The appeal narrative and documentation should also demonstrate that the adverse circumstances have been resolved.

All appeals will be reviewed within 7 business days of the Financial Aid Office's receipt of a complete appeal (appeal form, student's appeal letter, endorser letter, and supporting documentation). Notification of the review will be sent via SAGU email.

For appeals that have been approved, students will be placed on Financial Aid Probation for one academic year, beginning with the next fall semester. SAP will be calculated again at the end of the spring semester; if the cumulative standard is met, students will be placed back in good standing. Students that meet SAP for the academic year, yet are not meeting the cumulative requirement, will remain on Financial Aid Probation until the requirement is met.

For students that have been denied, there is another level of appeal. The student must request, in writing, a review by the Financial Aid Committee. Appeals that have been approved at this level will be required to see an academic counselor in order to tailor the class schedule for student success. Attendance for the Learning Center will also be required. All scheduled meetings must be attended in order to complete this appeal if approved.

Summer Enrollment and the SAP

When calculating the SAP status, summer attempted hours will be counted toward the 150 percent maximum, and summer grade points earned will be calculated as part of the cumulative grade point average. The rule pertaining to completion of a minimum number of attempted credit hours will not be calculated for summer enrollment.

Institutional Grants and Scholarships

Southwestern provides various institutional grants and scholarships, including academic scholarships and Ordained Minister's grants to graduate students. Please refer to the Financial Aid Handbook for details regarding those grants and scholarships.

Donor Scholarships

Several Donor Scholarships are awarded annually. Applications are available in the Financial Aid Office. The application deadline is February 15. Scholarship presentations are made at the annual Awards Banquet for the next academic year. Applicants must also file the FAFSA to determine need. Recipients for most Donor Scholarships are selected by the Financial Aid Committee, which is comprised of faculty and staff chosen from the different areas of the University.

Andrea McKnight Memorial Scholarship: This scholarship is given in memory of Andrea McKnight, who passed away in 2005, the wife of Irby McKnight, current SAGU Vice President of Development.

Arthur E. and Elizabeth Galley Wilson Scholarship: This scholarship is provided by an endowment in memory of Arthur and Elizabeth Wilson. Rev. and Mrs. Wilson were veteran missionaries and Mrs. Wilson taught at Southwestern for many years. Applicants must be planning a career in missions.

Assemblies of God Credit Union Scholarship: This scholarship is made possible by the Assemblies of God Credit Union. The Assemblies of God Credit Union is proud to be a part of the campus family, proud to support Southwestern, its students, and all of its programs and does so by way of this annual scholarship.

Bob and Kathleen Skipper Academic Scholarship: The Skipper family scholarship is given in memory of Rev. Bob Skipper, an alumnus from 1955 to 1957 and former Executive Presbyter.

Cecil and Wanda Culbreth Scholarship: This scholarship was created in honor of Cecil and Wanda Culbreth's personal ministry within the Arkansas District and to train students who share their heart for the church.

Chris Miller Memorial Scholarship: This scholarship is provided by an endowment from his wife, Jodie Miller, in memory of Chris, who was an alumnus of SAGU and a missionary to Africa.

Christian Fidelity Foundation C. Lawrence & Alletha Barnett Scholarships: The scholarships provided by Christian Fidelity and C. Lawrence and Alletha Barnett are designated for a Music major and Academic major.

David W. and Juliana Barnett Married Student with Children Scholarship: This scholarship is provided by Rev. and Mrs. Barnett for a married student with children at home.

Diana Ruth Davis Memorial Scholarship: This scholarship is made possible from an endowment in memory of Diana Ruth Davis. It is awarded to a student from West Texas.

Dr. Edward and Barbara Daniel Scholarship: This scholarship was endowed by Dr. Edward and Barbara Daniel. It was created to provide for music majors actively pursuing excellence through classical piano training.

Dr. Robert R. Bayless Scholarship: This scholarship is available to ministerial students who have made a lifetime commitment to full time ministry and maintain satisfactory grades. Dr. Robert Bayless is an alumnus from 1947.

Dr. Thomas F. and Louise K. Harrison Scholarship: This scholarship is made possible by an endowment provided by Dr. and Mrs. Thomas F. Harrison, who dedicated many years of their lives as professors at Southwestern. A scholarship is awarded annually to a Church Ministries major.

Earl and Joyce Banning Endowed Scholarship: This scholarship is provided by Earl and Joyce Banning. Preference is given to a student from Braeswood Assembly of God pursuing a degree in Church Ministries and exhibiting academic achievement.

Earl G. and Roena Vanzant Memorial Scholarship: This scholarship is made possible from family and friends of the Vanzants.

Elaine Godwin Memorial Scholarship: This scholarship is made possible by an endowment established to honor the memory of Elaine Godwin, a long time resident of Oklahoma.

Eleanor R. Guynes Scholarship: This scholarship is provided by Delmer and Eleanor Guynes and is awarded to a student who exhibits academic achievement, demonstrates high level of morals and potential leadership abilities.

Fannie Brown Scholarship: This scholarship is provided by Fannie Brown, an alumnus of Southwestern. Preference goes to a student showing academic excellence and financial need.

George and Anna Brazell Scholarship: This scholarship is provided from an endowment fund honoring the Brazells for their many years of dedicated work. It is awarded to a student with high academic achievement, financial need and bearing evidence of high spiritual standing.

George and Jessie Kappaz Scholarship: This scholarship is provided by an endowment from Mr. and Mrs. Kappaz. It is awarded to a graduate student who is enrolled for at least six hours and has a grade point average of 3.75.

Gregory Paul Neill Memorial Scholarship: This scholarship was created by the Neill family to honor the memory of Gregory Paul Neill. The Neill family's heart is to make provision for students who actively portray Christ's love through Christian Education.

Harold and Mary Maxine Gookin Scholarship: This scholarship is provided by Harold and Mary Gookin. Harold was an ordained A/G minister. He ministered in a county jail for thirty years. Mary graduated and received a license to preach from Raymond T. Richey, one of the three

founders of Southwestern. It is awarded to a student who exhibits academic achievement.

Howard Bryan (Sonny) Daniel Scholarship: This scholarship was endowed by Dr. Edward and Barbara Daniel. It was created to provide for music majors actively pursuing excellence through classical piano training.

J.B. and Louise Calame Daniel Scholarship: This scholarship was endowed by Dr. Edward and Barbara Daniel. It was created to provide for music majors actively pursuing excellence through classical piano training.

J.R. and Carmen Goodwin Scholarship: This scholarship was created by E.A. and Letha Gruver to honor the memory of J.R. and Carmen Goodwin. It is awarded to a student who displays academic excellence.

John Wayne and Loretta Jane Wyckoff Memorial Scholarship: This scholarship is made possible by an endowment provided by John and Judy (Wyckoff) Crozier and Dr. John and Myrna Wyckoff.

Karen Rayleen Marshall Memorial Scholarship: This scholarship is provided from the accrued interest from an endowment provided by Rev. and Mrs. Jackie Marshall and the Southern Idaho and Wyoming Districts. The scholarship is awarded each year to a student planning to enter full time missionary work in Latin America.

L. W. Diesman and Dorothy Rook Scholarship: This scholarship is provided by an endowment given in memory of Mr. Diesman and his sister, Dorothy Rook. It is awarded to students with strong and well-defined ministerial goals, leadership potential, and who must maintain a 3.0 GPA with preference given to students directly involved in missions.

Luther and Juanita Dulaney Scholarship: This scholarship is provided by an endowment. Preference is given to students from Magnolia Christian Center in Port Neches or from the South Texas District.

M.E. Collins Memorial Scholarship: This scholarship is made possible from an endowment provided by family and friends of former Southwestern president M.E. Collins. The scholarship is awarded based on need and academic achievement.

Marshal M. Hammack Memorial Scholarship: This scholarship is awarded annually to a deserving Pastoral Ministries major. The scholarship is provided from the accrued interest from an endowment from Mrs. M.M. Hammack.

Mary Nell Daniel Scholarship: This scholarship was endowed by Dr. Edward and Barbara Daniel. It was created to provide for music majors actively pursuing excellence through classical piano training.

Melissa Asbill Teachers Scholarship: This scholarship is awarded annually to a female full time student majoring in Education and maintaining a high GPA. Mr. and Mrs. David Block make this scholarship possible in memory of their daughter, Melissa, who was a former Southwestern student.

Neighborhood Credit Union Career Services Scholarship: This scholarship is provided through SAGU Career Services in conjunction with the Neighborhood Credit Union for a student showing excellence in academics as well as leadership abilities in the marketplace.

Norman and Isabelle Haupt Scholarship: This scholarship was established to honor the lives and ministries of Norman and Isabelle Haupt as well as to train missionaries in the field.

Pauline Wheeler Harden Scholarship: This scholarship is made possible from Dr. Robert and Liz Harden and the Harden family. This scholarship is in memory of Pauline Wheeler Harden, who is Dr. Harden's mother, because of her love for Southwestern and its students.

Pearl Ellis Scholarship: This scholarship is provided by an endowment from Pearl Ellis. The scholarship is open to all students with academic achievement.

Rev. E.R. Foster Memorial Scholarship: This scholarship was made possible in 1987 by Rev. Robert G. Slaton from donations which came into San Jacinto Assembly of God to honor the memory of Emmitt Ralph Foster, Jr. The scholarship fund has been extended to include Rev. E.R. Foster as well. It is awarded to a West Texas student who exhibits academic achievement.

Richmond Phillip Tadlock Memorial Scholarship: This scholarship is made possible by an endowment provided by the Tadlock family. Interest from the endowment is awarded annually, preferably to a ministerial student from the Oklahoma District.

SAGU Alumni Association Scholarship: An annual scholarship is provided by an endowment from the Southwestern Alumni Association and is awarded based on need and academic achievement.

Summit Industrial Coatings Inc. Scholarship: This scholarship is made possible by an endowment provided by Bill Holland. The annual scholarship is based on need and academic achievement.

T.W. Hobbs Scholarship: In honor of the donor, the T.W. Hobbs Endowed Scholarship awards to students whose attendance at the University would not be possible without such a scholarship.

Troyce Pearson Memorial Scholarship: This scholarship is provided annually by our Assemblies of God churches in the Longview Section.

Valley Hi Assembly of God Ministry Scholarship: This scholarship is provided by Valley Hi Assembly of God church in San Antonio, Texas. Preference is given to students from Valley Hi Assembly of God or a member of an Assemblies of God church with a pastor's recommendation. A Church Ministries major with a minimum grade point average of 3.0 who is a Spirit-filled Christian involved in ministry. Open to sophomore, junior, senior or graduate students.

Vern and Marietta Crews Mission Scholarship: This mission scholarship is given with preference to a Latin America missions major. This scholarship was provided by Rev. and Mrs. David Barnett. David Barnett is on the Christian Fidelity Board of Directors, SAGU Board of Regents, and Commission on Academic and Student Programs.

William and Deloris Maupin Scholarship: This scholarship is provided by William and Deloris Maupin. It is awarded to a student majoring in Missions who exhibits academic achievement.

Federal/State Assistance Programs

Tuition Equalization Grant (TEG): This program is for Texas residents only. To be eligible a student must enroll full-time, show financial need, hold no athletic scholarships, and complete the FAFSA by March 1. The TEG grant is based on the difference between state tuition and tuition at SAGU, student need, and available funds. The FAFSA must be filed to determine eligibility.

Loans

Federal Stafford Loans

Graduate students who are enrolled at least half time may be eligible for a Federal Subsidized Stafford Loan or a Federal Unsubsidized Stafford Loan. Students must file a Free Application for Federal Student Aid (FAFSA), and an SAGU Financial Aid Application. The initial annual Stafford Loan limit is \$8,500 for subsidized loans and \$12,000 for unsubsidized loans. Application must be made each academic year by the appropriate deadline.

Preparatory Coursework

Students may receive Stafford Loans for a maximum of one academic year while enrolled in prerequisite courses required for acceptance into the graduate program. The undergraduate limit of \$5,500 applies. Verification that the courses taken are prerequisites is required.



academic information

academic information

Admissions

Religious Experience

All applicants admitted for studies at Southwestern must evidence a born again spiritual experience as defined by the following passages of Scripture: John 3:3; Ephesians 2:8-9; Titus 2:11; 3:5-7; and I John 1:7-10. A minister's recommendation is required (not required for licensed or ordained ministers with the Assemblies of God or other recognized denominations).

It is the purpose of the University to establish in students high standards of Christian conduct and to encourage them to maintain high standards of conduct. Applicants who are engaging in conduct that is generally regarded as less than exemplary will be denied admission.

Entering Student

Acceptance into the Harrison School of Graduate Studies requires a student to:

1. Submit a completed, signed application for admission via mail, fax (972.923.8154), or online at www.sagu.edu/admissions/apply.shtm.
2. Submit an official transcript indicating graduation with a baccalaureate degree from a regionally or professionally accredited college or university as well as official transcripts from any other college or university attended.
3. Submit a recommendation from his/her minister along with the admission application. (Licensed or ordained ministers in good standing with the Assemblies of God or other recognized denominations may skip this requirement.)
4. Submit a recommendation from a college faculty member or administrator.
5. Submit with application a \$50 application fee. This fee is a one-time processing charge and is nonrefundable.
6. Present a cumulative grade point average (GPA) of 2.5 or higher on the undergraduate program.
7. Realize that some programs may have additional admissions stipulations. Please refer to the academic program of your choice for further details.

All materials submitted during the admissions process become property of Southwestern.

Early Admission Program

Southwestern allows an exception to the previously stated admission requirement by offering only to its seniors the opportunity to enroll early in a graduate course. However, permission to enroll in a graduate course is not recognized as admission into the graduate program.

1. Eligibility for early enrollment in a graduate course is limited to Southwestern's seniors who have a minimum cumulative grade point average (GPA) of 2.75.
2. The student must receive authorization from his/her academic advisor for early enrollment into a graduate course.

3. The student is allowed to enroll in no more than three hours of graduate studies per semester for a total of six hours.
4. Where applicable, graduate courses, according to the above guidelines, may be used as electives to meet requirements of an undergraduate degree program. Graduate studies counted toward a baccalaureate degree may not count toward a higher degree.

Transfer Students

Transfer students will observe the same application process as other students. An official transcript from each college attended must be sent directly from each college to the Registrar's Office. Any student transferring from an Assemblies of God (or related) college must submit a transfer clearance form.

Transfer students are expected to be in good standing and eligible to re-enroll in the last school attended.

Transfer of Credit

A maximum of 25% of graduate credit hours that have been earned at other regionally or professionally accredited colleges or universities with a grade of "B" or above may be transferred to Southwestern. Courses completed with a grade of "C" or below will not be accepted in transfer. Only courses counting toward a student's degree requirements will be used in calculating transfer grade point average and classification.

Once enrolled in the graduate program, the student must gain approval from the Dean of the School of Graduate Studies or the Vice President for Academics before taking a graduate course at another university.

Graduate Chairs

Students attending a Christian university benefit from close relationships with the faculty. At Southwestern, instructors take personal interest in the spiritual, educational, social, and professional welfare of all students. Students are encouraged to work closely with the Graduate Chair who oversees their academic program.

Graduate Distance Education

Southwestern offers online graduate programs and courses to students who cannot relocate to Waxahachie or interrupt their current vocational involvement to assume on campus studies. Contact the Graduate Office for information on program and course offerings.

The same academically and spiritually qualified faculty who teach on-campus graduate courses generally teach Graduate Distance Education (GDE) courses. SAGU also makes all of its educational resources and student services available to every distance education student.

Students enrolling for graduate distance education will attend a required first semester orientation which will introduce them to the distance education processes at SAGU and provide appropriate academic and financial counseling. During the orientation, students will complete the initial semester registration process. Following this, students will return home to complete online courses via the internet.

Each semester thereafter, distance education students will complete online course selection and registration without the need to travel to campus each semester.

For any further academic counseling, students should contact the office of the School of Graduate Studies.

For questions on the distance education process, orientation, or general information please contact the Graduate Office.

Further information and course schedules are available on the SAGU web site (www.sagu.edu/graduate).

Guidelines for Admission as a Distance Education Student

Students seeking enrollment in Graduate Distance Education must meet all admission stipulations. Students will be expected to have a personal computer, possess computer literacy, and have regular and reliable access to the internet.

Guidelines for Admission as a Special Student

Non-degree-seeking students should contact the Graduate Office for current information regarding special student admissions. Inquiries may also be made by email to info@sagu.edu.

Admission of International Students

Southwestern is authorized by the Department of Homeland Security (DHS) to educate non-immigrant students (F-1 classification). International applicants of other classifications or statuses must be legally eligible to study in an U.S. academic institution before they are admitted to SAGU. All international applicants will observe the same admissions policies as other entering students in addition to the policies listed below. Applicants must apply no less than six months prior to the semester they intend to begin classes at Southwestern.

First Time International Students

For admissions consideration into Southwestern Assemblies of God University, applicants must meet the following requirements:

1. Submit an official transcript showing the date of graduation with a baccalaureate degree and a minimum GPA of 2.5 or higher from a regionally or professionally accredited college or university. **Transcripts from non-U.S. schools must be submitted to a third party evaluator for equivalency determination and translation.**
2. Submit a completed and signed application for admission. You may apply online or print an online application at www.sagu.edu/apply.
3. Enclose a \$50 non-refundable application fee; this fee is a one-time processing charge.
4. Submit the Minister's Reference Form. The form should be from a licensed or ordained minister who has personal knowledge of your Christian lifestyle, ministry, and moral integrity.
5. Submit a recommendation from a college faculty member or administrator.

6. All international students are to submit the Test of English as a Foreign Language (TOEFL) with a minimum score of 525 paper-based, 197 computer-based, or 71 internet-based. The student must have taken the test within the last five years. (Applicants from certain countries or transferring more than 30 hours from a regionally accredited U.S. institution may be exempt from this requirement. Please contact the International Student Advisor for more information.)
7. International students who are not financially able to support their studies must arrange for their own financial sponsors. Financial sponsors are expected to assume all expenses incurred while at Southwestern. An I-134 Affidavit of Support Form or notarized letter must be completed to verify sponsorship. I-134 forms can be downloaded online at www.uscis.gov. Current, official bank statements indicating at least six (6) months of activity must accompany all Affidavits of Support. If students intend to support themselves during their stay in the U.S., they must provide proof of financial capability to pay all expenses associated with studying at SAGU. Students may request a list of projected expenses from the International Student Advisor.
8. Realize that some programs may have additional admissions stipulations. Please refer to the academic program of your choice for further details.

All materials submitted during the admissions process become property of Southwestern and will not be returned.

Students must take the Graduate Record Examination (GRE) prior to being accepted to the graduate school (refer to admission policies).

International Transfer Students

In addition to the requirements stated above, international students wishing to transfer from another U.S. institution must also:

1. Present documentation indicating valid non-immigrant status.
2. Provide official transcripts from previous institution.
3. Once all application materials have been received and reviewed, the International Student Advisor will submit a Transfer Clearance Form to the student's previous institution.

International students desiring to transfer coursework from a non-U.S. institution must have their transcripts evaluated by a third party evaluator approved by Southwestern.

I-20 Issuance

When all admissions information is complete, the records will be carefully evaluated. If admission requirements are met, an I-20 and an acceptance letter will be issued. I-20's are mailed via an international carrier. They cannot be faxed or emailed.

Full-Time Requirement for Students in F-1 Classification

In addition to being accepted, the Department of Homeland Security requires all graduate students on an F-1 visa to maintain full-time enrollment while studying in the U.S. All requests for a reduced course load must be made in advance to the International Student Advisor and must

meet specific DHS-regulated criteria. According to the Code of Federal Regulations, students may only count three (3) credit hours of distance education courses per semester toward their full-time load.

Admission of Former Inmates of Penal Institutions

Anyone who has been in a penal institution shall re-establish himself/herself in society for at least one year prior to the date of application before coming to Southwestern Assemblies of God University.

The Admissions Committee has the responsibility of evaluating each applicant with a criminal record following the guidelines listed below to determine admission to the University.

1. No court cases may be pending.
2. Repeat felons may not be admitted.
3. Following a judgment of probation, a student may apply to enroll at SAGU after a period of one year.
4. Following imprisonment, a one-year period of rehabilitation/re-establishment is required prior to the student applying for enrollment.
5. Consideration will be given to waive the aforementioned stipulations if an individual has successfully completed a spiritual rehabilitation program with Teen/Life Challenge and can provide a positive reference from the director of Teen/Life Challenge.
6. Extensive character references should be included with any application submitted by a convicted felon.

Late Registration

A fee is charged for registration after the official registration day and time. See the applicable dates on the academic calendar and fee schedule.

The Unit of Credit or Semester Hour

The unit for calculating credit at Southwestern is the semester hour. Each course gives as many semester hours credit as the number of hours spent in class per week. It is expected that three hours preparation will be made for each hour spent in class.

Student Load

A full-time graduate student is one who enrolls in nine or more hours of graduate instruction per week. Students desiring to exceed the regular load must secure special permission from the Dean of the School of Graduate Studies.

Students enrolled in fewer than nine semester hours of graduate work are considered part-time students.

Academic Policies

Required Student Participation in University Surveys

Southwestern Assemblies of God University engages in an ongoing program of assessment to determine the effectiveness of its education programs and services and to make informed strategic planning decisions. This process, under the direction of the Assistant Dean for Institutional Effectiveness, involves the participation of students in nationally standardized assessment instruments as well as tests and surveys developed within the University. The type and frequency of assessment instruments will vary according to the needs of the University. SAGU expects each graduate student to participate in the following events as directed by the University:

- Graduate Orientation Survey
- Graduating Student Survey
(Administered during the last semester of all graduating students)
- Career Services Exit Questionnaire
- Library Survey
- Others surbeys/questionnaires deemed necessary by the University

Academic Records

Student records are housed in the Registrar's Office. Grade reports are available online at the conclusion of each semester. Transcripts may be requested in writing for a fee. In order for a transcript to be released, it is required that the student be clear of all financial obligations to the University and be current on all student loans. If a student wishes to petition a grade it must be done in writing to the Registrar's office.

Classification of Students

Classification of students is determined at the beginning of each semester. Classification will be determined as follows:

Full-time Student: A student who is carrying at least 9 semester hours.

Part-time Student: A student who is carrying less than 9 semester hours.

Special Student: A student who is not pursuing a degree.

Grading System

Grade point averages are computed using only the following grades and grade points for each semester hour attempted.

A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7

C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59-below	0.0
CR	Credit	
NC	No Credit	
I	Incomplete	
W	Withdrawn	

Incomplete Work

1. The grade of “I” (incomplete) is an exceptional grade given only to students who have satisfactorily completed 50% of the course assignments/requirements, but who, for reasons beyond their control, have been unable to complete all course requirements. The granting of an “I” occurs only when mutually agreed upon by student and instructor.
2. Procedures
 - a. The student must apply to the instructor for an “I” by a specified date on the academic calendar.
 - b. The student is responsible for obtaining the remaining requirements of the course from the instructor.
 - c. If the work is completed within sixty (60) days from the last day of the semester, or within a shorter time frame specified by the professor, the “I” will be changed to the earned grade. No academic work may be submitted after the conclusion of the sixty (60) day period.
 - d. If the instructor does not submit a change of grade, the “I” will become the terminal grade.
 - e. The grade of “I” will appear on the permanent record of the student but will not be used in the determination of the cumulative grade point average. It does, however, count in the determination of satisfactory academic progress.

Examinations

Exams in Distance Education are administered in various manners. Students will take open and closed book online exams depending on the specifications provided by the professor. Students are expected to comply with exam procedures outlined in the course syllabus. Any deviation from established guidelines will be investigated with great concern. In order for a student to make up an announced test, approval must first be secured from the professor.

Academic Dishonesty/Cheating

Students must fulfill all academic requirements and assignments with integrity. This policy includes, but is not limited to, cheating on examinations and plagiarism of papers, book critiques, reading reports, and all other assignments. Students are not permitted to withdraw from a course while under

investigation for or confirmed guilty of academic dishonesty. In the event that the student is determined guilty of academic dishonesty, the student will receive the grade determined by the faculty member, either an “F” for the assignment and/or an “F” for the course. Dishonesty could possibly result in further disciplinary action. Refer to Biblical Standards in the Student Handbook.

Academic Probation and Suspension

A satisfactory level of academic achievement is determined on the basis of a student’s cumulative grade point average calculated on the basis of all graduate work attempted. To be eligible for continued enrollment in good standing, a student must maintain a minimum cumulative grade point average as follows:

During the first nine semester hours attempted, the student must achieve a cumulative grade point average of not less than 2.75.

For ten or more semester hours attempted, the student must maintain a cumulative grade point average of not less than 3.00.

Should any student fail to maintain satisfactory progress toward graduation as specified by these regulations, the student will be placed on Academic Probation and will be required to follow the guidelines below. (The time frame of an academic suspension relates specifically to the fall and spring semesters. A student suspended at the end of the spring semester would not be allowed to enroll in the following summer and fall semester.)

1. A student on academic probation will not be allowed to enroll in more than nine hours.
2. A student on academic probation for two consecutive semesters will be suspended for the following semester regardless if the semester is spring, summer, or fall.
3. A student on academic suspension may appeal to the Dean of the Graduate School for re-admission on probationary status. If the appeal is granted, the student will not be allowed to enroll in more than nine hours. The student must also repeat the course at SAGU in which a low grade was earned in order to receive the degree. Only two courses may be repeated in the graduate program.
4. A student will continue on academic probation until the cumulative grade point average meets the prescribed standards of the University; however, a student on academic suspension who fails to earn a semester grade point average of 3.00 or better will be automatically suspended for the following semester with the suspension enforced.
5. A student academically suspended for a second time will not be allowed to re-enroll. In such instances the student cannot appeal the suspension.

Course Repetition

Any course taken in residence at Southwestern or at any accredited or approved institution may be repeated in residence at Southwestern in order to improve the student’s grade for that course. The student must apply to the Registrar’s Office for application to retake the course. Only the final grade and grade points will be counted in the student’s grade point average. However, the original grade remains part of the permanent record. A course taken at Southwestern **MUST** be repeated at Southwestern.

In order to maintain the minimum GPA to graduate, only six hours (two courses) may be repeated for those courses in which a grade of “C” or less were received. Regardless of the GPA, a student will not be allowed to graduate with a final grade of “D” or “F” in any course.

Graduate Orientation

All graduate students are **required** to attend a **Graduate Orientation** their first semester of graduate studies. No student will be allowed to begin classes without attending the graduate orientation. It is extremely important that students be able to connect with other students as well as the graduate faculty and staff. Southwestern’s academic program is designed to enable students to learn through different instructional styles.

Class Attendance Policy

The ability to pass examinations and complete outside projects is only a partial measure of the student’s knowledge, skills, understanding, and appreciation of the subject matter. Therefore, continued class participation is imperative regardless of the delivery method of a particular course. Failure to maintain continual participation may result in the inability to complete the necessary course requirements.

Students are responsible for taking exams and submitting assignments by the appropriate due date. A student who is unable to do so is totally responsible to make the appropriate advance arrangements with the faculty member for possible make up work. The faculty member will have the prerogative to determine if a student may make up any examinations or outside assignments, along with the time frame in which the work must be completed.

Online Course Attendance Policy (Course Enrollment Verification)

Because SAGU faces a lawful responsibility and a financial aid liability with regard to student progress in courses following online registration, the following policy concerning online course enrollment verification is in effect: Each student shall complete a Course Enrollment Verification through the online course software by the date designated in the academic calendar or communicated to the student during the online registration process. (The School of Distance Education or the Registrar’s office may be contacted for more information or the official due date.) Each instructor of a Distance Education online course will provide notice of students failing to complete this requirement to the School of Distance Education for the purposes of officially withdrawing the student from the online course.

Withdrawal/Drop

Course Withdrawal (Drop)

Students desiring to withdraw from a course must submit a withdrawal request to the Registrar’s Office. Students desiring to withdraw from a distance education course must submit a drop form online. A fee is charged; consult the current Schedule of Fees.

A student will be allowed to withdraw from a course only within the first two-thirds of the semester (i.e., tenth week of the fall and spring semesters). A grade of “W” will be recorded on the student’s transcript for the class dropped. Consult the academic calendar for the last day to drop classes.

Students failing to follow the correct procedure or meet the deadline in withdrawing from a class will receive a grade as determined by the teacher.

A student will not be allowed to withdraw from a course if he/she is under investigation for academic dishonesty. In the event that the student is determined guilty of academic dishonesty, then the student will not be allowed to withdraw from the course and will receive the grade determined by the teacher, either an “F” for the assignment and/or an “F” for the course.

Automatic Administrative Withdrawal (Distance Education)

Because SAGU faces a lawful responsibility and a financial aid liability with regard to “unofficial withdrawals,” the following policy concerning automatic administrative withdrawal is in effect: Each student in a Distance Education course must complete two progress reports – designated “Progress Report #1” and “Progress Report #2” – during the semester of study. Both reports will be submitted through the online course software by the date designated in the academic calendar. Progress Report #1 will be due from the student during the 4th week of the semester (3rd week for summer), and Progress Report #2 will be due during the 8th week of the semester (6th week for summer).

If no progress report has been received by the 4th week (3rd week for summer), the instructor will report to the School of Distance Education. If no progress report has been received by the 8th week (6th week for summer), the instructor will report to the School of Distance Education and the Registrar for the purpose of automatic administrative withdrawal from the course. In the event of administrative withdrawal from an undergraduate course, a grade of Withdrawn Passing (WP) or Withdrawn Failing (WF) will be assigned and a fee will be assessed. In the event of administrative withdrawal from a graduate course, a grade of Withdrawn (W) will be assigned and a fee will be assessed.

School Withdrawal

Students who desire to withdraw from the Graduate School are encouraged to contact the Graduate Studies Office for assistance in resolving any issues that they may be experiencing. Students who find it necessary to withdraw from the University must submit an official withdrawal notice with the Registrar’s office.

Students failing to follow the proper procedure in withdrawing are not eligible for any refund and will receive grades in all courses as determined by the teachers. Transcripts cannot be released until proper clearance is arranged.

Graduation

Graduation Under a Particular Catalog

A student may graduate under the requirements of the catalog in force during the semester in which first enrolled, provided graduation is within six years from the end of that semester. The summer term may count as a part of the semester before or after it. However, a student may choose to graduate under the requirements of the current catalog, but only if the requirements of the catalog chosen are followed as a whole. The Graduate Chair and the Registrar's Office will help the student in every way possible to avoid errors, but the student has the final responsibility for satisfying all degree requirements according to the catalog chosen.

Graduation Regulations

1. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduates must have all program and course requirements completed. All official transcripts must be on file in the Registrar's Office. Degrees are conferred in the semester that all official documentation of completed requirements are received by the Registrar's Office.
2. The student must complete all prescribed course work for the program before they are permitted to participate in the graduation ceremony.
3. To fulfill residency requirements the student must complete the final twenty-four hours at Southwestern. (Additional residency requirements may vary for specific graduate programs.)
4. The student must have attained a minimum grade point average of 3.0. In order to maintain the minimum GPA to graduate, only six hours (two courses) may be repeated for those courses in which a grade of "C" or less were received. Regardless of the GPA, a student will not be allowed to graduate with a final grade of "D" or "F" in any course.
5. The student must have successfully completed the Graduate Comprehensive Examinations which are given during the final semester of the student's graduate program.
6. No credit toward a graduate degree may be earned by correspondence study.
7. Before a final transcript will be released, the student must clear with the following offices: Registrar, Accounting, Library, Financial Aid, and Career Services.
8. Requests to withdraw an application for graduation for a specific graduation date must be received by the end of late registration in that given semester. Changing one's graduation date to a later semester will require reapplication and fee. No refund is given for fees.

Master Degrees

- The **Master of Arts** degree is awarded for programs with an emphasis in the social sciences or humanities.
- The **Master of Divinity** degree is awarded upon completion of all program requirements.
- The **Master of Education** degree is awarded upon completion of all Education program requirements.
- The **Master of Science** degree is awarded for programs with an emphasis in mathematics or natural or applied sciences.



graduate programs



graduate programs

The purpose of the Harrison School of Graduate Studies is to provide graduate programs which equip students to fulfill the mission of the University through increased professional and ministerial effectiveness and preparation for future academic training.

Programs lead towards Master's degrees in the disciplines of Counseling Psychology, Education, History, Organizational Leadership, and Theological Studies. The student, upon completion of the graduate program requirements, may be awarded one of the following: Master of Science, Master of Arts, Master of Education, or Master of Divinity. In the event that a student has satisfactorily completed four semesters of any one biblical or foreign language at the graduate or undergraduate level, the degree will be issued as the Master of Arts.

The Harrison School of Graduate Studies offers the following Degrees and Specializations:

Master of Science in Counseling/Psychology

- Counseling Psychology (Clinical)
- Human Services Counseling (Non-clinical)

Master of Education

- Christian School Administration
- Curriculum Development
- Early Childhood/Elementary
- Early Education Administration
- Middle and Secondary Education
- Principalship (Non-Thesis)
- Principalship (Thesis)
- School Counseling

Master of Arts in History

- Education
- Thesis
- Non-Thesis

Master of Arts in Organizational Leadership

Master of Arts in Theological Studies

- Bible and Theology
- Children and Family Ministry
- Missions
- Practical Theology

Master of Divinity

Counseling Psychology (Clinical)

The Master's degree in Counseling Psychology is designed to prepare professional counselors whose psychological understanding of human persons and practice of counseling are essentially informed, shaped and given dimension by a biblically-based view of humankind.

Objectives

Upon completion of this program the student will be expected to:

1. Integrate and apply sound psychological and theological principles in such a way as to demonstrate respect to both disciplines.
2. Demonstrate an advanced understanding of the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to the major psychological disorders of children, adolescents, adults, and senior adults.
3. Demonstrate advanced knowledge and skills in human science research.
4. Demonstrate the effective utilization of counseling skills, focusing on a variety of emotional and mental needs.
5. Meet the educational and practicum requirements for Texas state licensure as a Licensed Professional Counselor.

Prerequisites

The following prerequisites must be met for provisional admittance to begin taking Counseling Psychology curriculum:

1. The student must hold a regionally or professionally accredited undergraduate degree in Counseling, Psychology, Social Work or a related area.
2. Students not having met the aforementioned requirement must successfully complete the following twelve hours of undergraduate courses in Psychology:
 - PSY 1113 Psychology of Selfhood and the Christian Faith
 - PSY 3313 Abnormal Psychology
 - PSY 3333 Theories of Personality
 - PSY 4113 History and Systems in Psychology
3. Students must achieve a minimum score of 400 on the verbal and 3.0 on the analytical writing section on the General Test of the Graduate Record Examination (GRE). This requirement is expected to be met before enrollment into any graduate level course. However, under special circumstances with approval from the Dean of the Graduate School, a student may enroll for one semester taking no more than 12 graduate hours prior to fulfilling the requirement of the GRE. No student will be allowed to enroll for a second semester without fulfilling the GRE requirement. All transfer students are required to meet the GRE requirement before enrollment. (Students who are graduates of Southwestern with a 2.5 GPA will be conditionally admitted to the Harrison School of Graduate Studies without taking the GRE. After completing twelve hours of graduate work with GPA of 3.0 or higher, the student would then be accepted into the graduate school.)

COUNSELING PSYCHOLOGY

Counseling Psychology (Clinical)

RESEARCH COMPONENT: *3 hours*

PSY 5733 Psychological Methods and Research Design

PROFESSIONAL COMPONENT: *39 hours*

COU 5113 Ethical and Legal Issues
 COU 5133 Counseling in a Pluralistic Society
 COU 5213 Methods and Techniques in Counseling
 COU 5313 Methods of Group Counseling
 COU 5413 Marriage and Family Counseling
 PSY 5143 Integrative Issues in the Behavioral Sciences
 PSY 5323 Theories of Counseling and Psychotherapy
 PSY 5413 Personal Lifestyle and Career Development
 PSY 5423 Crisis Intervention
 PSY 5513 Human Growth and Life Span Development
 PSY 5523 Tests and Assessment
 PSY 5623 Clinical Psychopathology
 PSY 5713 Statistics for the Behavioral Sciences

PRACTICUM COMPONENT: *6 hours - 300 Clock hours*

PSY 5813 Practicum in Counseling Psychology
 PSY 5823 Advanced Practicum in Counseling Psychology

TOTAL PROGRAM HOURS 48

Formal Program Admittance

By the time a student completes twelve hours in the School of Graduate Studies, the graduate faculty in Counseling Psychology will complete an evaluation of a student's ability to integrate graduate experience cognitively, clinically and spiritually. Upon successful completion of this evaluation, students gain formal admittance into the Counseling Psychology academic program.

Graduation Requirements

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and the Registrar's Office for more information.

Special Insurance Requirement

All students enrolled in Counseling Psychology courses that involve student counseling (individual or group) are required to purchase and show proof of having liability insurance. Contact the Graduate Chair of the Counseling Psychology Program for additional information.

Play Therapy

Students admitted into the Counseling Psychology program have an opportunity to add a combination of four courses in Play Therapy to their transcript. These courses are taught by Registered Play Therapists with the purpose of preparing others to achieve certification in Play Therapy. Interested students should seek guidance from the Graduate Chair in Counseling Psychology.

Human Services Counseling (Non-Clinical)

The Master of Science in Human Services Counseling is designed to provide counseling knowledge and skills to individuals and ministry professionals who desire practical graduate level training for effective intervention and care giving in human service agencies and institutions as well as various church related settings. This program is not designed for individuals seeking licensure in a counseling profession.

Graduates of this program may find themselves working in various community, church and para-church programs as caseworkers, intake specialists, and other roles including providing assistance to state licensed counseling professionals.

Objectives

Upon completion of this program the student should be able to:

1. Demonstrate a basic knowledge of the integration of theological principles, healthy spirituality, and effective care giving.
2. Demonstrate human service counseling skills to include basic interviewing methods, active listening characteristics, and career counseling interventions.
3. Demonstrate an advanced understanding of Christian care giving and counseling in diverse social and cultural contexts.
4. Describe unique aspects of development across the life span and conceptualize growth within a framework for understanding human problems from a biopsychosocial and spiritual perspective.
5. Offer guidelines in effectively managing a variety of crises in daily life.
6. Discuss legal, ethical, and professional issues associated with lay ministry and the professional practice of counseling.
7. Provide a basic description of major theoretical approaches in counseling to include marital and family therapy.

Prerequisites

The following prerequisites must be met for acceptance into the Graduate Human Services Counseling program:

1. The student must hold a regionally or professionally accredited undergraduate degree in counseling, psychology, social work, or a related area.
2. Students not having met the aforementioned requirement must successfully complete the following twelve hours of undergraduate courses in Psychology:

PSY 1113 Psychology of Selfhood and the Christian Faith
 PSY 3313 Abnormal Psychology
 PSY 3333 Theories of Personality
 PSY 4113 History and Systems in Psychology

COUNSELING PSYCHOLOGY

Human Services Counseling (Non-Clinical)

PROFESSIONAL COMPONENT: *27 hours*

- COU 5113 Ethical and Legal Issues
- COU 5133 Counseling in a Pluralistic Society
- COU 5213 Methods and Techniques in Counseling
- COU 5413 Marriage and Family Counseling
- PSY 5143 Integration Issues in Behavioral Sciences
- PSY 5323 Theories of Counseling and Psychotherapy
- PSY 5413 Personal Lifestyle and Career Development
- PSY 5423 Crisis Intervention
- PSY 5513 Human Growth and Life Span Development

PRACTICUM COMPONENT: *3 hours - 150 Clock hours*

- COU 5833 Practicum in Human Services Counseling

TOTAL PROGRAM HOURS 30

Note: This program is designed primarily for individuals not seeking professional licensure in a counseling profession.

3. Students must achieve a minimum score of 400 on the verbal and 3.0 on the analytical writing section on the General Test of the Graduate Record Examination (GRE). This requirement is expected to be met before enrollment into any graduate level course. However, under special circumstances with approval from the Dean of the Graduate School, a student may enroll for one semester taking no more than 12 graduate hours prior to fulfilling the requirement of the GRE. No student will be allowed to enroll for a second semester without fulfilling the GRE requirement. All transfer students are required to meet the GRE requirement before enrollment. (Students who are graduates of Southwestern with a 2.5 GPA will be conditionally admitted to the Harrison School of Graduate Studies without taking the GRE. After completing twelve hours of graduate work with GPA of 3.0 or higher, the student would then be accepted into the graduate school.)
4. Students must submit an a three-page handwritten essay describing their interests and objectives along with professional career goals for pursuing a degree in this program. Guidelines for the essay can be obtained by contacting the Graduate Enrollment Counselor.

Formal Program Admittance

By the time a student completes twelve hours in the Harrison School of Graduate Studies, the graduate faculty in Counseling Psychology will complete an evaluation of the student's ability to integrate graduate experience cognitively, clinically, and spiritually. Upon successful completion of this evaluation, students gain formal admittance into the Counseling Psychology academic program.

Graduation Requirements

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Special Insurance Requirement

All students enrolled in Human Services Counseling courses that involve student counseling, particularly practicum, are required to purchase and show proof of having liability insurance. Contact the Graduate Chair of the Counseling Psychology program for additional information.

Education

The Graduate Education program is designed to prepare students as educators who will be spiritually, academically, professionally, and cross culturally equipped to provide quality educational Christian service around the world.

Objectives

Upon completion of this program the student will be expected to:

1. Demonstrate knowledge of advanced strategies in content related to curriculum and administration.
2. Design and implement instruction, assessment, and administrative practices in the educational setting.
3. Demonstrate the ability to create and evaluate positive, productive classroom environments utilizing formal and informal settings and appropriate classroom management strategies.
4. Demonstrate knowledge of professional roles and responsibilities in public and private education.
5. Develop an advanced understanding for teaching students of diverse cultures.

STATE EDUCATOR CERTIFICATION

Students on degrees with a certification track are eligible to apply for state certification and must be formally accepted into the Teacher Education program, which is separate from admittance into the Graduate Education program. Certification eligibility is reserved for students who meet admissions requirements, make application to, and are approved into the Teacher Education program. Students must also successfully complete their academic program, all state exams, as well as fulfill the required 75 hours of field experience and student teaching. (See Student Teaching Requirements.)

Only students completing all program stipulations will be recommended for state certification. Please see the Education Certification Officer for a complete list of Teacher Education program requirements.

The candidate is responsible for initiating the application to the Teacher Education program. Applications are available in the Teacher Education Office or on the Education website at www.sagu.edu. All applications must be accompanied by:

1. A recent photo.
2. A statement of purpose – a one-page, double-spaced essay describing reasons for desiring a profession in the teaching field.
3. Two recommendation forms completed by individuals who can verify moral character and child/youth related experience or other work experience. The Education Committee will not accept recommendations from relatives, SAGU faculty members, or fellow students. Recommendation forms are available on the SAGU Education Department website or in the Teacher Education Office.
4. Recommendation from the University's Counselor, based on results of the Taylor-

Johnson Temperament Analysis (TJTA). The purpose for taking the TJTA is to identify strengths possessed by the potential teacher. If the TJTA indicates areas that may need strengthening, the student may be required to complete further counseling prior to admission to the Education program. The Counseling Office administers the TJTA, and the results are sent to the Certification Officer upon completion.

5. Sign and submit “Educators’ Code of Ethics Affirmation.”

Along with the application, eligibility for the program requires the candidate to:

1. Take the THEA (formerly the TASP) and meet a minimum score of 260 in Reading, 220 in Math, and 220 in Writing. Registration bulletins for taking the THEA are available in the Teacher Education Office. Internet registration is also available at www.thea.nesinc.com. Passing standards are subject to change as the State Board of Education changes minimum standards.
2. Have a minimum cumulative grade point average (GPA) of 2.75.
3. Gain approval of the Teacher Education Committee.
4. Meet such standards as may be implemented by law in the State of Texas at any time during the student’s matriculation.

Once the application packet is complete, the Teacher Education Committee will review the applicant’s file. The Committee reserves the right to request an interview as part of the application process. The Committee will vote and make a determination of acceptance or denial. Applicants will be notified by mail of the Committee’s decision. Any applicant who is denied acceptance will be given a clear statement of reasons for denial. Denial of admittance, for any reason, may be appealed in writing to the Teacher Education Committee.

From time to time the state of Texas, in compliance with *No Child Left Behind* (NCLB), will amend its requirements for certification. While the SAGU Teacher Education Department does everything necessary to prevent major alterations to a student’s degree, it must ultimately comply with state requirements. Therefore, the Teacher Education Department reserves the right to alter degrees and certification requirements as they are compelled by the Federal and State governments.

Student Teaching Requirements

A student seeking state certification through the post-baccalaureate program will be required to complete one of the following:

1. Enrollment in appropriate Student Teaching course and successfully completing twelve consecutive weeks of full days in an accredited school.
2. Employment by an accredited school as a teacher of record under a one-year probationary certificate in the area and level for which certification is sought. Students who have worked as teacher assistants or resource teachers are not eligible for a waiver of Student Teaching.
3. Two years experience in an accredited school as a teacher of record in the area and level for which certification is sought.

Due to the added responsibilities during student teaching, graduate students are discouraged from taking more than three graduate hours during their student teaching practicum. Students who wish

to take over three graduate hours of course work while student teaching will need the approval of the Graduate Education Chair.

Objectives

Upon completion of this program the student will be expected to:

1. Demonstrate knowledge of the administrative and leadership roles in the Christian school related to board, parent, student, and faculty/staff issues and relationships.
2. Design and implement biblically integrated curriculum, instruction, and assessments appropriate to the Christian educational setting.
3. Demonstrate the ability to begin and maintain a Christian school with due regard for budgeting procedures, facility maintenance, state and federal laws/regulations and other issues.
4. Demonstrate an advanced understanding of classroom management issues and differentiated and culturally diverse instruction from an administrative perspective.

Prerequisites:

HDV 2113 Child Growth and Development

PSY 3353 Psychology of Education

RDG 3123 Literacy instruction I

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

EDUCATION

Christian School Administration Specialization

PROFESSIONAL COMPONENT: *12 hours*

- EDU 5113 Research Literature and Technology
- EDU 5243 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5713 Studies in Classroom Management

CORE COMPONENT: *12 hours*

- EDU 5123 Educational Leadership and Supervision for Christian Schools
- EDU 5423 Christian School Administration Finance and Legal Issues
- EDU 5523 Foundations of Christian School Administration
- EDU 5623 Issues in Christian School Administration

RESOURCE AREA COMPONENT: *6 hours*

6 hours from the following:

- EDU 5723 Principles and Practices of Early Childhood Education
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies of Learning

ELECTIVE COMPONENT: *6 hours*

TOTAL PROGRAM HOURS 36

EDUCATION

Curriculum Development Specialization

PROFESSIONAL COMPONENT: 12 hours

- EDU 5113 Research Literature and Technology
- EDU 5243 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5713 Studies in Classroom Management

CORE COMPONENT: 12 hours

- EDU 5823 Language Arts/Reading Curriculum
- EDU 5833 Mathematics Curriculum
- EDU 5843 Social Studies Curriculum
- EDU 5853 Science Curriculum

RESOURCE AREA COMPONENT: 6 hours

3 hours from the following:

- EDU 5723 Principles and Practices of Early Childhood Education
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies of Learning
- EDU 5923 Instructional Leadership in Curriculum and Assessment

ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

Objectives

Upon completion of this program the student will be expected to:

1. Review, design, and implement curriculum and assessments appropriate for public and private educational settings.
2. Demonstrate an understanding of the link between classroom management, curriculum, and effective instruction.
3. Demonstrate knowledge of professional roles and responsibilities.
4. Demonstrate an advanced understanding of the instructional issues surrounding differentiated instruction and teaching students of diverse cultures.

Prerequisites:

HDV 2113 Child Growth and Development

PSY 3353 Psychology of Education

RDG 3123 Literacy Instruction I

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

EDUCATION

Early Childhood/Elementary Specialization

PROFESSIONAL COMPONENT: 12 hours

- EDU 5113 Research Literature and Technology
- EDU 5243 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5713 Studies in Classroom Management

CORE COMOPONENT: 12 hours

- EDU 5823 Language Arts/Reading Curriculum
- EDU 5833 Mathematics Curriculum
- EDU 5843 Social Studies Curriculum
- EDU 5853 Science Curriculum

RESOURCE AREA COMPONENT: 6 hours

- EDU 5723 Principles and Practices of Early Childhood Education
- EDU 5733 Advanced Strategies in Reading

ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

Objectives

Upon completion of this program the student will be expected to:

1. Demonstrate knowledge of advanced strategies in content related to Early Childhood/Elementary curriculum.
2. Effectively implement developmentally appropriate instruction and assessment in the Early Childhood/Elementary educational setting.
3. Demonstrate the ability to create and evaluate positive, productive classroom environments utilizing formal and informal settings and appropriate classroom management strategies.
4. Demonstrate knowledge of professional roles and responsibilities.
5. Demonstrate an advanced understanding for differentiated instruction and teaching students of diverse cultures.
6. Demonstrate the knowledge and skills necessary to successfully complete state educator certification requirements.

Prerequisites:

HDV 2113 Child Growth and Development

PSY 3353 Psychology of Education

RDG 3123 Literacy Instruction I

EDF 3363 Christian Philosophy of School Education (for ACSI certification only)

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and the Registrar's Office for more information.

Teaching Certificate

Students who are seeking state certification need to contact the Certification Officer for more information.

EDUCATION

Early Education Administration

PROFESSIONAL COMPONENT: 12 hours

- EDU 5113 Research Literature and Technology
- EDU 5423 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5723 Principles and Practices in Early Childhood Education

CORE COMPONENT: 12 hours

- EEA 5113 Strategic Planning in Early Education Programs
- EEA 5123 Administrative Leadership in Early Education Programs
- EEA 5133 Instructional Leadership in Early Education Programs
- EEA 5143 Leadership Development in Early Education Programs

RESOURCE AREA COMPONENT: 6 hours

6 hours from the following:

- EDU 5713 Studies in Classroom Management
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies of Learning
- RDG 5113 Instructional Leadership and Assessment for Early Readers and Writers

ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

The Master of Education in Early Education Administration is designed to provide early education (birth-age to five years) administrators with the spiritual, academic, professional, and cross-cultural knowledge and resources they need to be highly qualified leaders for the faculty, staff, children, parents, and surrounding communities they serve.

Objectives

Upon completion of the program students will be able to:

1. Demonstrate knowledge in the field of early education as it pertains to the development of mission statements, strategic planning, ethics, curriculum design, and accreditation issues.
2. Apply for certification in Early Education through Christian Education accrediting agencies.
3. Demonstrate competency in leadership and administrative tasks associated with early education programs including but not limited to budgeting, legal issues, interpersonal and professional relationships, and spiritual leadership.

4. Guide their early education staff in the formation of instructional programs that address areas such as developmental appropriateness, assessment, classroom environment, differentiated instruction, curriculum design, diversity, emergent literacy issues, and biblical integration.
5. Demonstrate knowledge of the overall development of children from birth through age five, as well as how that development impacts the learning process.

Prerequisites

Before formal admittance students will need to have credit or provide proof of experience in the areas relating to educational psychology, literacy, and early education methodologies or will need to take leveling courses, such as the following:

ECE 1113 Foundations of Early Childhood Education

PSY 3353 Psychology of Education

RDG 3123 Literacy Instruction I

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Middle and Secondary Education

The Masters of Education in Middle and Secondary Education is designed to give students the spiritual, academic, professional and cross-cultural resources to be leaders in middle and secondary education classrooms around the world.

Objectives

Upon completion of the program the student will be expected to:

1. Understand the learning processes of adolescents and be able to effectively develop and teach curricula in culturally diverse and differentiated learning environments.
2. Design and implement a classroom management plan so as to effectively manage their classrooms and provide a safe learning environment for students.
3. Understand the various issues surrounding curriculum, instruction and assessment including reading skills, technology, lesson planning, and standardized tests.
4. Understand and apply knowledge related to the physical, cognitive, social, spiritual, and emotional development of adolescents and how this affects their learning processes.

EDUCATION

Middle and Secondary Education

Professional Component: 18 Hours

- EDP 5813 Technology in Educational Settings
- EDU 5113 Research Literature and Technology
- EDU 5243 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5713 Studies in Classroom Management
- EDU 5743 Advanced Strategies of Learning

Resource Area Component: 12 Hours

12 hours from the following:

- EDP 5123 Advanced Studies in Teaching English as a Second Language
- EDU 5733 Advanced Strategies in Reading
- EDU 5823 Language Arts/Reading Curriculum
- EDU 5833 Mathematics Curriculum
- EDU 5843 Social Studies Curriculum
- EDU 5853 Science Curriculum
- EDU 5923 Instructional Leadership in Curriculum and Assessment

TOTAL PROGRAM HOURS 30

Prerequisites

Before formal admittance into Graduate Education program, students will be required to fulfill the knowledge base in areas of adolescent development, educational foundations, and educational psychology. Students who do not have a sufficient background in education either through course work or experience will be required to take the following courses as the Education Department deems necessary:

EDU 2253 Foundations of Education

HDV 2313 Adolescent Growth and Development

PSY 3353 Psychology of Education

In addition, it is expected that applicant demonstrate competency in the content area for which they are seeking certification. Applicants will need to contact the Education Certification Officer for information regarding this. The Teacher Education Department reserves the right to refuse admittance to the Teacher Education Certification program for students who do not pass the TExES content exam.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Teaching Certificate

Students who are seeking state certification need to contact the Certification Officer for more information.

EDUCATION

Principalship

Professional Component: 12 hours

- EDU 5113 Research Literature and Technology
- EDU 5243 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5713 Studies in Classroom Management

Core Component: 9 hours

- EDU 5143 Educational Leadership and Supervision for Public Schools
- EDU 5633 School Legal Issues
- EDU 5643 Principalship

Resource Area Component: 9 Hours

9 hours from the following:

- EDU 5723 Principles and Practices of Early Childhood Education
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies in Learning
- EDU 5823 Language Arts/Reading Curriculum

Practicum Component: 6 Hours - 160 Clock Hours

- EDU 5656 Internship in Administration

Thesis Track: A master's thesis will be written in lieu of the comprehensive examination and six hours of non-core credit.

- EDU 5126 Thesis

TOTAL PROGRAM HOURS 36

Objectives

Upon completion of the program the student will be expected to:

1. Understand the administrative problems/issues/ethical concerns in culturally diverse and differentiated learning environments in the educational setting.
2. Be able to develop a theoretical and psychological base with a rationale for school administration.
3. Be able to understand the various issues surrounding legal issues, accountability, finance, public relations, and instructional leadership.
4. Understand and apply knowledge, organization, and administration in a field-based setting.
5. Develop a research project thesis in the area of Principalship for six credit hours. (Thesis Track)

Prerequisites

Before formal admittance into Graduate Education program, students will be required to fulfill the knowledge base in areas of adolescent development, educational foundations, and educational psychology. Students who do not have a sufficient background in education either through course work or experience will be required to take the following courses as the Education Department deems necessary:

- EDU 2253 Foundations of Education
- HDV 2313 Adolescent Growth and Development
- PSY 3353 Psychology of Education

In addition, it is expected that applicant demonstrate competency in the content area for which they are seeking certification. Applicants will need to contact the Education Certification Officer for information regarding this. The Teacher Education Department reserves the right to refuse admittance to the Principalship Certification program for students who do not pass the TExES exam.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations or the Thesis Option prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Addendum

SBEC Certification Stipulations Attached to M.Ed. - Principalship

1. Applicants must be formally admitted to the Graduate Education program.
2. Applicants must have a 3.0 GPA on the graduate level to enter the Education program.
3. Students must complete two years teaching experience in an accredited and approved school by the end of the degree program.
4. Students must complete a field-based supervised practicum.
5. All applicants will be required to take and pass the TExES test for the Principalship certificate in which they are seeking certification before completion of the program.

Additional Academic Polices and Advising Points pertaining to the Degree

1. When determining what courses students should take for the following semester, priority needs to be placed on courses in this order:
 - a. Pre-requisites and Leveling Courses
 - b. Professional Component Courses
 - c. Resource Area Courses
2. Completing a M.Ed. from the Education Graduate Studies does not guarantee eligibility for the Principalship Certification program or state certification candidacy. Students must complete all certification requirements stipulated in this catalog and through advisement with the Certification Officer.

3. SAGU does not offer dual track or dual specialization options within a major (M.Ed., M.S., M.A.) on the graduate level. Students may take course work from another track if it is available and their degree plan allows. These courses will appear on their transcript along with their required course work. Unless they file a change of major, both their diploma and transcript will list the track/specialization they initially indicated. However, upon earning a Master of Education degree, a student is eligible to apply as a post-graduate student and complete course work required for additional certifications.
4. Students who change tracks/specializations or majors after taking 12 hours of graduate course work towards another specialization or major will need to take courses for their new specializations or majors as they become available. In these circumstances, SAGU is not obligated to bring up courses irregularly to satisfy students' intended graduation date from their previous specialization or major.



EDUCATION

School Counseling

Research Component: 3 hours

ESC 5113 Research Literature and Technology

Professional Component: 9 hours

ESC 5143 Educational Leadership and Supervision for Public Schools

ESC 5613 Teaching Students of Diverse Cultures

ESC 5923 Instructional Leadership in Curriculum and Assessment

Core Component: 12 hours

ESC 5133 School Guidance and Counseling

ESC 5243 Differentiated Learning Strategies

ESC 5713 Studies in Classroom Management

PSY 5423 Crisis Intervention

Resource Area Component: 6 Hours

6 hours from the following:

COU 5513 Introduction to Play Therapy

ESC 5723 Principles and Practices of Early Childhood Education

PSY 5413 Personal Lifestyle and Career Development

Practicum Component: 6 hours – 160 Clock Hours

ESC 5126 Internship in School Counseling

TOTAL PROGRAM HOURS 36

Objectives

Upon completion of the program students will be able to:

1. Understand the professional counseling problems/issues/ethical concerns in culturally diverse and differentiated learning environments in the educational setting.
2. Develop an educational base with a rationale for school counseling.
3. Understand the various issues surrounding standardized tests.
4. Understand and apply knowledge related to the physical, cognitive, social, spiritual, and emotionally development of adolescents and how to use this with individual counseling skills, group facilitation, and classroom guidance.

Prerequisites

Before formal admittance into Graduate Education program, students will be required to fulfill the knowledge base in areas of adolescent development, educational foundations, and educational psychology. Students who do not have a sufficient background in education either through course work or experience will be required to take the following courses as the Education Department deems necessary:

- EDU 2253 Foundations of Education
- HDV 2313 Adolescent Growth and Development
- PSY 3353 Psychology of Education

In addition, it is expected that applicants demonstrate competency in the content area for which they are seeking certification. Applicants will need to contact the Education Certification Officer for information regarding this. The Teacher Education Department reserves the right to refuse admittance to the School Counseling Certification program for students who do not pass the TExES exam. Upon completion of program, two years of acceptable teaching experience in an accredited and approved school is required.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations or the Thesis Option prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Addendum

SBEC Certification Stipulations Attached to M.Ed. -- School Counseling

1. Applicants must be formally admitted to the Graduate Education program.
2. Applicants must have a 3.00 GPA on the graduate level to enter Education program.
3. Students must complete two years teaching experience in an accredited and approved school by the end of the degree program.
4. Students must complete a field-based supervised practicum.
5. All applicants will be required to take and pass the TExES test for the School Counseling Certificate in which they are seeking certification before completion of the program.

Additional Academic Polices and Advising Points pertaining to the Degree

1. When determining what courses students should take for the following semester, priority needs to be placed on courses in this order:
 - a. Pre-requisites and Leveling Courses
 - b. Professional Component Courses
 - c. Resource Area Courses

2. Completing a M.Ed. from the Education Graduate Studies does not guarantee eligibility for the School Counseling Certification program or state certification candidacy. Students must complete all certification requirements stipulated in this catalog and through advisement with the Certification Officer.
3. SAGU does not offer dual track or dual specialization options within a major (M.Ed., M.S., M.A.) on the graduate level. Students may take course work from another track if it is available and their degree plan allows. These courses will appear on their transcript along with their required course work. Unless they file a change of major, both their diploma and transcript will list the track/specialization they initially indicated. However, upon earning a Master of Education degree, a student is eligible to apply as a post-graduate student and complete course work required for additional certifications.
4. Students who change tracks/specializations or majors after taking 12 hours of graduate course work towards another specialization or major will need to take courses for their new specializations or majors as they become available. In these circumstances, SAGU is not obligated to bring up courses irregularly to satisfy students' intended graduation date from their previous specialization or major.

History

The Master's Degree in History prepares graduate students academically, professionally, and spiritually for quality educational and professional Christian service by providing advanced training in history and related disciplines and research techniques, accompanied by appropriate elective studies.

The program is a three-track Master's degree in History, consisting of 30-33 semester hours of course work (depending on which of three tracks is chosen by the student). The three tracks are offered to give students maximum flexibility in their degree. The program is designed to be completed over a two-year course of study.

Upon completion of this program students will be able to:

1. Demonstrate in-depth understanding of specialized areas of American and World history.
2. Demonstrate understanding of important spiritual concepts as related to Bible, theology, and religion in the degree.
3. Demonstrate mastery of research techniques and resources used in the study of history.
4. Engage in further graduate work in history or related subjects, such as doctoral studies in history or further graduate study in other research related majors or law school.
5. Qualify to teach history at the college level (having at least 18 hours of graduate history).
6. Work in professional fields such as government, archival work, or secondary education.

History (Education Track)

PREREQUISITES

Students must achieve a minimum score of 400 on the verbal and 3.0 on the analytical writing section on the General Test of the Graduate Record Examination (GRE). This requirement is expected to be met before enrollment into any graduate level course. However, under special circumstances with approval from the Dean of the Graduate School, a student may enroll for one semester taking no more than 12 graduate hours prior to fulfilling the requirement of the GRE. No student will be allowed to enroll for a second semester without fulfilling the GRE requirement. All transfer students are required to meet the GRE requirement before enrollment. (Students who are graduates of Southwestern with a 2.5 GPA will be conditionally admitted to the Harrison School of Graduate Studies without taking the GRE. After completing 12 hours of graduate work with GPA of 3.0 or higher, the student would then be accepted into the graduate school.)

HISTORY Prerequisites

Students must have credit for at least 12 semester hours of upper level undergraduate history, including coverage of both American and World history topics (or related subjects approved by the History Graduate Program Coordinator), for admission into the program.

HISTORY

History (Education Track)

PROFESSIONAL COMPONENT: 21 hours

- HIS 5113 Research Literature and Technology
- HIS 5133 Biblical Backgrounds
- HIS 5143 Historiography
- HIS 5153 American South
- HIS 5163 American West
- HIS 5173 Medieval Europe
- HIS 5223 Modern Europe 1848-1945

EDUCATION/ELECTIVE COMPONENT: 12 hours

Students desiring *Secondary Education Certification* who do not have previous graduate or undergraduate credit for the following courses must take the missing courses as part of their Education/ Elective Component. Students who have met these requirements, or to whom they do not apply, may take elective courses that have been approved by the Graduate History Program Coordinator.

- EDU 5243 Differentiated Learning Strategies
- EDU 5613 Teaching Students of Diverse Cultures
- EDU 5713 Studies in Classroom Management
- EDU 5743 Advanced Strategies of Learning

TOTAL PROGRAM HOURS 33

BIBLE/THEOLOGY/RELIGION Prerequisites

Students who have not taken a course in History of Christianity must take HIS 5193 Ages of Faith as one of their courses in the Professional Component.

EDUCATION Prerequisites

Students desiring *Secondary Education Certification* in History must have credit for the following three courses prior to being approved to the Teacher Education program: EDU 2253 Foundations of Education; HDV 2313 Adolescent Growth and Development; and PSY 3353 Psychology of Education.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Teaching Certificate

Students who are seeking Texas Secondary School Certification need to contact the Certification Officer for more information.

History (Non-Thesis Track)

PREREQUISITES

Students must achieve a minimum score of 400 on the verbal and 3.0 on the analytical writing section on the General Test of the Graduate Record Examination (GRE). This requirement is expected to be met before enrollment into any graduate level course. However, under special circumstances with approval from the Dean of the Graduate School, a student may enroll for one semester taking no more than 12 graduate hours prior to fulfilling the requirement of the GRE. No student will be allowed to enroll for a second semester without fulfilling the GRE requirement. All transfer students are required to meet the GRE requirement before enrollment. (Students who are graduates of Southwestern with a 2.5 GPA will be conditionally admitted to the Harrison School of Graduate Studies without taking the GRE. After completing 12 hours of graduate work with GPA of 3.0 or higher, the student would then be accepted into the graduate school.)

HISTORY Prerequisites

Students must have credit for at least 12 semester hours of upper level undergraduate history (or related subjects approved by the History Graduate Program Coordinator) for admission into the program.

BIBLE/THEOLOGY/RELIGION Prerequisites

Students who have not taken a course in History of Christianity must take HIS 5193 Ages of Faith as one of their courses in the Professional Component.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

HISTORY

PROFESSIONAL COMPONENT: 27 hours

HIS 5113 Research Literature and Technology

HIS 5133 Biblical Backgrounds

HIS 5143 Historiography

18 hours from the following:

HIS 5153 American South

HIS 5163 American West

HIS 5173 Medieval Europe

HIS 5183 Religion in America

HIS 5193 Ages of Faith

HIS 5213 Military History

HIS 5223 Modern Europe 1848-1945

HIS 5233 Selected Topics

HIS 524X Historical/Cultural Study Tour

RESEARCH COMPONENT: 3 hours

HIS 5313 Research Project (Non-Thesis option)

TOTAL PROGRAM HOURS 30

History (Thesis Track)

PREREQUISITES

Students must achieve a minimum score of 400 on the verbal and 3.0 on the analytical writing section on the General Test of the Graduate Record Examination (GRE). This requirement is expected to be met before enrollment into any graduate level course. However, under special circumstances with approval from the Dean of the Graduate School, a student may enroll for one semester taking no more than 12 graduate hours prior to fulfilling the requirement of the GRE. No student will be allowed to enroll for a second semester without fulfilling the GRE requirement. All transfer students are required to meet the GRE requirement before enrollment. (Students who are graduates of Southwestern with a 2.5 GPA will be conditionally admitted to the Harrison School of Graduate Studies without taking the GRE. After completing 12 hours of graduate work with GPA of 3.0 or higher, the student would then be accepted into the graduate school.)

HISTORY Prerequisites

Students must have credit for at least 12 semester hours of upper level undergraduate history (or related subjects approved by the History Graduate Program Coordinator) for admission into the program.

BIBLE/THEOLOGY/RELIGION Prerequisites

Students who have not taken a course in History of Christianity must take HIS 5193 Ages of Faith as one of their courses in the Professional Component.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

HISTORY

PROFESSIONAL COMPONENT: 24 hours

HIS 5113 Research Literature and Technology

HIS 5133 Biblical Backgrounds

HIS 5143 Historiography

15 hours from the following:

HIS 5153 American South

HIS 5163 American West

HIS 5173 Medieval Europe

HIS 5183 Religion in America

HIS 5193 Ages of Faith

HIS 5213 Military History

HIS 5223 Modern Europe 1848-1945

HIS 5233 Selected Topics

HIS 524X Historical/Cultural Study Tour

RESEARCH COMPONENT: 6 hours

HIS 5413 Thesis (Must take two sections for 6 hours total credit)

TOTAL PROGRAM HOURS 30

Organizational Leadership

The purpose of the Executive Master of Arts in Strategic Leadership is to impact the hearts of seasoned leadership to fulfill their compelling dreams while furthering the mission of Harrison School of Graduate Studies to provide graduate programs which equip students to fulfill the mission of the University through increased professional and ministerial effectiveness and preparation for future academic training.

Objectives

Upon completion of this program the student will be able to:

1. Identify and strategically develop their unique personalities, gifts and assets.
2. Master the core leadership competencies that will contribute to their ongoing effectiveness as Christian leaders in the church or marketplace.
3. Achieve their academic goals.

ORGANIZATIONAL LEADERSHIP

Organizational Leadership

PROFESSIONAL COMPONENT: *30 hours*

- BIB 5143 Bible Study Methods*
- LDR 5112 Ethical Decision Making in Leadership
- LDR 5113 Critical Reflection and Transformative Leadership
- LDR 5122 Leadership Gifts and Relationships
- LDR 5123 Clarifying Vision
- LDR 5132 Navigating Personal and Professional Relationships
- LDR 5142 Strategic Planning
- LDR 5152 Disciplines of Leadership
- LDR 5162 Synthesis and Resource Mobilization
- LDR 6113 Leadership Project--Research and Development
- LDR 6123 Leadership Project--Implementation and Evaluation
- THE 5223 Christian Worldview in a Pluralistic Society*

ELECTIVES COMPONENT: *6 hours*

6 graduate hours from BIB / PTH/ THE and/or CCM/CFM/COU/EDU/HIS/PSY by Graduate Chair approval for the respective programs.

TOTAL PROGRAM HOURS 36

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Theological Studies

The Master's Degree in Theological Studies is a Bible-based graduate program designed to prepare professional and lay ministers spiritually, academically, professionally, and cross culturally in areas of biblical studies, theological understanding, and practical ministry.

Objectives

Upon completion of this program the student will be expected to:

1. Develop an advanced knowledge in the study, interpretation, and application of the Word of God.
2. Improve skills relating to the various administrative and leadership processes in their chosen specialization.
3. Demonstrate analytical thinking.
4. Utilize basic disciplines and methodologies so that independent study of Scriptures may be continued throughout their ministry.
5. Be prepared to enter advanced academic programs.

Program Requirements

To be accepted into this program, the student must have an undergraduate degree with a cumulative grade point average (GPA) of at least 2.50 from an accredited college or university. Any exceptions must be approved by the Dean of the Harrison School of Graduate Studies.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations or the Thesis Option prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Bible and Theology Specialization

The Bible and Theology Specialization is a program within the Theological Studies degree designed to prepare professional and lay ministers especially in the areas of biblical knowledge and theological understanding.

Objectives:

Upon completion of this program the student will be expected to:

1. demonstrate a thorough knowledge of biblical content and theological understanding.
2. be prepared to pursue terminal and other advanced degrees.
3. continue matriculation until degree is completed.

THEOLOGICAL STUDIES

Bible and Theology Specialization

PROFESSIONAL COMPONENT: 24 hours

PTH 5323 Leadership in Ministry

PTH 5513 Pastoral Care

THE 5113 Research Literature and Technology

9 hours from the following courses:

BIB 5123 Biblical Hermeneutics

BIB 5133 Biblical Backgrounds

BIB 5213 Studies in the Lucan Writings

BIB 5223 Unity of the Bible

BIB 5313 Studies in the Historical Books

BIB 5323 Studies in the Prophets

BIB 5413 Studies in the Pauline Epistles

6 hours from the following courses:

THE 5123 Issues in Contemporary Theology

THE 5213 Spiritual Dynamics in Ministry

THE 5223 Christian Worldview in a Pluralistic Society

THE 5313 Biblical Theology: New Testament

THE 5323 Biblical Theology: Old Testament

THE 5413 Systematic Theology I

THE 5423 Systematic Theology II

THE 5513 Reformation Theology

ELECTIVES COMPONENT: 12 hours

Non-Thesis Option:

12 graduate hours of electives from BIB/CCM/CFM/PTH/THE and/or COU/EDU/PSY by Graduate Chair approval for the respective programs.

Thesis Option: (*Students completing both sections of the 3 hour thesis would not be required to take the Graduate Comprehensive Exam.*)

BIB/THE 5913 Thesis (two sections required)

6 graduate hours of electives from BIB/CCM/CFM/PTH/THE and/or COU/EDU/PSY by Graduate Chair approval for the respective programs.

TOTAL PROGRAM HOURS 36

Prerequisites:

1. All students must have THE 2113 Introduction to Theology and Apologetics or its equivalent at an undergraduate level.
2. All students must have THE 2233 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
3. Those who have not taken REL 1153 New Testament Literature and REL 1163 Old Testament Literature or their equivalent at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
4. Those who have not taken BIB 3483 Hermeneutics or its equivalent at the undergraduate level must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
5. Those who have not taken CMN 3353 Church Administrative Leadership or its equivalent must take PTH 5213 Church Administration as part of their graduate program.

Children and Family Ministry

The Master of Arts in Children and Family Ministry is designed to provide graduate-level training for students in a variety of professional roles focused upon ministry to the needs of children and families.

Objectives

Upon completion of this program the student will be able to:

1. Develop an advanced knowledge in the study, interpretation, and application of the Word of God, especially in relation to ministry to children and families.
2. Develop an advanced understanding of the professional insights to be used in the enhancement of ministry to children and families.
3. Improve skills relating to the various administrative and leadership processes in children and family ministry.
4. Demonstrate analytical thinking, especially in relation to the spiritual development of children, the care of special issues in children, and the implementation of family ministry.
5. Utilize basic disciplines and methodologies so that independent study of Scriptures may be continued and applied to the furtherance of Christian worldview throughout future generations.

Prerequisites

1. All students must have THE 2113 Introduction to Theology and Apologetics or its equivalent at an undergraduate level.
2. All students must have THE 2333 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
3. Those who have not taken REL 1153 New Testament Literature and REL 1163 Old Testament Literature or their equivalent at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
4. Those who have not taken BIB 3483 Hermeneutics or its equivalent at the undergraduate level must take BIB 5123 Biblical Hermeneutics as part of their graduate program.

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examinations prior to being approved for graduation from the Registrar's office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

CHILDREN & FAMILY MINISTRY

Children and Family Ministry

PROFESSIONAL COMPONENT: *24 hours*

CFM 5113 Advanced Leadership of Children and Family Ministries

CFM 5123 Ministering to Children with Challenging Issues

CFM 5133 Strategies for the Spiritual Development of Children

PTH 5113 Research Literature and Technology

PTH 5123 Family Ministry in the Church

9 hours from the following courses:

COU 5413 Marriage and Family Counseling

EDU 5713 Studies in Classroom Management

EDU 5723 Principles and Practices of Early Childhood Education

EDU 5743 Advanced Strategies of Learning

PTH 5473 Ministry Within Cultural Diversity

ELECTIVES COMPONENT: *12 hours*

12 hours from BIB / PTH/ THE and/or COU/EDU/PSY by Graduate Chair approval for the respective programs.

TOTAL PROGRAM HOURS 36

Missions Specialization

The Missions Specialization is a program within the Theological Studies degree designed to prepare professional and lay minister especially in the area of cross cultural ministries.

Objectives

Upon completion of this program the student should be able to:

1. Articulate missiological strategy.
2. Discuss a balanced philosophy of missions by emphasizing biblical and theological principles and methods of effective cross cultural communication.
3. Identify the latest trends and theories pertaining to Spirit-inspired cross-cultural ministry.

Prerequisites

1. All students must have THE 2113 Introduction to Theology and Apologetics or its equivalent at an undergraduate level.
2. All students must have THE 2333 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
3. Those who have not taken the REL 1153 New Testament Literature and REL 1163 Old Testament Literature or their equivalent must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
4. Those who have not taken BIB 3483 Hermeneutics or its equivalent at the undergraduate level must take BIB 5123 Biblical Hermeneutics as a part of their graduate program.
5. Students who have not had CMN 3333 Biblical Preaching or its equivalent must take PTH 5823 Preaching with Purpose.

THEOLOGICAL STUDIES

Missions Specialization

PROFESSIONAL COMPONENT: 24 hours

CCM 5113 Research Literature and Technology
 CCM 5163 Administrative Leadership in a Missions Context
 CCM 5213 Spiritual Dynamic in Ministry Today
 CCM 5223 Religion in Contemporary World Society
 CCM 5323 Perspectives in Cross Cultural Missions
 CCM 5473 Ministry Within Cultural Diversity
 PTH 5323 Leadership in Ministry
 PTH 5513 Pastoral Care

ELECTIVES COMPONENT: 12 hours

Non-Thesis Option:

12 graduate hours of electives from BIB/CCM/CFM/PTH/THE and/or COU/EDU/PSY by
 Graduate Chair approval for the respective programs.

Thesis Option: *(Students completing both sections of the 3 hour thesis would not be required to take the Graduate Comprehensive Exam.)*

CCM 5913 Thesis (two sections required)

6 graduate hours of electives from BIB/CCM/CFM/PTH/THE and/or COU/EDU/PSY by
 Graduate Chair approval for the respective programs.

TOTAL PROGRAM HOURS 36

Graduation Requirement

Students must apply for graduation and successfully pass the Graduate Comprehensive Examination or the Thesis option prior to being approved for graduation from the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

Practical Theology Specialization

The Practical Theology Specialization is a program within the Theological Studies degree designed to prepare professional and lay ministers especially in the areas of the local church and specialized settings.

Objectives

Upon completion of this program the student will be able to:

1. Apply biblical theologies of ministry and mission for effective strategies in ministry.
2. Evaluate and design effective strategies for servant leadership in the context of the local church and/or specialized settings of ministry.
3. Articulate a philosophy of evangelism and discipleship that is concerned with the personal needs and spiritual transformation of individuals within their ministries.

Prerequisites

1. All students must have THE 2113 Introduction to Theology and Apologetics or its equivalent at the undergraduate level.
2. All students must have THE 2333 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
3. Those who have not taken REL 1153 New Testament Literature and REL 1163 Old Testament Literature or their equivalent must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
4. Those who have not taken BIB 3483 Hermeneutics or its equivalent at the undergraduate level must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
5. Students who have not had CMN 3333 Biblical Preaching or its equivalent must take PTH 5823 Preaching With Purpose.
6. Those who have not taken CMN 3353 Church Administrative Leadership or its equivalent must take PTH 5213 Church Administration as part of their graduate program.

Graduation Requirement

Students must apply for graduation and successfully complete the Graduate Comprehensive Examination or the Thesis option prior to being approved for graduation by the Registrar's Office. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.

THEOLOGICAL STUDIES

Practical Theology Specialization

PROFESSIONAL COMPONENT: 24 hours

PTH 5113 Research Literature and Technology

PTH 5323 Leadership in Ministry

PTH 5473 Ministry Within Cultural Diversity

PTH 5513 Pastoral Care

PTH 5623 Practical Theological Issues in Ministry

THE 5213 Spiritual Dynamic in Ministry Today

3 hours from the following:

PTH 5213 Church Administration

PTH 5243 Church Growth and Evangelism Strategies

3 hours from the following:

PTH 5483 Nurture Ministries of the Church

PTH 5823 Preaching with Purpose

ELECTIVES COMPONENT: 12 hours

Non-Thesis Option:

12 graduate hours of electives from BIB/CFM/PTH/THE and/or COU/EDU/PSY by Graduate Chair approval for the respective programs.

Thesis Option: *(Students completing both sections of the 3 hour thesis would not be required to take the Graduate Comprehensive Exam)*

PTH 5913 Thesis (two sections required)

6 graduate hours of electives from BIB/PTH/THE and/or COU/EDU/PSY by Graduate Chair approval for the respective programs.

TOTAL PROGRAM HOURS 36

Master of Divinity

The Master of Divinity program offers graduate level preparation for Christian ministry and post-graduate work. M.Div. students learn and practice careful biblical interpretation, think critically about biblical and contemporary theology and ethics, interact in healthy ways within the diversity of cultures and religions around them, receive instruction in counseling methodology, are trained in preaching and public speaking, and participate in the life of a community of believers.

The M.Div. serves as preparation for a variety of callings such as the pastorate, the chaplaincy, and doctoral studies that could lead to post secondary teaching. M.Div. students can have a concentration in a particular field by taking twelve credit hours of their electives in that field: Biblical Studies, Counseling, Cross Cultural Missions, Practical Theology, or Theological Studies.

Objectives

Upon completion of the Master of Divinity the student should be able to:

1. Interpret the Scriptures in their historical and cultural contexts, implementing sound hermeneutical principles and careful application.
2. Minister within and respect the culturally diverse world in which we live, being aware of the variety of religions in the contemporary world and the unique place of Christianity among them.
3. Apply effective intervention and referral procedures based on sound pastoral counseling knowledge and practice.
4. Preach biblical sermons that are both true to the text and sensitive to audience need.
5. Understand and discuss significant contemporary theological developments within global Christianity in general and the Pentecostal Charismatic movement in particular.
6. Understand, discuss, and apply the theologies of the Old and New Testaments.
7. Demonstrate competent and skillful application of principles learned in a specialized area of study (BIB/CCM/COU/PTH/THE).

Prerequisites

1. All students must have THE 2113 Introduction to Theology and Apologetics or its equivalent at an undergraduate level.
2. All students must have THE 2333 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
3. Students who are graduates of Southwestern with a 2.5 grade point average (GPA) will be conditionally admitted to the Harrison School of Graduate Studies. After completing twelve hours of graduate work with GPA of 3.0 or higher, the student would then be accepted unconditionally into the graduate school.
4. Those who have not taken REL 1153 New Testament Literature and REL 1163 Old Testament Literature or their equivalent at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
5. Those who have not taken BIB 3483 Hermeneutics at the undergraduate level must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
6. Those who have not taken CMN 3333 Introduction to Biblical Preaching must take PTH 5823 Preaching with Purpose.

MASTER OF DIVINITY

REQUIRED COURSES for MAJOR 57 HOURS

Bible: 15 hours

Fifteen hours of Bible Electives

Counseling: 6 hours

COU 5413 Marriage and Family Counseling

COU 5423 Crisis Intervention

Cross-cultural Ministries: 6 hours

CCM 5223 Religion in Contemporary World Society

CCM 5473 Ministering Within Cultural Diversity

Practical Theology: 9 hours

PTH 5323 Leadership in Ministry

PTH 5513 Pastoral Care

PTH 5823 Preaching with Purpose

Theology: 18 hours

THE 5113 Research Literature and Technology

THE 5123 Issues in Contemporary Theology

THE 5313 Biblical Theology: New Testament

THE 5323 Biblical Theology: Old Testament

Six hours of Theology Electives

Practicum: 3 hours

BIB/CCM/CFM/COU/PTH/THE 6443 Practicum

ELECTIVE COMPONENT: 15 HOURS

Non-Thesis Option:

15 hours from BIB/CCM/CFM/COU/EDU/PTH/THE

Concentrations are available when students select 12 hours in one area.

COU and EDU hours must be approved by the respective Graduate Chair.

Thesis Option: *(Students completing both sections of the 3 hour thesis would not be required to take the Graduate Comprehensive Exam)*

BIB/CCM/CFM/PTH/THE 5913 Thesis (two sections required)

9 hours from BIB/CCM/CFM/COU/PTH/THE

COU and EDU hours must be approved by the respective Graduate Chair.

The Thesis option is not available to Master of Divinity students who did a thesis in a M.A. degree program.

TOTAL PROGRAM HOURS 72 Hours

Graduation Requirement

Students must apply for graduation and successfully complete the Graduate Comprehensive Examination or the Thesis option prior to being approved for graduation by the Registrar's Office. Applications for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduating students must have all program and course requirements completed. Contact the Graduate Studies Office and Registrar's Office for more information.





course descriptions

course descriptions

Special Courses

Independent Studies courses are designed to fulfill curriculum requirements of 1, 2, or 3 hours. Students are asked to complete a research project that is the equivalent of required course work. Independent Studies courses are taken for residence credit and are numbered 5501, 5502, and 5503 (depending on the credit awarded). Students must have advisor approval to take an Independent Research course. There is an extra fee.

Special Studies courses are offered in the schedule of classes during the summer or regular semesters. These courses are designed by the faculty to enrich the curriculum and fulfill degree requirements. Special Studies courses and seminars are offered for residence credit and are designated either by SSC, SSS, and/or the numbers 5591, 5592, and 5593 (depending on the credit awarded). These courses may be repeated with different titles.

Conference Courses are those residence courses listed in the Course Descriptions section of the catalog in which requirements are met through individual, rather than classroom, instruction. Because the student is meeting one-to-one with the instructor, there will be an extra fee. To enroll, the student must receive the approval of the academic advisor, the faculty member teaching the course, and the Dean of the School of Graduate Studies.

Bible

BIB 5123 Biblical Hermeneutics 3 Hours
A historical study of the various approaches to determining the meaning of Scriptures, including how to appropriately apply the meaning to contemporary circumstances. Special emphasis is given to philosophical and theological issues affecting biblical interpretation, including those raised by current Pentecostal teachings.

BIB 5133 Biblical Backgrounds 3 Hours
A study of the history, literature, and cultural background materials which provide a context for understanding the Old and New Testaments, including

major religious and ideological trends represented in extra-biblical writings. The course will also include studies in archaeology, chronology, and geography. (Same as HIS 5133)

BIB 5213 Studies in the Lucan Writings 3 Hours
An in-depth study of the Gospel of Luke and the Book of Acts based on English exegesis. Special attention will be given to current issues related to the study of the Lucan writings.

BIB 5223 Unity of the Bible 3 Hours
A study of the internal unity within both of the individual Testaments and the unity between the Testaments, including the New Testament writers' use of the Old Testament with special focus on the New Testament's development and fulfillment of Old Testament themes.

BIB 5313 Studies in the Historical Books 3 Hours
An in-depth study of selected sections of the Historical Books based on English exegesis. Special attention will be given to current issues related to the study of the Historical Books.

BIB 5323 Studies in the Prophets 3 Hours
An in-depth study of selected sections of the Prophets based on English exegesis. Special attention will be given to current issues related to the study of the Prophets.

BIB 5413 Studies in the Pauline Epistles 3 Hours
A study of a selected epistle or group of epistles in the Pauline corpus. Includes an in-depth study of the content of the selected epistle(s) based on English exegesis. Special attention will be given to current issues related to the study of the selected epistle(s).

BIB 5913 Thesis 3 Hours
Independent research and writing of thesis on an approved topic pertaining to biblical studies under the supervision of faculty advisors.

BIB 6443 Practicum 3 Hours
Allows students the opportunity to gain practical experience in a select area of ministry. Involves an organized, practical application of ministry under the supervision of a qualified professional.

Biblical Languages

HEB 5113 Introduction to Biblical Hebrew I 3 Hours

A beginning course in Hebrew designed to prepare the student for elementary translation in the Old Testament. The student will begin to build an essential vocabulary necessary for the translation of the Old Testament.

HEB 5123 Introduction to Biblical Hebrew II 3 Hours

A continuation of HEB 5113 that will continue to build knowledge and skill level for translation and exegesis of the Old Testament. (Prerequisite: HEB 5113)

GRK 5713 Introduction to Biblical Greek I 3 Hours

A beginning course in Biblical Greek, designed to prepare the student for elementary translation in the New Testament, including an introduction to accidence, orthography, and syntax.

GRK 5723 Introduction to Biblical Greek II 3 Hours

A continuation of Introduction to Biblical Greek I. (Prerequisite: GRK 5713 or equivalent)

GRK 5793 Biblical Greek Translation I 3 Hours

A continuation of Greek grammar and an introduction to Greek translation. This course uses selected New Testament passages to develop translation skills of students who have had one year of introductory Greek. (Prerequisite: GRK 5723 or equivalent)

GRK 5893 Biblical Greek Translation II 3 Hours

A continuation of GRK 5793. An emphasis is placed on translating select New Testament passages and developing exegetical research skills. Exegesis paper required. (Prerequisite: GRK 5793)

Children and Family Ministry

CFM 5113 Advanced Leadership of Children and Family Ministries 3 Hours

This course will involve an overview study of the various aspects of children and family ministries,

with particular attention given to leadership and administration. The scope of children's ministry will be analyzed in the contexts of Scripture, history, culture, family, and church. The role of the director / pastor in the lives of volunteers, staff, parents, and families will be explored in light of the principles and practices necessary to successfully lead an entire ministry program for children and families.

CFM 5123 Ministering to Children with Challenging Issues 3 Hours

This course is designed to give students exposure to the many challenging issues that children face and ways to minister to them within the settings of church, family, community, and cross cultural missions. Particular attention will be given to the pastoral care of children and families impacted by one or more of the many challenging issues explored in the course (such as loss, abuse, poverty, and special needs).

CFM 5133 Strategies for the Spiritual Development of Children 3 Hours

This course is a study of the basic principles necessary for effectively discipling children who represent a variety of developmental and interest groups. Special attention will be given to the spiritual development of children and the training necessary for each to develop a Christian worldview. This course also includes the practice of professional standards in preparing thematic units and lessons, using creative methods, and creating learning episodes designed to translate biblical principles into Christian behavior.

CFM 5913 Thesis 3 Hours

Independent research and writing of thesis on an approved topic pertaining to children and family studies under the supervision of faculty advisors.

Counseling Psychology

COU 5113 Ethical and Legal Issues 3 Hours

A study of ethical and legal standards related to counseling psychology. This course is required within the first year of study.

COU 5133 Counseling in a Pluralistic Society 3 Hours

An examination of the various social and cultural contexts which influence the counseling process

as related to self-understanding and interpersonal relations.

COU 5213 Methods and Techniques in Counseling 3 Hours

An advanced study of those active listening skills which communicate qualities of empathy, genuineness, and unconditional positive regard. The course will include role-playing and videotaped exercises. Other selective interventions will be included.

COU 5313 Methods of Group Counseling 3 Hours

A study of the activities of counselors and institutions involved in group counseling. Includes theory and research relevant to providing leadership for various types of groups. Didactic and experiential activities and techniques will be included. (Prerequisite: COU 5213)

COU 5413 Marriage and Family Counseling 3 Hours

A focus on the changing roles of men, women, and children; problems of family life; similarities and differences in familial life styles.

COU 5423 Crisis Intervention 3 Hours

A study of the major theoretical models of crisis intervention and the application of crisis counseling across a broad range of contexts. Students will examine major theories of crisis intervention, helping skills unique to crisis situations, and applications to diverse settings. In addition to the general application of crisis intervention, special emphasis is given to suicidology, family crisis, and disaster psychology. (Same as PSY 5423)

COU 5513 Introduction to Play Therapy 3 Hours

An overall view of Play Therapy with emphasis on: defining play therapy; play therapy assumptions; appropriate play therapy toys and materials; the play therapy room; limits and boundaries of play; characteristics of the therapist; the therapeutic relationship in play therapy; the role of the play therapist; elements and stages within the play therapy relationship; understanding the person of the play therapist and how it impacts the therapeutic relationship through transference and countertransference; and the healing process of play.

COU 5523 History and Theories of Play Therapy 3 Hours

This course reviews the history and development of play therapy, theories, and techniques specific

to each therapeutic approach; essential people, theorists, and organizations that shaped play therapy; appreciate and understand the most widely accepted models of play therapy and their formats. (Prerequisite: COU 5513)

COU 5533 Play Therapy for Special Populations 3 Hours

This course examines different populations that can benefit from play therapy, developing treatment plans for each population, and the application of play therapy; exposing students to principles and applications of play therapy with adolescents, adults, and elderly; understanding the developmental stages of children and children's play; to conceptualize the client's presenting clinical problem(s) developmentally and theoretically; to demonstrate basic play therapy skills; appreciate legal and ethical issues that are unique to play therapy and shared with other modalities; and understand issues of diversity and how they impact play therapy. (Prerequisite: COU 5513)

COU 5543 Theraplay 3 Hours

This course exposes students to the systemic applications of play therapy for use within the home, office, foster homes, churches, shelters, and hospitals. (Prerequisite: COU 5513)

COU 5833 Practicum in Human Services Counseling 3 Hours

Supervised experience in individual and group counseling under a licensed counseling professional. 150 clock hours will be required. (Prerequisites: COU 5113, COU 5133, COU 5213, COU 5313, COU 5413, COU 5423)

COU 6443 Practicum 3 Hours

Allows students the opportunity to gain practical experience in a select area of ministry. Involves an organized, practical application of ministry under the supervision of a qualified professional.

PSY 5143 Integrative Issues in the Behavioral Sciences 3 Hours

This course of study sets forth the essential components of human personality from a biblical perspective. Biblical guidelines are established in view of the therapeutic encounter in counseling and psychotherapy. Contrasting a natural science approach with a human science approach that takes into account a Godward referent. Finally, the implications of a phenomenological approach for Christian-

based counseling will be considered, focusing on therapeutic intervention.

PSY 5323 Theories of Counseling and Psychotherapy 3 Hours

A comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy. Includes experiences in micro-counseling and other simulations to develop counseling skills.

PSY 5413 Personal Lifestyle and Career Development 3 Hours

Methods and processes of collecting, organizing, evaluating, and interpreting educational, occupational, and life style/social information. Theories of career development are included. Career interest inventories and other measures are reviewed with reference to their utility in career counseling.

PSY 5423 Crisis Intervention 3 Hours

A study of the major theoretical models of crisis intervention and the application of crisis counseling across a broad range of contexts. Students will examine major theories of crisis intervention, helping skills unique to crisis situations, and applications to diverse settings. In addition to the general application of crisis intervention, special emphasis is given to suicidology, family crisis, and disaster psychology. (Same as COU 5423)

PSY 5513 Human Growth and Life Span Development 3 Hours

An intensive examination of theory and published research in developmental psychology as it relates to persons through the life span from infancy through adulthood. Social and personality development, intellectual development, language acquisition, and developmental expectations are emphasized. The unique concerns of the exceptional child are studied as well as in-depth case-study skill development.

PSY 5523 Tests and Assessment 3 Hours

An overview of psychological testing techniques and objective measures and their usefulness in human evaluation and assessment.

PSY 5623 Clinical Psychopathology 3 Hours

A course that examines the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to the major psychological disorders of children, adolescents, and adults. Use of the DSM IV is an integral part of the course.

PSY 5713 Statistics for the Behavioral Sciences 3 Hours

Students will have an opportunity to become familiar with descriptive and inferential statistics, correlations, probability, and regression, with applications in behavioral sciences.

PSY 5733 Psychological Methods and Research Design 3 Hours

This is a general research course in psychology, with an emphasis on a variety of research designs and control factors. Other topics will include: use of human participants in research, reliability and validity, observational methods, data collection, and record keeping methods in research. (Prerequisite: PSY 5713)

PSY 5813 Practicum in Counseling Psychology 3 Hours

Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques. While this course meets in a class setting, the student may also be involved in limited off-campus or on-campus assignments focusing on supervised counseling experiences. 150 clock hours will be required. (Prerequisite: 30 hours, COU 5113, COU 5313, PSY 5623)

PSY 5823 Advanced Practicum in Counseling Psychology 3 Hours

Extensive supervised experiences in individual and group counseling experiences in on-campus and off-campus settings. 150 clock hours will be required. (Prerequisite: PSY 5813)

Cross Cultural Missions

CCM 5113 Research Literature and Technology 3 Hours

A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study. (Same as EDU/ESC/HIS/PTH/THE 5113)

CCM 5163 Administrative Leadership in a Missions Context 3 Hours

Administrative organizational techniques for ministerial and educational institutions will be examined in this course. Methodological leadership and pedagogical procedures for Bible schools in a cross-cultural setting will be considered and implementation within a foreign context will be emphasized.

CCM 5213 Spiritual Dynamic in Ministry Today
3 Hours

A biblical, theological, and practical examination of the supernatural in the church today. This course will include an in-depth study of the presence, power, and guidance of the Holy Spirit, signs and wonders, healing, revivals, etc. A major component will be the role of prayer in the working of spiritual dynamics. (Same as THE 5213)

CCM 5223 Religion in Contemporary World Society
3 Hours

This course will present a missiological perspective of the major religions of the world affecting contemporary society. The primary objective is to equip the student with the necessary knowledge to intelligently approach the non-evangelical world with the message of Jesus Christ.

CCM 5323 Perspectives in Cross Cultural Missions
3 Hours

This course will review the biblical and historical background of missions with the purpose of comparison to modern evangelical missions. Current issues and contemporary strategies in missiology, including the philosophy and practice of indigenous principles, will be examined facilitating world evangelization.

CCM 5473 Ministry Within Cultural Diversity
3 Hours

An examination of the challenge of ministry within the cultural diversity of today's world. Concepts of culture, cultural analysis, and change will be considered as well as the ability to communicate the gospel in a cross cultural setting. The challenge of the church's missionary enterprise will be explored. (Same as PTH 5473)

CCM 5913 Thesis
3 Hours

Independent research and writing of thesis on an approved topic pertaining to missiological studies under the supervision of faculty advisors.

CCM 6443 Practicum
3 Hours

Allows students the opportunity to gain practical experience in a select area of ministry. Involves an organized, practical application of ministry under the supervision of a qualified professional.

Education

EEA 5113 Strategic Planning in Early Education Programs
3 Hours

Designed to build competencies in Christian school short and long term planning skills. Course content includes defining vision, developing mission statements, creating assessment tools, and determining core values and elements of a Christian school. Participants will gain insights into evaluation and development of action plans to achieve expected outcomes. (Formerly ACSI SSS course. Prerequisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EEA 5123 Administrative Leadership in Early Education Programs
3 Hours

An in-depth look at effective administrative strategies necessary for the business and ministry of Christian child care facilities. Management and financial factors are carefully reviewed as well as the practical skill, biblical perspective, and procedures necessary for a quality center. (Formerly ACSI SSS course. Prerequisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EEA 5133 Instructional Leadership in Early Education Programs
3 Hours

Offers insight into a Christian worldview as a basis for curriculum. It explains the different approaches and factors in choosing curriculum. It also discusses how to plan a core curriculum that includes the various subject areas and the vital importance of developmentally appropriate curriculum and assessment. (Formerly ACSI SSS course. Prerequisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EEA 5143 Leadership Development in Early Education Programs
3 Hours

Provides understanding into personal development of necessary leadership skills as well as strategies that build leadership skills in others. Supervision and evaluation strategies are included as well as the role of job descriptions and the evaluation processes needed to build excellence in the staff. Communication is a focus, as well as to build a biblical foundation for supervision and motivate teachers toward improvement. (Formerly ACSI SSS course. Prerequisites: Students must complete all

prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EDP 5123 Advanced Studies in Teaching English as a Second Language 3 Hours

Studies in strategies and methods of teaching English as a second language. Students will learn the theories and pedagogies related to teaching English in a linguistically diverse classroom. Texas State Educator standards are emphasized.

EDP 5813 Technology in Educational Settings 3 Hours

Use of technology and instruction in various curricular areas. This course focuses on the research and implementation of technology in EC-12 educational settings. There is also an emphasis on funding educational technology through grants.

EDU 5113 Research Literature and Technology 3 Hours

A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study. (Same as CCM/ESC/HIS/PTH/THE 5113)

EDU 5123 Educational Leadership and Supervision for Christian Schools 3 Hours

An overview of leadership and supervision competencies necessary for Christian school administration. Emphasis is given to long-range planning, personnel selection, supervision, evaluation procedures, and staff development. The course discusses strategies needed to develop appropriate relations with faculty, boards, and parents. The development of policy manuals, various forms, and applications will be addressed.

EDU 5126 Thesis 6 Hours

Applied individual research in an educational area. Students will form research questions and use appropriate methodology and techniques in the development of an approved topic.

EDU 5143 Educational Leadership and Supervision for Public Schools 3 Hours

An overview of leadership and supervision competencies necessary for school administration. Emphasis is given to long-range planning, personnel selection, supervision, evaluation procedures, and staff development. The course discusses strategies needed to develop appropriate relations with faculty, boards, and parents. The development of policy

manuals, various forms, and applications will be addressed. (Same as ESC 5143)

EDU 5213 Language Arts/Reading Curriculum 3 Hours

A study of strategies of teaching language arts and reading to children early childhood through grade four. Instruction that encompasses developmentally appropriate reading and writing skills is analyzed. The course will acquaint students with the impact of diversity and technology in the contemporary classroom. State language arts/reading standards and assessments will be emphasized.

EDU 5243 Differentiated Learning Strategies 3 Hours

Provides a knowledge base for teaching special populations in today's diverse classroom. Topics will include: characteristics of learners; legal and ethical issues; planning for instruction; strategies for teaching the content areas; integration of relevant technology; and an introduction to formal and informal assessments. State standards and assessments will be emphasized. (Prerequisites: EEA majors – ECE 1113 or equivalent; all other M.Ed. majors - PSY 3353. Same as ESC 5243)

EDU 5313 Mathematics Curriculum 3 Hours

Consideration of teaching developmentally appropriate mathematics to children early childhood through grade four. Math concepts and technology will be applied to children in diverse classrooms. State mathematics standards and assessments will be emphasized.

EDU 5413 Social Studies Curriculum 3 Hours

An overview of citizenship education for children early childhood through grade four. Democratic ideals and institutions in a diverse society will be stressed. In writing developmentally appropriate thematic units and lesson plans, students will become acquainted with recent trends in the social studies, including materials and technology available. State social studies standards and assessments will be emphasized.

EDU 5423 Christian School Administration Finance and Legal Issues 3 Hours

A study of financial management, legal and ethical issues related to all aspects of the Christian school. Budgeting procedures and the administration of church-school funds are carefully explored.

EDU 5513 Science Curriculum 3 Hours

An examination of the science learning environment for children early childhood through grade four. The course will translate the traditional content areas (chemistry, physics, and biology) into developmentally appropriate educational practice and strategies. Assessment, the state science standards, and diversity will be emphasized.

EDU 5523 Foundations of Christian School Administration 3 Hours

A broad overview of the role of the administrator in Christian elementary and secondary schools. The Christian school movement is reviewed from a historical and philosophical perspective, and steps are examined for starting a Christian school. Attention is given to organizational structure, curriculum design, and a survey of Christian school curriculum. Publicity and recruitment strategies are discussed.

EDU 5613 Teaching Students of Diverse Cultures 3 Hours

Examination of unique curriculum needs of students from diverse cultures focusing on teaching methods and materials, including the study of customs, traditions and historical background events affecting life styles and behavior patterns among diverse culture groups. State standards and assessments will be emphasized. (Prerequisites: EEA majors – ECE 1113 or equivalent; all other M.Ed. majors – PSY 3353. Same as ESC 5613)

EDU 5623 Issues in Christian School Administration 3 Hours

An examination of testing and evaluation procedures and other important issues related to the daily administration of Christian schools. Training in the theory and application of measurement techniques and assessment of students will be discussed. Attention is given to physical facilities and equipment, extra-curricular activities, and auxiliary services such as food service, maintenance, and transportation.

EDU 5633 School Legal Issues 3 Hours

Education law basis for education institutions at national, state, and local levels. Legal rights of school personnel and major court decisions.

EDU 5643 Principalsip 3 Hours

Framework of roles and responsibilities, including leadership skills, accountability issues, finance, in-service training, faculty evaluation (PDAS), special populations, public relations, and professional development planning. Emphasis on standards for State

Principalsip Certification.

EDU 5656 Internship in Administration 6 Hours

This field-based course is designed to prepare students in the practical application and integration of the principles and methods of administration in a school setting. This practicum is focused on actual experiences with each of the Principalsip standards (TAC 241.15) under the assessment, mentorship, and direction of a school administrator. University professor will serve as supervisor.

EDU 5713 Studies in Classroom Management 3 Hours

Emphasis on teacher management of student discipline, instructional strategies, time and materials. This course studies foundational, application, and emerging models of classroom management in early childhood through secondary settings. There is a focus on age-appropriate strategies. (Same as ESC 5713)

EDU 5723 Principles and Practices of Early Childhood Education 3 Hours

An in-depth study of the principles and practices of early childhood education. This course focuses on developmental issues related to curriculum, facilities, classroom management, and other relevant contemporary issues. (Prerequisites: ECE 1113, HDV 2113, or other equivalent. Same as ESC 5723)

EDU 5733 Advanced Strategies in Reading 3 Hours

An in-depth course on reading principles. This course focuses on emergent literacy as well as reading and writing across the curriculum issues and strategies. State language arts/reading standards and assessments will be emphasized. (Prerequisite: RDG 3123)

EDU 5743 Advanced Strategies of Learning 3 Hours

Advanced studies in pedagogical principles and learning issues. Areas covered include psychological research in education, content issues, goals, objectives, planning instruction, teaching methods, developmental appropriateness, and assessment. (Prerequisite: PSY 3353)

EDU 5823 Language Arts/Reading Curriculum 3 Hours

A study of strategies of teaching language arts and reading for elementary grades. Instruction that encompasses developmentally appropriate reading and writing skills is analyzed. The course will

acquaint students with the impact of diversity and technology in the contemporary classroom. State language arts/reading standards and assessments will be emphasized.

EDU 5833 Mathematics Curriculum 3 Hours
Consideration of teaching developmentally appropriate mathematics for elementary grades. Math concepts and technology will be applied to children in diverse classrooms. State mathematics standards and assessments will be emphasized.

EDU 5843 Social Studies Curriculum 3 Hours
An overview of citizenship education for elementary grades. Democratic ideals and institutions in a diverse society will be stressed. In writing developmentally appropriate thematic units and lesson plans, students will become acquainted with recent trends in the social studies, including materials and technology available. State social studies standards and assessments will be emphasized.

EDU 5853 Science Curriculum 3 Hours
An examination of the science learning environment for elementary grades. The course will translate the traditional content areas (chemistry, physics, and biology) into developmentally appropriate educational practice and strategies. Assessment, the state science standards, and diversity will be emphasized.

EDU 5923 Instructional Leadership in Curriculum and Assessment 3 Hours
A study of the foundations and contemporary issues in administration of the K-12 curriculum and assessment. Theories of learning and motivation emphasized. Examination of assessment techniques that support curriculum. (Same as ESC 5923)

ESC 5113 Research Literature and Technology 3 Hours
A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study. (Same as CCM/EDU/HIS/PTH/THE 5113)

ESC 5126 Internship in School Counseling 6 Hours
This field-based course is designed to prepare students in the practical application and integration of the principles and methods of counseling in a school setting. This is a semester under the supervision of a school counselor and university professor.

ESC 5133 School Guidance and Counseling 3 Hours

This course introduces students to the field of school counseling. Emphasis is placed on the evolution of counseling professional identity and professional ethic. The services provided in a comprehensive program of guidance and counseling are discussed.

ESC 5143 Educational Leadership and Supervision for Public Schools 3 Hours
An overview of leadership and supervision competencies necessary for school administration. Emphasis is given to long-range planning, personnel selection, supervision, evaluation procedures, and staff development. The course discusses strategies needed to develop appropriate relations with faculty, boards, and parents. The development of policy manuals, various forms, and applications will be addressed. (Same as EDU 5143)

ESC 5243 Differentiated Learning Strategies 3 Hours
Provides a knowledge base for teaching special populations in today's diverse classroom. Topics will include: characteristics of learners; legal and ethical issues; planning for instruction; strategies for teaching the content areas; integration of relevant technology; and an introduction to formal and informal assessments. State standards and assessments will be emphasized. (Prerequisites: EEA majors – ECE 1113 or equivalent; all other M.Ed. majors - PSY 3353. Same as EDU 5243)

ESC 5613 Teaching Students of Diverse Cultures 3 Hours
Examination of unique curriculum needs of students from diverse cultures focusing on teaching methods and materials, including the study of customs, traditions and historical background events affecting life styles and behavior patterns among diverse culture groups. State standards and assessments will be emphasized. (Prerequisites: EEA majors – ECE 1113 or equivalent; all other M.Ed. majors - PSY 3353. Same as EDU 5613)

ESC 5713 Studies in Classroom Management 3 Hours
Emphasis on teacher management of student discipline, instructional strategies, time and materials. This course studies foundational, application, and emerging models of classroom management in early childhood through secondary settings. There is a focus on age-appropriate strategies. (Same as EDU 5713)

ESC 5723 Principles and Practices of Early Childhood Education 3 Hours

An in-depth study of the principles and practices of early childhood education. This course focuses on developmental issues related to curriculum, facilities, classroom management, and other relevant contemporary issues. (Prerequisites: ECE 1113, HDV 2113, or other equivalent. Same as EDU 5723)

ESC 5923 Instructional Leadership in Curriculum and Assessment 3 Hours

A study of the foundations and contemporary issues in administration of the K-12 curriculum and assessment. Theories of learning and motivation emphasized. Examination of assessment techniques that support curriculum. (Same as EDU 5923)

RDG 5113 Instructional Leadership and Assessment for Early Readers and Writers 3 Hours

An examination of the theoretical foundations of reading and literacy development. Components of this course include oral language, phonological and phonemic awareness, the alphabetic principle, literacy development and practice, word analysis and decoding, and assessment with an emphasis on the Reading Standards for the State of Texas. There is a focus of instructional leadership in communicating and collaborating with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction. (Prerequisite: RDG 3123 or equivalent course)

History

HIS 5113 Research Literature and Technology 3 Hours

A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study. (Same as CCM/EDU/ESC/PTH/THE 5113)

HIS 5133 Biblical Backgrounds 3 Hours

A study of the history, literature, and cultural background materials which provide a context for understanding the Old and New Testaments, including major religious and ideological trends represented in extra-biblical writings. The course will also include studies in archaeology, chronology, and geography. (Same as BIB 5133)

HIS 5143 Historiography 3 Hours

An examination of historical writing, study,

and methods through the ages. Beginning with Herodotus and Thucydides, the course explores the lives, works, techniques, and ideas of major historians. In addition, it investigates the major schools of history in the past and the methods and approaches used by historians today.

HIS 5153 American South 3 Hours

A seminar on the political, economic, social, cultural, and constitutional events in the American South from 1607 to the present, emphasizing the emergence of a distinctive South. Topics include settlement, the development of plantation slavery and racial ideology, the growth of sectionalism and Southern nationalism, religion, Reconstruction, the emergence of sharecropping, Populism, white supremacy, Jim Crow, literature and music, the impact of two world wars and the New Deal, the Civil Rights movement, and contemporary developments.

HIS 5163 American West 3 Hours

A detailed study of Westward expansion from the late eighteenth century to 1890, with general coverage of the Trans-Mississippi's importance after that time. The significance of the frontier as a leading factor in the development of American institutions is studied. Other topics receiving special coverage are transportation, mining, the fur trade, ranching, interaction with Native Americans, and interaction with Mexico and the European powers.

HIS 5173 Medieval Europe c. 300-1450 3 Hours

The emergence of medieval civilization through the blending of Roman, Christian, and Germanic institutions, customs, and beliefs. Topics will include the flowering of medieval civilization, with emphasis on the medieval church and the origins of the modern state and the modern economy.

HIS 5183 Religion in America 3 Hours

A historical and social overview of the development of religion in America from the colonial period to the present. Special attention will be devoted to the origin and development of major denominations, slave religion and the black church, the contribution of women to various religious movements across America, revivalism and fundamentalism, the interaction of religion and society, new religious movements, and various world religions.

HIS 5193 Ages of Faith 3 Hours

An in-depth study of the major eras of Christianity, from the beginnings of the Church to the post-modern period. Significant leaders, important writings, doctrines, organization, the role of Christianity in political, economic, and social developments, and the relationship between Church and State receive particular attention.

HIS 5213 Military History 3 Hours

A study of the spectrum of military history from ancient times to the present. The course includes the classic writings of military history, coverage of important military campaigns and leaders, material on developments in military technology, and emphasis on the various tactics and forces used in battle throughout history. The role of military strategy in a nation's foreign policy also receives special attention.

HIS 5223 Modern Europe 1848-1945 3 Hours

An in-depth study of the economic, nationalistic, and political forces that shaped European nations and events during the hundred year period from 1848 to 1945. The revolutions of 1848, the period of national unification and alliances, imperialism, and the two world wars receive concentrated coverage.

HIS 5233 Selected Topics 3 Hours

An examination of topics significant to understanding human history. Course content and subject varies; may be taken for up to six hour's credit.

HIS 524X Historical/Cultural Study Tour (variable hours travel credit)

Selected sites and selected topics. Travels, lectures, readings, and reports. This course may be used as elective credit only and may be repeated for up to six hours credit when sites and topics change.

HIS 5313 Research Project (for Non-Thesis Track) 3 Hours

An individual project involving significant research and the production of a lengthy report on that research. This course requires one-on-one work with the instructor in choosing a topic for research and then following an ongoing plan for method and practice in the project.

HIS 5413 Thesis (6 hours total credit must be earned) 3 Hours

A major individual project involving detailed primary and secondary research and the production of an extensive written report on that research. The Thesis

differs from the Research Project (HIS 5313) in depth and length more than substance. It provides extensive training in historical research especially suited to students interested in further graduate work beyond the master's degree.

Organizational Leadership

LDR 5213 Research Literature and Technology 3 Hours

A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study.

LDR 5223 Energizing People for Performance 3 Hours

Explores the latest insights in leadership development and motivating people. Students will learn valuable people-related strategies to energize your work force and maximize bottom-line results.

LDR 5233 Foundations of Leadership: History, Theory, Application and Development 3 Hours
Provides a foundational understanding of leadership from Scripture and from contemporary theory and applications with particular discussion regarding the evolution of leadership/management thought from 1900 to the present. Students examine leadership as a contingent/context-specific application and solve organizational problems that have leader-follower interaction as a cause. Students develop a leadership development plan for themselves and establish accountability measures.

LDR 5243 Leadership in Management 3 Hours

Leadership in management addresses the multi-faceted topic of leading others in today's church environment. This course offers an in-depth investigation of the current theories and research on the topic of leadership. In addition, emphasis will be placed on the development of leadership skills and styles to enable students to become effective organizational leaders. Students will become familiar with past and current leaders and examine their personal methods of leadership.

LDR 5253 Spiritual Formation 3 Hours

This course will survey the resources available to a Christian leader for personal spiritual growth and

effectiveness as a minister. The study will include practical guidance and personal disciplines for spiritual formation based upon biblical principles.

LDR 5263 Leading High-Impact Teams 3 Hours
Integrates the art and science of teamwork to help students plan and implement more effective teams in their organizations. The seminar challenges students with real-world problems and provides individual feedback on their leadership and management performance.

LDR 5273 Biblical Servant Leadership 3 Hours
This course will explore the practice of leadership from a biblical servant-leader point of view and the various styles of leadership. Students will be encouraged to develop a personal set of leadership principles reflecting those of a servant. Considerations will also be given to developing people skills, team building skills, and conflict management skills. Students must take this course during their first year in the program.

LDR 5283 Motivation, Teams, Coaching and Mentoring 3 Hours
Explores the psychological contract between leader and follower that takes any of many forms between two people or between the leader and small groups. Students study group formation and group development as well as the intricacies of coaching, mentoring, and discipline. Students study organizational behavior and explore basic concepts that affect leadership effectiveness.

LDR 5293 Reinventing Leadership: A Breakthrough Approach 3 Hours
Utilizes a philosophical approach to help participants develop new mind-sets and business leadership strategies for maximizing leadership success in this executive leadership program. Students will engage in an intensive reflection on their motivations, weaknesses, and strengths and students will discover how to develop, enhance, and expand their talents as leaders.

LDR 5313 Strategic Thinking, Planning, and Organizational Change 3 Hours
This course compares and contrasts strategic thinking with strategic planning and presents the value of both. Students study the leader's role in organizational change—creating and preventing change as

well as determining the organization's readiness for change. In addition, students explore the reasons for resistance to change and strategies for coping with resistance.

LDR 5323 Organizational Communication, Conflict Resolution and Negotiation 3 Hours
Examines organizational communication including dyadic, small group, formal and informal communication, as well as the relationship of communication to organizational satisfaction and effectiveness. In addition, students study how communication defers in leader-member exchange and mass-communication of charismatic leader/large group interaction.

LDR 5333 Leadership Practicum 3 Hours
This course consists of supervised experience in a challenging work environment under the guidance of mentoring relationships provided by a proficient veteran in the field and an academic advisor. Students will draw from their program learning experience to improve leadership skills in field experience that stretches and tests their abilities. Students learn to identify and utilize personal strengths effectively and to manage weaknesses in real life settings. This course contains a field-based service-learning component. The student's portfolio project will be submitted at the completion of this course.

Practical Theology

PTH 5113 Research Literature and Technology 3 Hours

A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study. (same as CCM/EDU/ESC/HIS/THE 5113)

PTH 5123 Family Ministry in the Church 3 Hours

This course is a study of the biblical principles and practical applications of family ministry within the church. It includes an examination of historical practices of family ministry, the importance of parental discipleship, the need for intergenerational ministry, and practical ways to be more intentional in ministry to families. Students will approach the modern family as the focus of study with the objective of creating prevention-oriented ministries in the church that include: support and resources for parents to disciple their children; opportunities for

family members to minister together; and intergenerational efforts to facilitate community.

PTH 5213 Church Administration 3 Hours

A study in the task and function of administration in the local church. A consideration will be made of the functions of planning, leading, organizing and supervision. The role of interpersonal relationships in administration of planning, multiple staff, volunteers, resources, facilities and growth will be analyzed. This course is field-based.

PTH 5243 Church Growth and Evangelism Strategies 3 Hours

Development of a vision of church growth and evangelism in modern society. This course includes the study of church growth models, demographic compilation and analysis, evangelism strategies, and the preparation and mobilization of resources for the fulfillment of the Great Commission. This is a field-based course.

PTH 5323 Leadership in Ministry 3 Hours

An analysis of the factors related to leadership in the current ministry context. The dimensions of leadership including team-building, vision, conflict management, delegation, and decision-making will be considered toward the goal of empowerment of workers in the pro-active function of ministry.

PTH 5473 Ministry Within Cultural Diversity 3 Hours

An examination of the challenge of ministry within the cultural diversity of today's world. Concepts of culture, cultural analysis, and change will be considered as well as the ability to communicate the gospel in a cross-cultural setting. The challenge of the church's missionary enterprise will be explored. (Same as CCM 5473)

PTH 5483 Nurture Ministries of the Church 3 Hours

A comprehensive study of the nurture ministries of the church with special consideration to the developmental needs of preschoolers, children, youth, young, median and senior adults. The implementation of a comprehensive nurture plan for the church will be considered.

PTH 5513 Pastoral Care 3 Hours

A course which studies the supportive ministries of the church. Students will explore common issues of pastoral concern, such as aging, illness, guilt, reconciliation, and grief. The role of pastoral resources within

the body of Christ will be examined as they relate to giving care and concern to people with needs.

PTH 5623 Practical Theological Issues in Ministry 3 Hours

A study in current challenges in doing practical ministry. A consideration will be made concerning the broad framework of problems in current society. Emphasis will be placed on understanding the world views and trends that shape the current behavior of society and its effect on ministry activity.

PTH 5633 Persuasive Preaching in Contemporary Issues 3 Hours

An analysis and application of homiletical and rhetorical techniques pertaining to persuasive preaching. Emphasis is placed upon the delivery as well as creation of the sermon. The importance of preaching on contemporary issues on the basis of a sound biblical perspective, the use of persuasion, and audience analysis will receive major consideration. (Prerequisite: PTH 5823 or its equivalent)

PTH 5713 Christian School Administration 3 Hours

An overview of the administrator's role in elementary and secondary Christian schools. Emphasis is given to leadership competencies needed for organizing, administering, supervising, and evaluating educational personnel and programs.

PTH 5723 Post-Secondary Teaching 3 Hours

A course consisting of theory and practice designed to assist the student in post-secondary teaching. Attention will be given to administrative/institutional relations, syllabi development, lesson plans, classroom management, and faculty evaluations. A micro teaching lab will be included.

PTH 5743 Military Chaplain 3 Hours

A study of the ministry of military chaplains. Ministry of presence and pastoral care are explored as methods toward discipleship in fulfillment of the Great Commission. Consideration is given to issues particular to chaplain ministry in a military culture such as prolonged family separation, and the cycle of deployment, combat, reunion, re-deployment.

PTH 5823 Preaching with Purpose 3 Hours

A course for construction and delivery of expository biblical sermons with special emphasis given to preaching sermons true to the meaning of the original authors of biblical text. It includes the

dynamics of effective communication, preaching to meet human needs in the context of the worship service, and anticipating results in terms of transformed human behavior. (Prerequisite: BIB 5123 or its equivalent)

PTH 5913 Thesis 3 Hours
Independent research and writing of thesis on an approved topic pertaining to practical theological studies under the supervision of faculty advisors.

PTH 6443 Practicum 3 Hours
Allows students the opportunity to gain practical experience in a select area of ministry. Involves an organized, practical application of ministry under the supervision of a qualified professional.

Theology

THE 5113 Research Literature and Technology 3 Hours

A study of the resources, technology, and form for the purpose of research and preparation of formal papers in the student's field of study. (Same as CCM/EDU/ESC/HIS/PTH 5113)

THE 5123 Issues in Contemporary Theology 3 Hours

Special studies of important theological problems which confront theologians and the Church today. Each semester the course is offered, current topics will be selected for their significance in relationship to the contemporary Christian community.

THE 5213 Spiritual Dynamic in Ministry Today 3 Hours

A biblical, theological, and practical examination of the supernatural in the church today. This course will include an in-depth study of the presence, power, and guidance of the Holy Spirit, signs and wonders, healing, revivals, etc. A major component will be the role of prayer in the working of spiritual dynamics. (Same as CCM 5213)

THE 5223 Christian World View in a Pluralistic Society 3 Hours

This course explores the basic beliefs of evangelical Christianity and other Christian groups. It also examines the fundamental presuppositions of noteworthy non-Christian belief systems in the world today. Special emphasis is given to ways in which Christians can effectively share their faith in a pluralistic society.

THE 5313 Biblical Theology: New Testament 3 Hours

A study of the key theological concepts and important doctrines of the New Testament. Attention is given to the question of Jewish, Hellenistic, and pagan origins of New Testament thought, including a unit on the history of New Testament interpretation.

THE 5323 Biblical Theology: Old Testament 3 Hours

A study of the key theological concepts and important doctrines of the Old Testament. Attention is given to the progressive steps in divine revelation and the relation of God to His people.

THE 5413 Systematic Theology I 3 Hours

A study of the doctrine of God, the doctrine of Scripture, the doctrine of creation, the doctrine of providence, the doctrine of angels, the unity and constitution of man, the fall of man, and the doctrine of sin.

THE 5423 Systematic Theology II 3 Hours

A study of Christology and the doctrine of salvation, both theory and application, including atonement, calling, conviction, justification, adoption, regeneration, sanctification, and healing. It also includes the doctrine of the Church, the ordinances, and eschatology.

THE 5513 Reformation Theology 3 Hours

A study of the historical background leading into the reformation, the theological thought of Martin Luther, Huldreich Zwingli, John Calvin, and the theologian of the Radical Reformation, Menno Simons.

THE 5913 Thesis 3 Hours

Independent research and writing of thesis on an approved topic pertaining to theological studies under the supervision of faculty advisors.

THE 6443 Practicum 3 Hours

Allows students the opportunity to gain practical experience in a select area of ministry. Involves an organized, practical application of ministry under the supervision of a qualified professional.



directory of personnel

Board of Regents

Arkansas

Rev. Larry Moore*
 Rev. Cecil Culbreth
 Rev. Dane Hall

Louisiana

Dr. Douglas E. Fulenwider*
 Rev. Hutson Goza
 Rev. Allen Chapin

Mississippi

Rev. Robert Wilburn*
 Rev. Derek Youngblood
 Rev. David Maxwell

New Mexico

Rev. Michael E. Dickenson***
 Rev. Marcus W. McClain
 Rev. Jeral Dickenson

North Texas

Rev. Rick DuBose**
 Rev. James Jackson
 Rev. Jon Catron

Oklahoma

Rev. H. Franklin Cargill****
 Rev. Craig Dacus
 Rev. Doug Everaard

South Texas

Rev. Tim Barker
 Rev. Robert Hogan
 Rev. Marty Burroughs

West Texas

Rev. Glenn R. Beaver *
 Rev. Thomas D. Lakey
 Rev. Chris Murdoch

Members at Large

Mr. John Ashbrook
 Rev. David Barnett
 Rev. Lawrence Barnett
 Rev. Maury Davis
 Rep. Gary Elkins
 Dr. Alton Garrison
 Rev. E. Wayne Hanks
 Rev. Darius Johnston
 Rev. Rod Loy
 Mr. Rick McCrary
 Mr. Rex Reavis
 Dr. Tina Richardson
 Mr. Jerry Roberts
 Rev. J.R. Rodriguez
 Mrs. Linda Stamps-Dissmore
 Mr. Gary Sutton
 Mr. Darrel Teeter

Extra-Regional District Officials

Rev. Stephen L. Harris
 Rev. Jonathan Hollis
 Rev. Gary Jones
 Rev. Don Steiger

Executive Presbyter

Rev. J. Don George

Organizational Members

Dr. Kermit S. Bridges, President*
 Southwestern Assemblies of God
 University
 Rev. Elwyn Johnston, President
 Alumni Association
 Mr. Carl Alexander, President
 Southwestern A/G University
 Foundation, Inc.

Honorary Members

Rev. Howard Burroughs
 Rev. Derwood Dubose
 Rev. R. Kenneth George
 Rev. Robert Slaton
 Rev. E. Joe Wilmoth

District Auditors

Dr. Gaylan Claunch, North Texas
 Rev. Gene Emswiler, Mississippi
 Rev. Tom Goins, Oklahoma
 Rev. Ronnie Morris, Arkansas
 Rev. Billy Nickell, West Texas
 Rev. Walt Rose, Louisiana
 Rev. David Vistine, New Mexico
 Rev. Don Wiehe, South Texas

Member, Executive Committee*

Chairman of the Board**
 Vice Chairman of the Board***
 Secretary of the Board****

Administration

(Date indicates year of initial service)

KERMIT BRIDGES 1994, *President*

D.Min., Fuller Theological Seminary
M.Div., Southwestern Baptist Theological Seminary
M.A., Assemblies of God Theological Seminary
B.S., Southwestern Assemblies of God University

PAUL BROOKS 1991, *Vice President for Academics*

Professor, Bible/Theology, Practical Theology
D.Min., Reformed Theological Seminary
M.Div., Assemblies of God Theological Seminary
B.A., Central Bible College

EDDIE DAVIS 1995, *Vice President for Enrollment & Retention*

M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

IRBY McKNIGHT 2007, *Vice President for Advancement*

M. S., Gateway Theological Seminary
B.S., Southwestern Assemblies of God University

TERRY PHIPPS 1987-1990, 1991, *Vice President for Student Services*

Assistant Professor, Bible/Theology, Youth Ministries
M.Div., Southwestern Baptist Theological Seminary
B.S., Southwestern Assemblies of God University

JAY TREWERN 2000, *Vice President for Business & Finance*

B.S., University of Arizona

Academic and Institutional Support

School of Graduate Studies

ROBERT HARDEN 1988, *Dean*

Professor, Bible/Theology/Practical Theology
D.Min., Concordia Theological Seminary
M.Div., Assemblies of God Theological Seminary
B.A., Southeastern College of the Assemblies of God

DONNY LUTRICK 1996, *Dean of Academic Services*

Assistant Professor, Bible/Theology
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

College of Arts and Professions

LARRY GOODRICH 1997, *Dean*

Professor, Education
Ed.D., University of Minnesota
M.R.E., Grand Rapids Baptist Theological Seminary
B.S., Southwestern Assemblies of God College
B.A., Western Michigan University

TERRY MINTER 2010

Associate Dean for Institutional Effectiveness
Ph.D., Regent University
D.Min., Wesley Theological Seminary
M.Div., Northern Baptist Theological Seminary
B.S., Southern Illinois University

HEATHER FRANCIS, 1998

Assistant Dean for Student Records and Registrar
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

College of Bible and Church Ministries

LEROY BARTEL 1984, *Dean*

Professor, Bible/Theology, Pastoral Ministries
D. Min., Assemblies of God Theological Seminary
M. Div., Assemblies of God Theological Seminary
B.A., Trinity Bible College

JOSEPH HARTMAN 1994, *Assistant Dean for Distance Education*

Instructor, Bible/Theology
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

Faculty

JACKIE ALLAIN 2007

Adjunct Instructor, Counseling/Psychology
M.A.M.F.C., Southwestern Baptist Theological Seminary
M.A., Southwestern Baptist Theological Seminary
B.A., Dallas Baptist University

WILLIAM ARMISTEAD 2001

Professor, Psychology
Ph.D., University of Santo Tomas - Manila
M.Div., Oral Roberts University
M.C.J., University of Central Texas
M.Ed., University of the Philippines
B.A., University of North Texas

LEROY BARTEL 1984

Professor, Bible/Theology/Practical Theology
D. Min., Assemblies of God Theological Seminary
M. Div., Assemblies of God Theological Seminary
B.A., Trinity Bible College

LARRY BOGLE 1989

Professor, Education
Ed.D., University of North Texas
M.Ed., Texas Tech University
B.S., Texas A & I

PAUL BROOKS 1991

Professor, Bible/Theology/Practical Theology
D.Min., Reformed Theological Seminary
M.Div., Assemblies of God Theological Seminary
B.A., Central Bible College

CALVIN CARMEN 1995

Professor, Counseling/Psychology
Ph.D., Union Graduate School
D.Min., Colgate Rochester Divinity School
M.Div., Nazarene Theological Seminary
M.A., Central Bible College
B.A., Central Bible College

DUANE COLLINS 1998

Professor, Missions
D.Miss., Trinity Evangelical Divinity School
M.Div., Assemblies of God Theological Seminary
M.A., Southern Nazarene University
B.S., Southwestern Assemblies of God University

G. ROBERT COOK, Jr. 2008

Adjunct Instructor, Practical Theology
D. Min., Assemblies of God Theological Seminary
M.A., Denver Seminary
B.S., Bethany Bible College

DARREN DAUGHERTY 2005

Program Coordinator, Children and Family Ministry
Associate Professor, Practical Theology
Ph.D., University of Minnesota
M.A., University of St. Thomas
B.A., North Central University

LARRY GOODRICH 1997

Professor, Education
Ed.D., University of Minnesota
M.R.E., Grand Rapids Baptist Theological Seminary
B.S., Southwestern Assemblies of God College
B.A., Western Michigan University

ROBERT HARDEN 1988

Professor, Bible/Theology/Practical Theology
D.Min., Concordia Theological Seminary
M.Div., Assemblies of God Theological Seminary
B.A., Southeastern College of the Assemblies of God

LARRY HESTER 1996

Professor, Practical Theology
D.Min., Fuller Theological Seminary
M.Div., Southwestern Baptist Theological Seminary
B.A., Evangel College

ELMER HUMPHREY 2008

Graduate Chair, Education
Associate Professor, Education
Ph.D., St. Louis University
M.S., Southern Illinois University
B.S., Southern Illinois University

DAN LANGSTON 1992

Professor, Bible/Theology/Practical Theology
Ph.D., Southwestern Baptist Theological Seminary
M.A. (RE), Southwestern Baptist Theological Seminary
B.S., Southwestern Assemblies of God University

JEFFREY LOGUE 2003

Assistant Professor, Counseling/Psychology
Ph.D., Regents University
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

JEFF MAGRUDER 1999

Associate Professor, Bible/Practical Ministries
D.Min., Gordon-Conwell Seminary
M.Div., Southwestern Baptist Theological Seminary
B.S., Southwestern Assemblies of God University
Diploma, Latin America Bible School

ROBERT MAPES 1986, 1991

Graduate Chair, Counseling/Psychology
 Professor, Counseling/Psychology
 Ed.D., Texas A & M
 M.Div., Texas Christian University
 M.S., East Texas State University
 B.A., Southwestern Assemblies of God University

KRISTI MARTIN 2010

Adjunct Instructor, Education
 Ed.D. (ABD), Liberty University
 M.Ed., Southwestern Assemblies of God University
 B.S., Southwestern Assemblies of God University

JIM MCCORKLE 1996

Professor, Bible/Religion
 D.Min., Assemblies of God Theological Seminary
 M.A., Assemblies of God Theological Seminary
 B.A., Central Bible College

GARY MCELHANY 1998

Professor, History
 Ph.D., Mississippi State University
 M.A., Mississippi State University
 B.A., Central Bible College

TERRY MINTER 2010

Ph.D., Regent University
 D.Min., Wesley Theological Seminary
 M.Div., Northern Baptist Theological Seminary
 B.S., Southern Illinois University

TIM MYERS 2001

Assistant Professor, Counseling/Psychology
 D.Min., Eastern Baptist Theological Seminary
 M.Div., Texas Christian University
 M.S., Southwestern Assemblies of God University
 B.A., Southeastern Bible College

GARLAND OWENSBY 1998

Associate Professor, Practical Theology
 D.Ed.Min., Southwestern Baptist Theological Seminary
 M.S., Southwestern Assemblies of God University
 B.A., Southeastern College

DAVID W. PRICE 2007

Adjunct Instructor, History
 Ph.D., University of North London
 M.A., Wheaton College Graduate School
 B.S., North Central University

DENNIS ROBINSON 2010

Adjunct Instructor, Education
 Ed.D., (ABD), University of Central Florida
 M.S., Troy University
 B.A., University of Central Florida

BRUCE ROSDAHL 2000

Professor, Bible/Theology
 Ph.D., Dallas Theological Seminary
 Th.M., Southwestern Baptist Theological Seminary
 M.Div., Assemblies of God Theological Seminary
 B.A., Northwest College of the Assemblies of God

GARY ROYER 1996

Professor, Missions
 D.Min., Trinity Evangelical Divinity School
 M.A., Assemblies of God Theological Seminary
 B.A., Greenville College

ROB STARNER 2007

Professor, Bible/Theology
 Ph.D., Baylor University
 M.A., Assemblies of God Theological Seminary
 B.A., Pennsylvania State University

DONNA TOWNSEND 1996

Professor, Education
 Ed.D., Texas A & M University
 M.A., University of Texas, Arlington
 B.A., East Texas State University

LOYD UGLOW 1987

Program Coordinator, History
 Professor, History
 Ph.D., University of North Texas
 M.A., University of West Florida
 B.A., University of Texas, Dallas

JOHN WYCKOFF 1966-1968, 1976

Graduate Chair, Theological Studies
 Professor, Bible/Theology
 Ph.D., Baylor University
 M.A., Southern Nazarene University
 B.S., Southwestern Oklahoma State
 B.S., Southwestern Assemblies of God University

Management Staff

ROB BLAKNEY 2003

Assistant Dean for Student Success
M.S., Southwestern Assemblies of God University
B.S., Henderson State University

BRYAN BROOKS 2008

Assistant Dean of Admissions
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

DAVID BUSH 2008

Senior Director, Information Technologies
M.S., Southwestern Assemblies of God University
B.A., Louisiana Baptist University

JOAN BUTLER 2006

Director, Accounts Receivable

JOHN COOKMAN 2008

Director, Media Services
B.S., Southeastern University

JAMES DAVIS 2000

Facilities Construction & Project Planning Director

DEVIN FERGUSON 2006

Director, Alumni
B.S., Southwestern Assemblies of God University

VALERIE FITZWATER 2004

Director, Achievement Center
B.S., Southwestern Assemblies of God University

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Senior Director, Financial Aid
B.S., Southwestern Assemblies of God University

CALVIN FUNCHESS 2008

Assistant Dean of Students
M.A., California State University
B.A., Southwestern Assemblies of God University

CHAD GERMANY 2009

Director, World Missions
B.S., Southwestern Assemblies of God University

EUGENE HOLDER 1994

Director, Library Services
M.S., Southwestern Assemblies of God University
M.S., University of North Texas
B.S., Southwestern Assemblies of God University

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Senior Director, Business Services

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Director, University Marketing
M.B.A., Texas A & M
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LANCE MECHE 2004

Dean of Students
M.Div., Southwestern Assemblies of God University
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

MICHAEL MINTER 2003

Director, Security and Safety Services

TIM MYERS 2001

Director, Student Counseling
D.Min., Eastern Baptist Theological Seminary
M.Div., Texas Christian University
M.S., Southwestern Assemblies of God University
B.A., Southeastern Bible College

CRAIG RINAS, 2002

Senior Director, Development & Planned Giving
B.S., Southwestern Assemblies of God University

RUTH ROBERTS 2001

Director, Human Resources

BEVERLY ROBINSON 1998

Director, Career Services
M.S., Southwestern Assemblies of God University
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DAN SHONG 2006

Director, Student Development
M.A., Assemblies of God Theological Seminary
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GEORGE TAYLOR 2008

Director, DE Admissions & Promotions

M.A., Southwestern Assemblies of God University

B.S., Lee University

JANICE WHITAKER 1995

Director, Educator Certification

M.Ed., Southwestern Assemblies of God University

B.S., Southwestern Assemblies of God University

MARK WALKER 1998

Director, Campus Software

Emeritus

Barnes, James, Ed.D., Dean Emeritus, 1974-1992

Kendrick, Klaude K., Ph.D., Professor Emeritus, President, 1940-1955, 1960-1965, 1980-1983

N O T E S

