



HARRISON GRADUATE SCHOOL
CATALOG
2019-2020



HIGHER EDUCATION FOR A HIGHER PURPOSE

ACCREDITATION

Southwestern Assemblies of God University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate 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. SAGU'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
- American Society of Training and Development
- American Theological Library Association
- Amigos Library Services- Consortium Southwestern US
- Association for Christians in Student Development
- Association for Orientation, Transition, Retention in Higher Education
- Association of Business Administrators of Christian Colleges
- Association of Christian Librarians- Evangelical Library Consortium
- Associations of Christian Teachers and Schools
- Association of College and University Housing Officers- International
- Association of Higher Education Parent/Family Program Professionals
- Association of Texas Professional Educators
- College and University Personnel Association-Human Resources
- Consortium of State Organizations for Texas Teacher Education
- Council for Advancement and Support of Education
- Council for Christian Colleges and Universities Candidate Affiliate
- Council on Adult and Experiential Learning
- Education Deans of Independent Colleges and Universities of Texas
- Educause
- Ellis-Dallas County Teacher Advisory Council
- Florida League of Christian Schools
- Independent Colleges and Universities of Texas
- International Assembly for Collegiate Business Education
- International League of Christian Schools
- Metroplex Area Consortium of College Career Centers
- Music Teachers National Association
- 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 Independent Colleges and Universities
- National Association of Intercollegiate Athletics
- National Association of Student Personnel Administrators
- National Career Development Association
- National Christian College Athletic Association
- National Religious Broadcasters
- North American Coalition for Christian Admissions Professionals
- Online Computer Library Center- International Library Consortium
- Readings for the Blind and Dyslexic
- Sony Academic Alliance
- 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 Library Association
- Texas Library Consortium- State of Texas
- Texas Music Educators Association
- Texas Music Educators Conference
- The Conference Board

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.

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, disability, 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 2019

Financial Registration Opens.....	June 12
New Graduate Student Orientation.....	August 23
Graduate On Campus and Online Courses Begin.....	September 4
Graduate Comprehensive Exams.....	October 21-25
Last Day to Withdraw.....	November 13
Thanksgiving Break.....	November 27-December 1
All Courses End	December 13
Commencement	December 13

Spring Semester 2020

Financial Registration Opens.....	December 3
New Graduate Student Orientation.....	January 10
On Campus Night Classes Begin	January 13
On Campus Day and Online Courses Begin.....	January 14
Graduate Comprehensive Exams.....	March 2-6
Last Day to Withdraw.....	April 1
Final Exams.....	April 30-May 3
All Courses End.....	May 1
Commencement.....	May 1

Summer Semester 2020

Financial Registration Opens.....	April 21
Graduate Session 1 Begins.....	May 11
Online Courses Begin.....	May 11
Graduate Session 2 Begins.....	May 25
Memorial Day (Graduate classes meet).....	May 27
Graduate Session 3 Begins.....	June 8
Last day to Withdraw from Online Course.....	July 1
Independence Day - No Class.....	July 4
All Courses End.....	July 31

GENERAL INFORMATION

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 SAGU’s parent body, the General Council of the Assemblies of God.

Southwestern Assemblies of God University exists to equip students spiritually, academically, professionally, and cross-culturally for their God-given careers and callings.

STATEMENT OF FAITH

SAGU 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 (1 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.

UNIVERSITY STUDENT LEARNING OUTCOMES

Upon graduation from SAGU, students will be able to:

1. Integrate biblical principles of faith into their lives.
2. Demonstrate academic competence and in their respective fields of study.
3. Formulate a personal strategy for Christian service.
4. Engage in a global community with societal awareness, cross-cultural appreciation, and a biblical worldview

UNIVERSITY STANDARDS

SAGU 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 SAGU 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 were brought 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 1933.

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, owned and operated by seven districts of the Assemblies of God—Arkansas, Louisiana, New Mexico, North Texas, Oklahoma, South Texas and West Texas. The Mississippi District was added to the region in 1979.

The owning Districts officially changed the name to 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 and given regional accreditation at that time. In 1984, the School of Distance Education was established. In 1988, the Junior College and Bible College divisions were reunited as Southwestern Assemblies of God College and in 1989 regional accreditation was attained for the College.

During the 1990's the school experienced an unprecedented rate of student growth. In December 1994, the Board of Regents unanimously approved the name change to Southwestern Assemblies of God University, and authorized the development of the Thomas F. Harrison Graduate School to provide master's degree programs. 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 (SACSCOC), 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 Graduate School, 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 the graduate school, 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 H. 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. The graduate school now offers master's degrees through various formats to put higher education within reach of students: evening/weekend classes, distance courses, and specialized seminars. Beyond that, in 2015 SAGU was approved by regional accreditation as a Level V institution authorized to offer doctoral programs.

In the year 2018, Dr. Dennis Robinson assumed the position as Dean of the Harrison Graduate School. Dean Robinson has the vision of making disciple makers through every degree offered at the Harrison Graduate School.

In the spring of 2019, the first Doctor of Ministry student graduated from the Harrison Graduate School with great success..

CAMPUS AND FACILITIES

SAGU is located in the heart of the rich blacklands of North Texas in Waxahachie, the county seat of Ellis County (population circa 30,000). 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 76 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

The F. D. Davis Hall houses offices for Financial Aid, Student Billing, Registrar, Information Technology, Human Resources, Business Services, Academic Services, and adjunct faculty.

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

Ellis Archive Center

The Pearl Ellis Archive Center is located within the Nelson Memorial Library building. It contains a collection of SAGU memorabilia and documents the history of SAGU and the early Pentecostal movement in the south-central part of the country.

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 McCafferty Hall.

Foster Music Center

The 14,000 square foot E. R. Foster Center serves as the home for SAGU's Education Department. It contains classrooms, education lab, faculty and administrative 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.

Hagee Communication Center

This 80,000 square foot facility is home to the Music, Communication Arts and English Departments. It contains classrooms, faculty offices, performance centers, recording studios, digital media labs, music labs, screening room/preaching lab, practice rooms and broadcast facilities.

Harrison Graduate School

The Harrison Graduate School is a two-story structure that includes administrative offices to support the operations of the Graduate School, faculty offices and classrooms.

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 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 on-line databases; audio-visual study area; reserve shelves; leisure reading and current periodical area; periodical room; circulation area; bibliographic section; micro-graphic area; indexes and bound periodical area; archive section; classrooms and offices. The building also houses the Pearl Ellis Archive Center.

SAGU Athletic Complex

The SAGU Athletic Complex is located on the north edge of the campus. It contains varsity football practice facilities as well as practice and varsity playing fields for soccer, baseball and softball.

Sheaffer Center

The Sheaffer 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, locker rooms, and spectator seating for sporting events. Additionally, the Center houses classrooms, faculty offices, and the College of Bible and Church Ministries. It also contains the Hugh P. Jeter World Prayer Center and the Enrollment Center.

Sycamore Place

Sycamore Place is located across the street from the Administration Building. It houses the SAGU Christian Bookstore and the Assemblies of God Credit Union. The School of Distance Education and the University Testing Center are also located in the building.

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

SAGU is a residential university. Single students age 22 and under (not living with family members) are expected to live in a University-owned residence hall. Students age 23 or older must receive approval from the Residential Life Office in order to live on campus. Affordable facilities are available on campus for married students and graduate students on a first-come basis (Contact the Business Office for information).

STUDENT SERVICES

Attendance at SAGU 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. 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 capus body in these chapel services, either in person or on line.

Emphasis also is 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. 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

SAGU's primary objective is the training of individuals to enter worldwide Christian service. In keeping with this objective, Student Ministries complements academic training with essential practical training and opportunities for 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

SAGU 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. SAGU students must realize the importance of exemplifying Christian living both on campus and off campus.

With those from various backgrounds, it is necessary that each student become 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 Bylaws, 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 (I John 2:15,16)."

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, positions, 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 Corinthians 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 general welfare demands it.

GENERAL SERVICES AND POLICIES

Student Billing Office

The Student Billing Office serves the students of SAGU in all their financial matters. Students are encouraged to make use of these services.

1. Statements are sent to students monthly. Students can also access their accounts through their student portals.
2. Limited check cashing is available for students with whom the University has had good financial experience.
 - a) Check Cashing Policy: The Student Billing Office will receipt any check, moneyorder, 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.

SAGU Christian Bookstore

SAGU Christian Bookstore, located at Sycamore Place, carries a complete stock of textbooks and academic supplies. The bookstore is also the official carrier of SAGU insignia items, including apparel, mugs, decals and much more. Additionally, they have gift items, Christian books, Bibles, jewelry, snacks and various electronic items. Special orders are welcome.

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 Development

SAGU's Career Development Office, located in the Barnes Student Center, provides the resources and strategies for choosing a college major, developing career plans, creating a resume, finding internships and full-time jobs, connecting with alumni, developing graduate school plans, and making successful career transitions. Career Development provides year-round service to students as well as University alumni.

Student Counseling Services

SAGU sees each student not only from an academic perspective but rather holistically. 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
- Regular seminars that may contain topics such as Grief, Boundaries in Dating, and The Positive Side of Being Single,

and more.

- 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, day care facilities, and offices. Full- and part-time employment is available in nearby Dallas and Fort Worth for students whose financial responsibilities are heavy. There are limited part time and full time positions available at SAGU. The Career Development 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.

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. 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 SAGU.

- 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 there-under).
- 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 there with 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 Records” 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.

Student Complaints

The University regards general complaints with appropriate attention. The student body is regularly polled with respect to academics and student life. Faculty members, College Deans, and the Vice President for Academics are approachable concerning classroom and curricular matters. Student Congress executive officers regularly share student concerns with the Vice President for Student Development. Students are welcomed to visit with the Vice President for Student Development to make personal concerns known. Formal written complaints may be filed with the Vice President for Student Development.

Initiating and Processing a Complaint

Any student that wishes to log a complaint must first discuss it with the Dean of Students with the objective of resolving the matter informally. Should this informal discussion fail to satisfy the student, then a formal written complaint must be filed with the Vice President for Student Development. No complaint will be received in which the complainant refuses to commit to written record. All persons against whom a complaint has been filed will be notified of the allegations. A complaint may be withdrawn at any step without prejudice and cannot be reopened.

Procedure

Step 1: The complainant shall file a formal written complaint with the Vice President for Student Development, using the Student Complaint Form that can be acquired from the Student Development office, or on the SAGU website (www.sagu.edu/complaintform). This form should be filed no later than 10 days after the incident involved in the complaint.

Step 2: Upon the evaluation by the Vice President for Student Development, an investigation will be conducted. The investigation may include interviews of all parties involved in the complaint and the gathering of all available evidence. In the event that the matter involves academics, the complaint will be turned over to the Vice President for Academics for investigation.

Step 3: Once the matter has been investigated, the Vice President for Student Development will inform the complainant of the resolution. If the student is not satisfied with the resolution, the complaint shall be transmitted to the President. Whomever the President designates shall meet with the parties of interest. A response to the complaint shall be indicated in writing with a copy furnished to the complainant and the accused. This response will be considered as final.

In the event that a student believes he/she has been unfairly treated, or has issues with the University that cannot be resolved by the methods outlined above, he/she has the right to contact our accrediting agencies and/or various state and other governmental agencies (www.sagu.edu/complaintprocedure).

For students attending SAGU Valor in Griffin, Georgia, in the event your issues with the University cannot be resolved by the methods outlined above, you would contact the Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl. #220, Tucker, GA 30084-5334. The phone number is (770) 414-3300 and their website is www.gnpec.georgia.gov.

Athletics and Intramural Program

The purpose of athletics at SAGU 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 volleyball, women's softball, women's cross country and track, and women's soccer, men's baseball, men's basketball, football, men's cross country and track, 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.

SAGU also has an aggressive intramural program. This program is open to the entire campus (administration, faculty, staff, and students). Visit the Garrison Wellness Center for more information.

The student accident policy serves as a secondary policy for varsity athletes. 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: tank tops 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 ORGANIZATIONS AND MINISTRIES

Southwestern Missions Association

This missions-minded organization strives to extend the gospel of Christ at home and abroad by fostering a missionary spirit and promoting missions ministry. All students at SAGU are considered members of SMA. Graduate level students who live locally are welcome to participate in SMA ministries by serving on a team or running for a leadership position.

Local Outreach Ministries

This is a student led organization that is made up of different need-based ministries that work in local Waxahachie and Dallas to connect with people who do not know the love of God. Student involvement is voluntary and the ministries operate on a weekly basis along with special outreaches. The ministries consist of the following:

Arms of Refuge: This ministry partners with local AG U.S. Missionaries to reach refugees in the Dallas/Ft. Worth area.

Bridges Safe House: A safe house that specializes in helping women transitioning into working a job and finding a home for themselves.

Common Ground: An after school program that includes ministry, tutoring and mentoring children in Waxahachie.

Hope Mansion: A safe house specifically for pregnant mothers or new mothers.

Rooted: This ministry equips and discipless students who are interested in church planting. It connects them with resources, speakers, and churches to further their involvement and knowledge.

Street Hope: A weekly outreach to the homeless of downtown Dallas. Students prepare food, distribute clothing and lead a worship service for the homeless of Dallas in partnership with Cornerstone Baptist Church.

Publications

SDE News

The SDE News is a weekly email from the School of Distance Education designed to communicate with all students enrolled in online courses about important semester related dates, news, and developments.

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

FINANCIAL INFORMATION

FINANCIAL POLICIES

COSTS AND PAYMENT SCHEDULE

SAGU is a private, church-related university. The tuition and fees paid by students cover a percentage of the cost of operating SAGU. 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/admissions/tuition-and-fees. SAGU reserves the right to change the rates.

Deferred Payment Plan

Students are encouraged 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 multiple installments over the course of each semester, as shown in the chart below:

Semester Plan	Down Payment	First Payment	Second Payment	Third Payment	Fourth Payment	Fifth Payment	Sixth Payment
Fall 6	June 30	July 30	August 30	Sept. 30	Oct. 30	Nov. 30	Dec. 30
Fall 5	July 30	August 30	Sept. 30	Oct. 30	Nov. 30	Dec. 30	
Fall 4	Registration Day	Sept. 30	Oct. 30	Nov. 30	Dec. 30		
Spring 6	Dec. 30	Jan. 30	Feb. 28	March 30	April 30	May 30	June 30
Spring 5	Registration Day	Feb. 28	March 30	April 30	May 30	June 30	
Summer	Registration Day	June 15	July 15				

The downpayment for graduate students is 1/3 of the total semester charges. The remaining semester charges after the downpayment will be divided equally among the remaining 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 a scheduled payment is missed.

Student Account Classifications

Current: Any student making payments according to the payment schedule.

Past Due: Any student currently enrolled that is not making payments within the specified payment dates.

Delinquent: Any student that is no longer enrolled and has not made satisfactory payment arrangements with the Student Billing Office.

Delinquent Accounts Policy.

Students owing a balance for any semester at SAGU are able to select courses for future semesters, but will not be permitted to complete financial registration without paying the outstanding balance. Transcripts and diplomas are not issued until the balance is paid-in-full. If satisfactory arrangements are not made with the Student Billing Office, the account will be referred to a third-party collection agency. In this event, the student will be responsible for any associated collection fees and interest. Additionally, the account could be reported to one or more of the national credit bureaus.

REFUND POLICIES

Overpayment

Student accounts with overpayment due to financial aid will be refunded within 14 days after SAGU has received the financial aid from the vendor and it has been applied to the account.

Once an overpayment refund has been received, the student has 240 days to cash the check. If 240 days pass and the check has not been cashed, SAGU will return the funds to the appropriate vendor. For all refunds resulting from Title IV aid, the funds will be returned to the Department of Education. For all refunds resulting from non-Title IV aid, the funds will be sent to Texas Unclaimed Property.

WITHDRAWAL AND TERMINATIONS

Upon withdrawal or termination, all amounts due to SAGU are payable in full. No refund is given for fees. 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 is refundable based on the following schedule:

First and Second Week of Classes.....	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 housing and meal charges.

On-Campus Summer Sessions

The following schedule will be used to determine refunds to students that take on campus courses and that withdraw, terminate, or drop a class during the summer sessions:

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

After the fourth day of classes 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:

First and Second Week of Classes.....	100%
Third Week of Classes.....	75%
Fourth Week of Classes.....	50%
Fifth Week of Classes.....	25%

After the fifth week 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%

GEORGIA STUDENTS

The following policies pertain to all students partnering with SAGU Valor in Griffin, Georgia.

REFUND POLICIES

Georgia site students are classified as SAGU online students with a face-to-face teaching component and an online enhancement. Academic schedules for online students do not take into consideration holidays or breaks; therefore refund policies will be based upon the semester start dates as stated in the SAGU Academic Calendar.

Overpayment

Refunds of accounts with overpayment due to financial aid will be made within 14 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 SAGU are payable in full. SAGU does not charge any administrative fees for withdrawal from courses for Georgia site students. No refund is given for the Application Fee as stated in the catalog. 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, Spring and Summer Semester

Any student who withdraws/terminates or drops a class at the Georgia site during the fall, spring or summer semester will be refunded according to the following institution's refund policy.

Return of Institutional Grants and Scholarships

If an institutional grant or scholarship recipient from the Georgia site withdraws during 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%

Special Exceptions to Refund Policy

In the event of extenuating circumstances such as a student injury, prolonged illness or death, or circumstances deemed appropriate by the administration which prohibits completion of the course or program of study, the student may appeal the existing refund.

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. Students are required to apply for institutional aid prior to the end of late registration each semester. After the end of late registration, students cannot be awarded any additional institutional financial aid even if otherwise eligible.

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. Federal Pell Grants will prorate by the number of credit hours registered in on this day. 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).

Introduction

The law specifies how SAGU must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs offered at SAGU that are covered by this law are: Federal Pell Grants, Direct Subsidized and Unsubsidized Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), and Federal Perkins Loans.

Though your aid is posted to your account at the start of each semester, you earn the funds as you complete the semester. If you withdraw during the semester, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or SAGU or your parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by SAGU and/or you.

A return of Title IV (R2T4) funds calculation is performed when a student who is awarded federal funds withdraws from a semester of study. The Financial Aid Office uses software provided by the U.S. Department of Education to complete this calculation. The student's account statement and financial aid record is used in conjunction with this software.

Estimate of Aid Earned or Aid That May Need to be Returned

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the semester, you earn all the assistance that you were scheduled to receive for that semester. This means that if a student receiving federal Title IV aid withdraws after completing 60% of the semester, no Title IV funds will be returned. The student is considered to have earned 100% of the Title IV aid for the semester.

Here's an example of how you can estimate the percentage of Title IV aid that you have earned in a semester (enrollment period).

$$\frac{\text{Enrolled Days}}{\text{Days in the Enrollment Period}} = \% \text{ of Title IV Earned By Student}$$

You can also compute a rough estimate of the amount that you may be required to repay prior to withdrawing by using the U.S. Department of Education's Treatment of Title IV Funds When A Student Withdraws form.

Unofficial Withdrawals and Earning All Non-Passing Grades

If you fail to earn a passing grade in at least one of your courses (i.e. all F's, NC's, all I's or a combination of non-passing grades) during a semester, you are considered to have, for purposes of federal Title IV funds, unofficially withdrawn from the University. As a result, a federal withdrawal calculation must be performed to determine the amount of Title IV funds that you must repay. The only exception is when SAGU can document (within 30 days of the end of the semester) that you should not have been considered unofficially withdrawn. For example, that you were academically engaged after the 60% point of the semester or that you did not meet the requirements for administrative withdrawal in an online course.

Once semester grades post, and if you fail to earn a passing grade in at least one of your courses, SAGU will perform the federal withdrawal (Return of Title IV) calculation.

Post-Withdrawal Disbursement

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, SAGU must get your permission before we can disburse them. We will contact you via LionMail (SAGU email) to offer you a post-withdrawal loan disbursement. Therefore, it is important that you continue to check your LionMail even after withdrawing from a semester. You may choose to decline some or all of the loan funds so that you don't incur additional debt. SAGU may automatically use all or a portion of our post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). SAGU needs your permission to use the post-withdrawal grant disbursement for all other school charges, and this permission is received each semester by each student when you approve your bill and agree to the terms and conditions of registration in your mySAGU student portal.

There are some Title IV funds that you may have been scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, a student that was awarded federal loans but has not accepted the loans in the mySAGU student portal or completed the required MPN or loan entrance counseling cannot receive a post-withdrawal disbursement of loan funds.

Returning Title IV Funds

If you receive (or SAGU or your parent receives on your behalf) excess Title IV program funds that must be returned, SAGU must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

SAGU must return this amount even if we didn't keep this amount of your Title IV program funds. If SAGU is not required to return all of the excess funds, you must return the remaining amount.

Any loan funds that you must return, you (or your parent for a Direct PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Overpayments

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with SAGU or the Department of Education to return any unearned grant funds.

Non-Attendance

If you are a Pell Grant, Iraq-Afghanistan Service Grant (IASG) or TEACH Grant recipient, federal regulations require you to have begun attending the courses for which you are enrolled and receiving these grants. If on the final roll sheet distributed to instructors to confirm attendance your instructor indicates that you are not attending a course, you are assumed not to have begun attendance for that course. Your grant will then be adjusted or cancelled based on the courses you have actually begun attending.

If you fail to begin attendance in all of the courses for which you are registered, you will have failed to establish eligibility for financial aid. In this situation, you will be required to repay all of the financial aid that you have received.

Last Date of Attendance Determination for Programs That Take Attendance

For programs that take attendance (undergraduate on campus courses), the Financial Aid Office uses the student's last date of attendance in calculating whether or not Title IV funds have to be returned to Federal Student Aid. These attendance records are received through Blackboard or instructor records. Additionally, other academic records in Blackboard may be used to help determine the last date of attendance, such as when a student submitted an assignment or completed an assessment in Blackboard.

Last Date of Attendance Determination for Programs That Do Not Take Attendance

For programs that do not take attendance (distance education and graduate on campus courses), the Financial Aid Office uses the withdrawal date in calculating whether or not Title IV funds have to be returned to Federal Student Aid. When a student in a program that does not take attendance is administratively withdrawn or when a student unofficially withdraws, the Financial Aid Office will use the midpoint of the semester in calculating whether or not funds have to be returned to Federal Student Aid, unless SAGU can show documentation of the student's last academically related activity.

Federal vs. Institutional Refund Policy

The requirements for federal Title IV program funds when you withdraw are separate from any refund policy that SAGU has regarding institutional grants and scholarships or other non-federal financial aid. Therefore, **federal funds may not cover all unpaid institutional charges due to a student's withdrawal, and you may still owe funds to SAGU to cover any unpaid institutional charges.** SAGU may also charge you for any Title IV program funds that we were required to return. When you approved your bill for the semester, you were emailed a copy of SAGU's return policy to your LionMail account. If you do not have access to this or are not familiar with SAGU's refund policy, you should contact the Student Billing Office at StudentBilling@sagu.edu or (972)825-4645 to ask for a copy.

Withdrawal Requirements and Procedures

You may contact the Registrar's Office at registrar@sagu.edu or (972)825-4640 so that they can provide you with the requirements and procedures for officially withdrawing from school.

When considering withdrawing from the University, students are encouraged to contact the Financial Aid Office first to see how the withdrawal could affect their aid. The Financial Aid Office will assist the student in making an informed decision. Students can contact Financial Aid at financialaid@sagu.edu or by calling (972)825-4730.

Requirements and Deadlines for R2T4 Calculations and Return of Title IV Aid

The following list outlines the requirements and deadlines for the return of Title IV funds:

- Determining withdrawal date: 30 days after the end of earlier of the following: (1) Semester (payment or enrollment period), (2) Academic year in which the student withdrew, or (3) Educational program from which student withdrew.
- Return of unearned Title IV funds: No later than 45 days after the date SAGU determined the student withdrew.
- Post-withdrawal disbursement to student's account: No later than 180 days after the date SAGU determined the student withdrew.
- Written notification providing the student (or parent) the opportunity to accept all or part of a post-withdrawal disbursement of Title IV loan funds to the student's account: Within 30 days of SAGU's determination that the student withdrew.
- Written notification of student's eligibility for a post-withdrawal disbursement of Title IV loan funds in excess of outstanding current (educationally related) charges: Within 30 days of SAGU's determination that the student withdrew.
- Post-withdrawal disbursement to student for earned Title IV funds in excess of outstanding current (educationally related) charges: From the date SAGU determined the student withdrew, (1) no later than 180 days for loans, and (2) no later than 45 days for grants.
- Notification to student of grant overpayment: Within 30 days of the date SAGU determined that the student withdrew.
- Referral of student to Debt Resolution Services: As soon as possible.
- Student (or parent) deadline to submit response instructing SAGU to make a post-withdrawal disbursement: Deadline is given in writing when SAGU makes the offer of a post-withdrawal disbursement.
- Notification to student (or parent) of outcome of late request for a post-withdrawal disbursement to student: As soon as possible.
- Student's deadline to return any unearned Title IV funds: (1) For loans, according to the terms of the loan, and (2) for grants, within 45 days of the date SAGU sent or was required to send notice (whichever is earlier)

Additional Questions

If you have questions about your Title IV program funds, you can contact the Financial Aid Office at financialaid@sagu.edu

or (972)825-4730. You may also call the Federal Student Aid Information Center at (800)4-FEDAID [(800)433-3243]. TTY users may call (800)730-8913. Information is also available on Student Aid on the web at www.studentaid.ed.gov.

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(3)]. 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 continue to receive financial aid. Students who do not meet this minimum CGPA requirement will be placed on Financial Aid Suspension.

Quantitative Progress Measurement: 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 to complete all graduate degrees is six (6) years from the first day of the first course in a program.

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. While on suspension, students 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 were 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 SCHOLARSHIPS AND GRANTS

SAGU 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 or contact the Financial Aid Office.

DONOR SCHOLARSHIPS

Donor Scholarships are awarded annually. Applications are made available by the Advancement Office through students' MySAGU Student Portal during the month of January. Scholarships are awarded in April at the Donor Scholarship Luncheon. Recipients are selected by the Scholarship Committee, which is comprised of faculty and staff chosen from the different areas of the University.

Anabel Manley Scholarship Endowment: This scholarship was created to honor the life and ministry services of the late Anabel Manley.

Andrea McKnight Memorial Scholarship: This scholarship is given by Rev. Irby McKnight, Vice President of University Advancement, in memory of Andrea McKnight, who passed away in 2005.

Assemblies of God Credit Union Scholarship: This scholarship is made possible by the Assemblies of God Credit Union. AGCU is proud to be a part of the campus family and gladly supports SAGU students and programs.

Charles V. and Norma Davis Alumni Association Scholarship: This scholarship is provided by an endowment from the SAGU Alumni Association.

Christian Fidelity Foundation Scholarship: The Christian Fidelity Foundation has a number of Donor Advised Funds provided by C. Lawrence and Alletha M. Barnett from which the scholarship grants are made annually.

Culbreth Family - Arkansas 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.

Daina Ruth Davis - West Texas Scholarship: This scholarship is made possible through an endowment in the memory of Daina Ruth Davis, and by the West Texas District.

David Bush Memorial Scholarship: This scholarship is given in memory of a wonderful alumni, employee, and friend of SAGU.

Dr. J. Paul and Mary Savell Scholarship: This scholarship is in memory of former SAGU president and first lady, Dr. J. Paul and Mary Savell, and to honor their leadership and love for the University and its students.

Dr. John and Pastor Leora Wagliardo Scholarship: This scholarship is given by Dr. John and Pastor Leora Wagliardo as an extension of their support for SAGU and its fine students.

Dr. Mary Jackson Doctoral Degree Scholarship: A beloved former member of the SAGU faculty, Dr. Jackson is giving this scholarship in support of the doctoral programs of our Harrison Graduate School.

Dr. Robert and Elizabeth Harden Scholarship: This scholarship is being given by the Harden family in their ongoing support of students at SAGU's Harrison Graduate School.

Dr. Robert R. Bayless Scholarship: This scholarship is given in honor of a 1947 alumnus, Dr. Robert Bayless.

Dr. Thomas F. and Louise K. Harrison Scholarship: This scholarship was made possible by an endowment provided by Dr. and Mrs. Thomas F. Harrison, who dedicated many years of their lives as professors at SAGU.

Earl L. Ayres Scholarship: This scholarship is given to honor the memory of Earl L. Ayres.

Edward and Isabelle Haupt Scholarship: With a heart for the future of missions, this scholarship was established to honor

the lives and ministries of Edward and Isabelle Haupt.

Elaine Godwin Memorial Scholarship: This scholarship was created to honor the memory of Elaine Godwin, a long-time resident of Oklahoma.

Eleanor R. Guynes Scholarship: This scholarship was created by Dr. Delmer and Eleanor Guynes, and is perpetuated to honor the memory of the cherished former first lady of SAGU.

Fannie Brown Memorial Scholarship: This scholarship was created in memory of SAGU alumna Fannie Brown.

George and Anna Brazell Scholarship: This scholarship is provided from an endowment fund honoring the Brazells for their many years of dedicated work and service to SAGU.

George and Jessie Kappaz Scholarship: This scholarship is provided by an endowment from George and Jessie Kappaz.

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.

Guy Shields Scholarship: This scholarship was created to honor Guy Shields, the founder of Shield of Faith Bible Institute.

H.A. Brummett Scholarship: H.A. Brummett was the President of SAGU from 1978 to 1982. This scholarship was created to honor his tremendous contribution of leadership to the University.

Harold and Mary Maxine Gookin Scholarship: This scholarship is provided by Harold and Mary Gookin. Harold was an ordained AG 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 SAGU.

Hills Memorial Scholarship: This scholarship is made possible by the contributions to the Hills Memorial Scholarship fund.

J.R. and Carmen Goodwin Scholarship: This scholarship is given to honor J.R. and Carmen Goodwin.

Jamie Norton Lund Scholarship: This scholarship is in memory of Jamie Norton Lund who was pivotal in the inception of TESOL training (Teaching English to Speakers of Other Languages) at SAGU. Her ability to see education as an open door for sharing the gospel in other countries has broadened the scope of missions for the students of SAGU.

Jerrold and Cheryl Young Scholarship: This scholarship is given to support the future ministries of SAGU students.

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.

Kirkwood Pioneer Fund Scholarship: This scholarship is given to honor the spirit of pioneering in ministry held by the Kirkwoods.

Klaude and Mable Kendrick Scholarship: This scholarship is made possible by Klaude and Mable Kendrick. SAGU honors the memory of its former president, Klaude Kendrick, for his leadership and love for the University.

L. W. Diesman and Dorothy Rook Scholarship: This scholarship is in loving memory of Mr. Diesman and his sister, Dorothy Rook.

Luther and Juanita Dulaney Scholarship: This scholarship is made possible by the endowment provided by the contributors of the Luther and Juanita Dulaney scholarship.

Luther O. and Betty J. Foster Scholarship: This scholarship is provided by long-time friends of SAGU, Luther O. and Betty J. Foster.

M.E. Collins Scholarship: This scholarship was made possible by the contributors to the endowment honoring former SAGU president M.E. Collins.

Marie (Watkins) Edwards Scholarship: This scholarship is provided in the memory of Marie Watkins Edwards, whose love for God and education will live on in the lives of those who will be helped financially as they train to make a difference for good.

Melissa Asbill Memorial Scholarship: This scholarship is awarded annually by Mr. and Mrs. David Block in memory of their daughter, Melissa - a former SAGU student.

Mississippi District Scholarship: This scholarship is made possible by the Mississippi District Council.

North Texas District Council Scholarship: This scholarship is made possible by the North Texas District Council.

Oklahoma District Council Scholarship: This scholarship is provided by the Oklahoma District Council of the Assemblies of God.

Pauline Wheeler Harden Scholarship: This scholarship is made possible by Dr. Robert and Liz Harden and their family. It is given in honor of Dr. Harden's mother, Pauline Wheeler Harden, because of her love for SAGU and its students.

Phipps Family Scholarship: This scholarship was established by SAGU Vice President of Student Development.

Raymond T. Richey Scholarship: This scholarship was created to honor Raymond T. Richey, former president of Southern Bible Institute.

Rev. 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 for many years at SAGU.

Rev. E.R. Foster Memorial Scholarship: This scholarship was made possible in 1987 by Rev. Robert G. Slaton and the congregation of San Jacinto Assembly of God in Amarillo, TX, to honor the memory of Emmitt Ralph Foster, Jr.

Robert and Brenda Hogan Scholarship: This scholarship is given to honor the pastoral leadership and legacy of Robert and Brenda Hogan.

Summit Industrial Coatings Inc. Scholarship: This scholarship is given by friends of SAGU, Bill and Iris Holland.

Terry Bryan Scholarship: This scholarship was created to honor the memory of Terry Bryan - outstanding coach and player of the SAGU Lions' Basketball team.

Vic and Naomi Schober Scholarship: This scholarship was created in honor of Vic and Naomi Schober.

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.

William and Ruth McCann Scholarship: This scholarship is given to honor the memory of William and Ruth McCann.

Young Alumni Scholarship: This scholarship is being given to promote the support and involvement of future generations of SAGU Alumni.

FEDERAL LOAN PROGRAM

Graduate students who are enrolled at least half time may be eligible for a Federal Unsubsidized Stafford Loan. Students must file a Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. The initial annual Stafford Loan limit is \$20,500.

ACADEMIC INFORMATION

ADMISSIONS

Religious Experience

All applicants admitted for studies at SAGU 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 Graduate School requires a student to:

1. Complete an online application for admissions on the SAGU website.
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. The degrees of Clinical Mental Health Counseling, Clinical Psychology, Human Services, and History require successful completion of the Verbal and Analytical Writing portions of the GRE with minimum scores of 150 and 3.5 respectively.
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 SAGU.

Mandatory Vaccinations

Effective January 1, 2012, the Texas Legislature passed new regulations (with limited exceptions) that affect all students planning to take classes on the SAGU campus. Please read the following very carefully:

Meningitis Vaccination (state requirement):

- All new or transfer SAGU students wishing to take classes on the SAGU campus must have received the **Meningitis vaccine** within the last 5 years.
- SAGU students who do not attend during a fall or spring semester but wish to return to classes must also receive the Meningitis vaccine.
- Regardless of program (on campus or distance education, undergraduate or graduate), students wishing to take on campus classes must receive the Meningitis vaccine.
- You are strongly encouraged to receive the vaccine as soon as possible at your local clinic or doctor's office. You must receive the vaccine **ten (10) days prior** to beginning classes and/or moving into SAGU housing.
- **Students 22 years of age or older, or students only taking online classes (no on campus classes) are NOT required to receive the Meningitis vaccine.**

The influenza vaccine is also strongly recommended for all students.

Early Admission Program

SAGU 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 SAGU'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 2/3 of the graduate credits required for a degree 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. Southwestern only transfers credit to meet course requirements for graduation. With the exception of transient courses, grades received at other institutions are not entered on Southwestern transcripts and do not count toward the student's GPA. Transient courses - courses taken by continuing SAGU students - will still have grades recorded on the SAGU transcript.

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

Second Masters' Program

SAGU graduate students who have already completed a master's program at SAGU are permitted to apply with HGS for a second master's degree of the same type (i.e., MA to MA or MS to MS) provided that there is a minimum of 18 credit hours of difference between the two programs.

However, if the second program is too closely related to the first program (i.e., the two programs have more than 18 credit hours of overlapping courses) only 18 credit hours of overlapping courses may be used toward the second program.

- Eighteen (18) hours of credit from a previously earned SAGU Master of Arts degree for a 36-hour Master of Arts;
- Fifteen (15) hours of credit from a Master of Science degree earned at SAGU for a 36-hour Master of Science.

Certain programs are eligible for additional credit hour sharing due to the length of the programs.

- Twenty-seven (27) hours of credit from the Master of Science in Human Services degree earned at SAGU for the current 63-hour Master of Science in Clinical Psychology or 60-hour Master of Science in Clinical Mental Health Counseling.

Students may apply for the second master's program with the Harrison Graduate School. These applications must be approved prior to enrollment because authorization is not automatic.

This policy should not be construed as subverting any graduation requirement nor as a substitution for any curricular requirement.

Department Chairs and Program Coordinators

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

Graduate Distance Education

SAGU 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 online courses. SAGU also makes all of its educational resources and student services available to every Distance Education student.

All students will complete a required first semester orientation which will introduce them to the processes at SAGU and provide appropriate academic and financial counseling. During the orientation, students will complete the initial semester registration process.

Each semester thereafter, Distance Education students will complete online course selection and registration on their own.

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

National Council for State Authorization Reciprocity Agreement (NC-SARA)

SAGU is an institutional participant in the SARA initiative which is a voluntary, regional approach to state oversight of distance education. As a participating institution students living in other states are able to enjoy expanded access to educational offerings at SAGU and the University is committed to continually enhance the overall quality of our distance education program.

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.

Admission of Former SAGU Students

Former students* seeking to re-enroll must:

1. Submit a new application form.
2. Submit an updated minister's reference form.
3. Submit official college transcripts if other colleges were attended during absence from SAGU.

**Former students are defined as students who have not attended SAGU for one year or more.*

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 GraduateAdmissions@sagu.edu.

Admission of International Students

SAGU 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 SAGU.

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 SAGU. 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 SAGU and are not 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 SAGU.

I-20 Issuance

When all admissions information is complete, the records are 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 SAGU 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.

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 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 Development Exit Questionnaire
- Library Survey
- Others surveys/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:

Master of Science in Behavioral Sciences

Full-time Student: 9 hours or more
Half-time Student: 6-8 hours
Less than Half-time: Less than 6 hours

Master of Education

Full-time Student: 9 hours or more
Half-time Student: 6-8 hours
Less than Half-time: Less than 6 hours

Master of Arts in History

Full-time Student: 9 hours or more
Half-time Student: 6-8 hours
Less than Half-time: Less than 6 hours

Master of Arts in Organizational Leadership

Full-time Student: 6 hours or more
Half-time Student: 3-5 hours
Less than Half-time: Less than 3 hours

Master of Arts in Theological Studies

Full-time Student: 9 hours or more
Half-time Student: 6-8 hours
Less than Half-time: Less than 6 hours

Master of Business Administration

Full-time Student: 6 hours or more
Half-time Student: 3-5 hours
Less than Half-time: Less than 3 hours

Master of Divinity

Full-time Student: 9 hours or more
Half-time Student: 6-8 hours
Less than Half-time: Less than 6 hours

Doctor of Ministry

Full-time Student: 6 hours or more
Half-time Student: 3-5 hours
Less than Half-time: Less than 3 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
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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	
IP	In Progress (Doctoral project dissertation only)	
W	Withdrawn	
MW	Withdrawn-Military Deployment	

Audit Courses

Course audit is an option for students who want to gain more knowledge on a subject, but do not need the course for their degree. Audits are only intended to give students a theoretical basis in a subject area and not intended for mastery of a subject. Therefore, students auditing a course only receive a grade of AU and are not required to complete the assignments or participate in class discussions.

Course audits are not available via online. Additionally, students may not audit courses that are skill-based such as applied music courses, physical education courses, lab courses, internship/practicums, or computer skills courses.

Students who wish to audit a course must request to do so through the Registrar's Office during late registration. Audits are subject to seat availability. Further policies and procedures are available in the Registrar's Office. There is a fee associated with auditing a course which is due in full at the time of registration.

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 six hours. The student must also repeat the course at SAGU in which a low grade was earned in order to receive the degree.
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.

Academic Accommodations

Individuals who have physical and/or mental disabilities and have been accepted to the graduate school can contact the Associate Director of the Learning Centers and Academic Accommodations in the Learning Centers. Further information will be provided by the staff about how to request support with academic accommodations. (Contact: Phone - 972-825-4841; Email - AcademicAccommodations@sagu.edu.)

NOTICE OF NONDISCRIMINATORY POLICY RELATED TO STUDENTS WITH DISABILITIES: Southwestern Assemblies of God University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990), the ADA Amendments Act of 2008, and by Section 504 of the Rehabilitation Act of 1973.

The Associate Director of the Learning Centers and Academic Accommodations, located in the Learning Centers housed in the Davis Building, collaborates with SAGU students, staff, and faculty to provide equal access to educational programs and safeguards against discrimination for qualified students with disabilities.

Course Repetition

Any course taken in residence at SAGU may be repeated in residence at SAGU 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 SAGU **MUST** be repeated at SAGU.

In order to maintain the minimum GPA to graduate, courses in which a grade of “C” or less were received may be repeated. 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 new graduate students are **required** to attend a Graduate Orientation their first semester of graduate studies. No stu-

dent will be allowed to begin classes without attending the graduate orientation. An online orientation is available only to those students who have exceptional circumstances. It is extremely important that students be able to connect with other students as well as the graduate faculty and staff. SAGU'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 Blackboard by the date designated in the academic calendar. (The School of Distance Education or the Registrar's office may be contacted for more information or the official due date.) Each instructor of an 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 instructor.

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 instructor, 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 an online 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 Blackboard by the date designated in the academic calendar.

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 instructors. 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. The Graduate School only confers degrees in the Fall and Spring semesters. Anyone completing degree requirements in the Summer would graduate in the following Fall.
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 1/3 of credits at SAGU. (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, those courses in which a grade of "C" or less were received may be repeated. 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 if it is required for their 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 Development.
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 designed to further develop the research and communication skills of students who are pursuing fields with an emphasis on theory and historical perspectives such as humanities.
- The **Master of Business Administration** is designed to give students an in-depth education of major business concepts at the graduate level.
- The **Master of Divinity** degree provides graduate-level practical theological and ministerial training.
- The **Master of Education** degree is designed to provide students with expanded knowledge and pedagogical skills in the field of education.
- The **Master of Science** degree is designed to provide students the advanced knowledge and skills to perform research and practice in applied fields.

Doctoral Degree

- The **Doctor of Ministry** degree is a practical ministry degree awarded to students who are seeking in-depth knowledge in ministry disciplines.

GRADUATE PROGRAMS

The purpose of the Harrison Graduate School 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 include Master's degrees in the disciplines of Biblical/Theological Studies, Business, Behavioral Sciences, Education, History, Organizational Leadership, and Practical Theology. Programs also include a Doctor of Ministry degree. 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, Master of Organizational Leadership, Master of Business Administration, Master of Divinity, or Doctor of Ministry. 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 Graduate School offers the following Degrees and Specializations:

Behavioral Sciences

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

Biblical/Theological Studies

- Bible and Theology

Education

- Curriculum and Instruction
- Educational Leadership
- School Counseling

History

- Education
- Thesis
- Non-Thesis

Master of Arts in Organizational Leadership (multi-disciplinary)

Master of Business Administration

Master of Divinity

Practical Theology

- Children and Family
- Intercultural Studies
- Practical Theology

Doctor of Ministry

BIBLICAL/THEOLOGICAL STUDIES

The Master's degrees in Biblical/Theological Studies prepare students spiritually, academically, professionally, and cross culturally in areas of biblical studies, theological understanding, and practical ministry.

Program Entrance Requirements

To be accepted into these programs, 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 Graduate School.

Thesis Option

A "Thesis Option" is provided for each of the programs in this area. This option is especially designed for and usually limited to students who plan to continue their graduate work in a Ph.D. doctoral program after completing their M.A.

In this option, the student takes two 3-hour courses of Thesis in the Elective Component of the degree plan. These two courses must be taken in two consecutive regular semesters (Fall-Spring or Spring-Fall, not available in Summer). This option must be approved by the Department Chair during the semester prior to the student's first semester of thesis.

Graduation Requirement

Students must apply for graduation and have a cumulative Grade Point Average of no less than 3.0. 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 School Office and Registrar's Office for more information.

The Bible and Theology program prepares students in areas of biblical knowledge, theological understanding, and ministry application.

Student Learning Outcomes

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

1. demonstrate knowledge of the content and themes of the Old and New Testaments in their historical and cultural contexts.
2. analyze, interpret, and apply Scripture while employing responsible hermeneutical principles.
3. appraise the historical and theological development of the Christian faith.
4. demonstrate advanced research and writing methodologies, and develop an awareness of important bibliographic sources.

Thesis Option

Thesis option is especially designed for and usually limited to students who plan to continue their graduate work in a Ph.D. doctoral program after completing their MA. In this option, the student takes two 3-hour courses of Thesis in the Elective Component of the degree plan. These two courses must be taken in two consecutive regular semesters (Fall-Spring or Spring-Fall, not available in Summer). This option must be approved by the Department of Bible and Theology during the semester prior to the student's first semester of thesis.

1. Students who took THE 2333 Pentecostal Doctrine and History or its equivalent may substitute THE 5133 Doctrines of the Pentecostal Movement and take any THE elective course.
2. Students who took both REL 1153 New Testament Literature and REL 1163 Old Testament Literature or their equivalents may substitute BIB 5133 Biblical Backgrounds for another BIB elective.
3. Students who took BIB 3483 Hermeneutics may substitute BIB 5123 Biblical Hermeneutics for another BIB elective.
4. Students who took THE 3123 Systematic Theology I and THE 3133 Systematic Theology II or their equivalents may substitute other THE electives.

Bible and Theology

RESEARCH COMPONENT: 3 hours

THE 5113 Research Literature and Technology

BIBLICAL COMPONENT: 12 hours

BIB 5123 Biblical Hermeneutics

BIB 5133 Biblical Backgrounds

6 graduate hours of electives from BIB courses

THEOLOGICAL COMPONENT: 12 hours

THE 5133 Doctrines of the Pentecostal Movement

THE 5413 Systematic Theology I

THE 5423 Systematic Theology II

3 graduate hours of electives from THE courses

ELECTIVES COMPONENT: 9 hours

Non-Thesis Option:

9 graduate hours of electives from BIB/CFM/ICS/PTH/THE and/or COU/EDU/PSY

Thesis Option:

BIB/THE 5953 Thesis I

BIB/THE 5963 Thesis II

3 graduate hours of electives from BIB/CFM/ICS/PTH/THE and/or COU/EDU/PSY

TOTAL PROGRAM REQUIREMENTS 36 HOURS

MASTER OF DIVINITY

The SAGU Master of Divinity is a comprehensive program that prepares students for effective ministry in a variety of settings and post-graduate work. Students interact with faculty who are scholars in their disciplines and practitioners in the church. The degree prepares students to serve as a pastor, teacher, evangelist, missionary, church planter, chaplain, or other leadership roles. The degree serves as the entrance requirement for many doctoral programs. The SAGU Master of Divinity offers eight possible concentrations in the areas of Biblical Languages, Biblical Studies, Chaplaincy, Counseling, Family Ministries, Intercultural Studies, Practical Theology, and Theological Studies.

Student Learning Outcomes

Upon completion of the Master of Divinity, the student will be able to:

1. Interpret the Scriptures in their historical and cultural contexts, implementing sound hermeneutical principles and application.
2. Explain orthodox Christian theology, including Pentecostal distinctives.
3. Articulate a Christian worldview and engage other ideologies.
4. Preach biblical sermons that are faithful to the text and sensitive to audience need.
5. Demonstrate skills appropriate for church leadership in a variety of settings.
6. Apply effective intervention and referral procedures based upon sound pastoral counseling knowledge and practice.

Thesis Option

Thesis option is especially designed for and usually limited to students who plan to continue their graduate work in a Ph.D. doctoral program after completing their MA. In this option, the student takes two 3-hour courses of Thesis in the Elective Component of the degree plan. These two courses must be taken in two consecutive regular semesters (Fall-Spring or Spring-Fall, not available in Summer). This option must be approved by the Department of Bible and Theology during the semester prior to the student's first semester of thesis.

Specializations

A specialization refers to a specific field of study beyond the major and consists of a minimum of 9 hours for a graduate degree.

Graduation Requirement

Students must apply for graduation and have a cumulative Grade Point Average of at least 3.0. 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 School Office and Registrar's Office for more information.

Master of Divinity

REQUIRED COURSES for MAJOR 60 HOURS

Bible: 15 hours

BIB 5123 Biblical Hermeneutics
BIB 5133 Biblical Backgrounds
9 hours of Bible electives

Counseling: 6 hours

COU 5413 Marriage and Family Counseling
COU 5423 Crisis Intervention

Intercultural Studies: 6 hours

ICS 5223 Religion in Contemporary World Society
ICS 5473 Ministering Within Cultural Diversity

Practical Theology: 12 hours

PTH 5213 Church Administration
PTH 5323 Leadership in Ministry
PTH 5513 Pastoral Care
PTH 5823 Preaching with Purpose

Theology: 15 hours

THE 5133 Doctrines of the Pentecostal Movement
THE 5413 Systematic Theology I
THE 5423 Systematic Theology II
Six hours of Theology electives

Practicum: 3 hours

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

RESEARCH COMPONENT: 3 hours

THE 5113 Research Literature and Technology

ELECTIVE COMPONENT: 12 hours

Non-Thesis Option:

12 hours from BIB/CFM/COU/EDU/ICS/PTH/THE
Concentrations are available when students select 12 hours in one area.
COU and EDU hours must be approved by the respective Department Chair.

Thesis Option: Thesis is reserved for students planning to pursue a Ph.D.

BIB/THE 5953 Thesis I
BIB/THE 5963 Thesis II
6 hours from BIB/CFM/COU/EDU/ICS/PTH/THE
COU and EDU hours must be approved by the respective Department Chair.

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

TOTAL PROGRAM REQUIREMENTS 72 HOURS

Specialization Options

Biblical Languages: 12 Hours

GRK 5713 Introduction to Biblical Greek I
GRK 5723 Introduction to Biblical Greek II
HEB 5113 Introduction to Biblical Hebrew I
HEB 5123 Introduction to Biblical Hebrew II

Biblical Studies: 12 Hours

BIB 5953 Thesis I
BIB 5963 Thesis II
Six hours from any BIB/GRK/HEB or THE 5313 Biblical Theology: New Testament and
BIB 5323 Biblical Theology: Old Testament

Counseling: 12 Hours

COU 5153 Professional Orientation, Ethical and Legal Issues
COU 5243 Methods and Techniques in Counseling
PSY 5143 Integrative Issues in the Behavioral Sciences
PSY 5173 Human Growth and Life Span Development

Chaplaincy: 12 Hours

HIS 5193 Ages of Faith
LDR 5253 Spiritual Formation
LDR 5313 Strategic Thinking, Planning, and Organizational Change
PTH 4623 Practical Theological Issues in Ministry

Intercultural Studies: 12 Hours

ICS 5153 Post Secondary Teaching
ICS 5163 Administrative Leadership in a Missions Context
ICS 5213 Spiritual Dynamic in Ministry Today
ICS 5323 Perspectives in Cross Cultural Missions

Family Ministries: 12 Hours

CFM 5153 Creative Methods for Communicating with Children
CFM 5213 Issues in Childhood and Family Life
CFM 5223 Spiritual Formation of Children
CFM 5233 Family Life and Parenting

Pastoral Theology: 12 Hours

CFM 5233 Family Life and Parenting
PTH 5483 Nurture Ministries of the Church
PTH 5623 Practical Theological Issues in Ministry
PTH 5633 Persuasive Preaching in Contemporary Issues

Theological Studies: 12 Hours

THE 5953 Thesis I
THE 5963 Thesis II
Six hours of THE electives

TOTAL PROGRAM REQUIREMENTS 72 HOURS

BUSINESS ADMINISTRATION

The purpose of the MBA is to prepare students for successful and rewarding careers in a diverse, global business environment in which “intrapreneurial” cultures must be the norm and organizational complexity is a way of life. Additionally, the MBA program will prepare those students who have the vision to pursue entrepreneurial pursuits, as well as integrate their business expertise into the non-profit and/or ministry setting. SAGU Business faculty and staff members work closely with students to equip them with business knowledge, highest level of critical thinking/decision-making skills, and social connectedness aptitude that are essential strengths for future employment and leadership opportunities.

Student Learning Outcomes

Upon completion of this program:

1. Students will analyze business situations and make ethical management decisions regarding evaluation, selection, and implementation of various alternatives.
2. Students will evaluate business decisions utilizing ethical principles, personal and organizational values, and socially responsible management practices, utilizing a Christian worldview.
3. Students evaluate global aspects of business and develop the skills necessary to take advantage of international opportunities.
4. Students will demonstrate advanced oral and written communication skill.
5. Students will illustrate mastery of concepts, terminology, and approaches in the major areas of management and related decision-making technologies.

Program Entrance Requirements

The following prerequisites must be met for admittance into the Masters of Business Administration curriculum:

1. The student must hold a regionally or professionally accredited undergraduate degree in Business, Accounting, Marketing, or a related area.
2. Students not having met the aforementioned requirement must successfully complete the following undergraduate Business courses:
 - ACC 2213 Principles of Financial Accounting
 - BUS 3413 Statistic
 - MGT 2313 Principles of Management
 - MKT 2323 Principles of Marketing

Course Rotation

The courses for the MBA degree are offered on a strict rotation. Course substitutions must be approved by the Program Coordinator and/or Department Chair.

Master of Business Administration

PROFESSIONAL COMPONENT: 27 hours

BUS 5133 Managerial Accounting
BUS 5153 Business Ethics
BUS 5193 Advanced Marketing Strategies
BUS 5273 Information Systems for Managers
BUS 5283 Strategic Business Leadership
BUS 5293 Managerial Decision Making
BUS 5323 Statistics and Analytics for Business Professionals
BUS 5343 Global Business Finance
BUS 6973 Capstone (final course of the program)

ELECTIVE COMPONENT: 9 hours from any ACC/BUS/FIN/MGT/MKT 5000 or 6000 level course

TOTAL PROGRAM REQUIREMENTS 36 HOURS

Graduation Requirements

Students must apply for graduation with 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 School Office and the Registrar's Office for more information.

CLINICAL PSYCHOLOGY

The Master's degree in Clinical Psychology is designed to prepare students to become highly competent Christian mental health professionals who wish to develop a solid foundation in the theoretical, applied and independent clinical practice of general assessment and counseling of children, adolescents and adults.

Student Learning Outcomes

Upon completion of this program, students will be able to:

1. Integrate and apply sound psychological and theological principles in such a way as to demonstrate respect to both disciplines.
2. Become knowledgeable of many theoretical approaches to clinical diagnosis and treatment along with a knowledge of the characteristics and functions of the doctoral level clinical psychologist as a collaborative mental health team member and professional in various health care settings.
3. Demonstrate an ability to utilize selected psychological tools in the evaluation of the individual from a bio-psycho-social perspective.
4. Demonstrate advanced understanding and skill regarding the diagnosis, assessment, prognosis and treatment of mental disorders including severe and persistent mental illness.
5. Demonstrate advanced knowledge and skill in psychological research.
6. Meet the educational and practicum requirements for licensure as a Licensed Psychological Associate in the State of Texas as mandated by the Texas State Board of Examiners of Psychologists.

Program Entrance Requirements

1. The applicant must hold an undergraduate degree in psychology, counseling, social work, human services, or behavioral science area. The undergraduate degree should include undergraduate courses in research and/or statistics and abnormal psychology as well as specific domains of psychology noted by the prerequisite subjects below.
2. Applicants showing deficits in psychology (i.e. even students with a behavioral science or human services degree to include psychology, counseling and others) as noted by the subjects below, in relation to their undergraduate course transcript indicating a deficit in selected undergraduate prerequisite course or areas must complete undergraduate prerequisite domain courses in psychology with at least a grade of B, to include Behavioral Science Research or Statistics, Developmental Psychology, Abnormal Psychology, Social Psychology, Biopsychology or Physiological Psychology, Psychological Testing, and two subjects from the following: Theories of Personality, Learning Theories, History and Systems of Psychology. Non-mental health majors must make a minimum of a B or better on all prerequisites to satisfy degree requirements. If non-mental health majors make less than a B, the prerequisite course must be repeated until they make at least a B in the course.
3. Applicants must submit a well written typed essay of at least 3 pages in APA style describing their interests and objectives along with professional career goals for pursuing a degree in clinical psychology.
4. In addition to the above requirements, applicants must provide completion of the graduate clinical psychology letters of recommendation forms and any attached letters of recommendation to these forms required for general graduate admission plus completion of an additional letter of recommendation form from a licensed professional in the mental health or behavioral science field attesting to the prospective student's character and ability to complete graduate studies.
5. Prospective students who show significant deficits in undergraduate psychology subjects or have an undergraduate degree that is not considered part of the behavioral health or human services degrees mentioned above must also complete the department's psychology major studies exam with a minimum score of 70 or above, or submit the GRE Psychological Subject Test Results of at least a score of 70 or above. Should the student fail to make the minimum score on one of these, the department may require them to retake the exam, pick up additional courses in the areas they scored low, or take the Advanced General Psychology undergraduate course during their first semester. Prospective students should also provide scores on the GRE or MAT preferably before enrolling, but no later than the end of their first semester.

6. Selection criteria vary according to graduate program, although the student may be provisionally admitted or enroll as non-degree seeking for up to 12 hours pending further admission review. Selection is based on multiple factors including a grade point average of 3.0 on the last 60 hours of undergraduate work. Students who have lower than a 3.0 GPA may be required to take additional undergraduate subjects depending on the review by the graduate admissions and psychology faculty. All students must subscribe to graduate school general admission requirements as well as interview with clinical psychology program faculty. Pending review by program faculty of the student's past academic coursework and performance, GPA, essay, GRE or MAT score, letters of recommendation, and program faculty interview, a determination will be made on whether the applicant is admitted, provisionally admitted, or not admitted.
7. Students who do not show the necessary undergraduate prerequisites on their transcripts for the MS in Clinical Psychology must take the necessary prerequisites although may be provisionally admitted to the Graduate School in the Human Services masters degree program. Students who hope to be admitted to the MS Clinical Psychology program must make sure that the subjects they take in the Human Services master degree or Clinical Mental Health Counseling program will transfer into the MS Clinical Psychology degree.

Formal Program Admittance

By the time the student completes twelve hours in the Graduate School, the faculty in Behavioral Sciences 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 Behavioral Sciences academic 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 School Office and the Registrar's Office for more information.

Special Insurance Requirement

All students enrolled in Behavioral Sciences 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 Behavioral Sciences program for additional information.

Clinical Psychology

RESEARCH COMPONENT: 6 hours

- PSY 5713 Statistics for the Behavioral Sciences
- PSY 5733 Psychological Methods and Research Design

PROFESSIONAL COMPONENT: 39 hours

- PSY 5153 Professional Orientation, Ethical and Legal Issues
- PSY 5173 Human Growth and Life Span Development
- PSY 5193 Theories of Counseling and Psychotherapy
- PSY 5213 Biological Basis of Behavior
- PSY 5243 Methods and Techniques in Counseling
- PSY 5283 Social and Cultural Diversity
- PSY 5433 Tests and Assessment
- PSY 5533 Cognitive Assessment*
- PSY 5543 Objective Personality Assessment*
- PSY 5553 Advanced Learning Theory and Applications
- PSY 5743 Clinical Psychopathology
- PSY 6123 Advanced Psychopathology and Treatment Planning
- PSY 6923 Capstone in Clinical Psychology

PRACTICUM COMPONENT: 6 hours - 450 Clock hours (225 hours each)

- PSY 6943 Practicum in Clinical Psychology
- PSY 6953 Advanced Practicum in Clinical Psychology

RELATED ELECTIVES: 12 hours (Select 12 hours from one of the two following tracks)**General Clinical Track** (Select four of the following courses)

- PSY 5273 Marriage and Family Counseling
- PSY 5343 Psychopharmacology
- PSY 5353 Methods of Group Counseling
- PSY 5363 Addictions Counseling
- PSY 5563 Crisis Intervention
- PSY 5633 Child and Adolescent Assessment and Treatment Planning*

Play Therapy Track (Leads to Certification as Play Therapist)

- COU 5613 Introduction to Play Therapy
- COU 5633 Play Therapy with Varied Populations and Techniques
- COU 5653 Advanced Play Therapy
- COU 5673 Families, Parents and Teachers in the Play Therapy Process

*Lab fee required

TOTAL PROGRAM REQUIREMENTS 63 HOURS

CLINICAL MENTAL HEALTH COUNSELING

The master's degree in Clinical Mental Health Counseling prepares 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. This degree is designed to meet TEXAS LPC requirements and meets most other state requirements. Students seeking state licensure should check acceptance by any state other than Texas.

Student Learning Outcomes

Upon completion of this program the student will be able 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.

Program Entrance Requirements

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 150 on the verbal and 3.5 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 SAGU with a 2.5 GPA will be conditionally admitted to the Harrison Graduate School 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.)

Formal Program Admittance

By the time a student completes twelve hours in the Graduate School, the graduate faculty in Behavioral Sciences 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 Behavioral Sciences academic 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 School Office and the Registrar's Office for more information.

Special Insurance Requirement

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

Play Therapy

Students admitted into the Clinical Mental Health Counseling 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 of the Behavioral Sciences program.

Clinical Mental Health Counseling

RESEARCH COMPONENT: 3 hours

PSY 5733 Psychological Methods and Research Design

PROFESSIONAL COMPONENT: 48 hours

COU 5153 Professional Orientation, Ethical and Legal Issues

COU 5173 Human Growth and Life Span Development

COU 5193 Theories of Counseling and Psychotherapy

COU 5243 Methods and Techniques in Counseling

COU 5273 Marriage and Family Counseling

COU 5283 Social and Cultural Diversity

COU 5353 Methods of Group Counseling

COU 5363 Addictions Counseling

COU 5433 Tests and Assessment

COU 5563 Crisis Intervention

COU 5663 Personal Lifestyle and Career Development

COU 5743 Clinical Psychopathology

COU 6113 Ethical and Legal Issues in Professional Practice Management

PSY 5143 Integrative Issues in the Behavioral Sciences

PSY 5713 Statistics for the Behavioral Sciences

PSY 6123 Advanced Psychopathology and Treatment Planning

PRACTICUM COMPONENT: 9 hours - 300 Clock Hours

COU 6413 Pre-Practicum

PSY 5813 Practicum in Counseling Psychology (150 clock hours)

PSY 5823 Advanced Practicum in Counseling Psychology (150 clock hours)

TOTAL PROGRAM REQUIREMENTS 60 HOURS

HUMAN SERVICES COUNSELING (NON-CLINICAL)

The Master of Science in Human Services Counseling provides 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.

Student Learning Outcomes

Upon completion of this program, the student will 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.

Program Entrance Requirements

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
3. Students must achieve a minimum score of 150 on the verbal and 3.5 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 SAGU with a 2.5 GPA will be conditionally admitted to the Harrison Graduate School 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 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 Graduate School, the graduate faculty in Behavioral Sciences 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 Behavioral Sciences academic 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 School 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 Department Chair of the Behavioral Sciences program for additional information.

Human Services Counseling (Non-Clinical)

PROFESSIONAL COMPONENT: 27 hours

COU 5153 Professional Orientation, Ethical and Legal Issues

COU 5243 Methods and Techniques in Counseling

COU 5273 Marriage and Family Counseling

COU 5283 Social and Cultural Diversity

PSY 5143 Integration Issues in Behavioral Sciences

PSY 5173 Human Growth and Life Span Development

PSY 5193 Theories of Counseling and Psychotherapy

PSY 5563 Crisis Intervention

PSY 5663 Personal Lifestyle and Career Development

PRACTICUM COMPONENT: 3 hours - 150 Clock hours

COU 5833 Practicum in Human Services Counseling

TOTAL PROGRAM REQUIREMENTS 30 HOURS

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

EDUCATION PROGRAMS

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

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.

Program Entrance Requirements

Candidates who desire Teacher Certification through the Texas Education Agency are responsible for initiating the application to the Teacher Education program. A Certification Officer is available to answer questions and advise students through this process. 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 employees, 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 and meet a minimum score of 240 in Reading, 230 in Math, and 220 in Writing. More information about the THEA can be found at this website: www.thea.nesinc.com. SAGU is a testing site. Passing standards are subject to change as the Texas Education Agency changes minimum standards.
2. Have a minimum cumulative grade point average (GPA) of 3.0.
3. Complete an interview with a member of the Teacher Education Committee.
4. Gain approval of the Teacher Education Committee.
5. 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 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 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 enroll in appropriate Student Teaching course and successfully complete fourteen consecutive weeks of full day teaching in an accredited school.

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.

SAGU Teach Texas

SAGU Teach Texas is a university-based program designed to serve as an alternative to the traditional teacher education certification process in the state of Texas. SAGU Teach Texas faculty and advisors work with highly-motivated individuals who have a passion for teaching and learning. Candidates who participate in the SAGU Teach Texas educator certification program will work with credentialed advisors who will review previous coursework and field-based experience to design a program that will assist the student in the certification process. SAGU Teach Texas's goal is to help students become a certified educator.

Students must also successfully complete their academic program, all state exams, as well as fulfill the required 30 hours of field experience before EDU 5953 Teaching Internship I and EDU 5963 Teaching Internship II.

Students who participate in this program must hold a bachelor's degree with at least 24 credit hours in an approved field of study. Qualified students must meet SAGU Teacher Education program requirements, pass required content exams, and secure a year-long internship in an accredited school district.

Required Professional Coursework:

- EDU 5563 Special Issues and Populations
- EDU 5713 Studies in Classroom Management
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies in Learning
- EDU 5953 Teaching Internship I
- EDU 5963 Teaching Internship II

Graduation Requirement

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 School Office and Registrar's Office for more information.

Curriculum and Instruction

PROFESSIONAL COMPONENT: 12 hours

EDU 5113 Research Literature and Technology
EDU 5923 Instructional Leadership in Curriculum and Assessment

Choose 6 hours from the following:

EDP 5123 Advanced Studies in Teaching English as a Second Language
EDP 5813 Technology in Educational Settings
EDU 5563 Special Issues and Populations*
EDU 5613 Teaching Students of Diverse Cultures
EDU 5713 Studies in Classroom Management*
EDU 5733 Advanced Strategies in Reading*
EDU 5743 Advanced Strategies of Learning*
EDU 5883 Data Driven Instructional Practices

SPECIALIZATION OPTIONS:**Early Childhood: 18 hours**

CFM 5223 Spiritual Formation of Children
EEA 5133 Instructional Leadership in Early Education Programs
EDU 5333 Language and Literacy in Early Childhood
EDU 5353 Math and Science in Early Childhood
EDU 5723 Principles and Practices of Early Childhood Education
RDG 5113 Instructional Leadership and Assessment for Early Readers and Writers

Curriculum Studies: 18 hours

Choose 18 hours from the following:

EDU 5343 English, Language Arts, and Reading Trends and Issues
EDU 5363 Teaching Math and Methods
EDU 5373 Science, Technology, Engineering, Art, and Mathematics for Teachers
EDU 5383 Social Studies Trends and Issues
EDU 5733 Advanced Strategies in Reading*
EDU 5743 Advanced Strategies of Learning*
EDU 5883 Data Driven Instructional Practices
EDU 5953 Teaching Internship I*
EDU 5963 Teaching Internship II*

History Studies: 18 hours

HIS 5143 Historiography
HIS 5153 American South
HIS 5163 American West
HIS 5173 Medieval Europe c. 300-1450
HIS 5183 Religion in America
HIS 5193 Ages of Faith

**required for Alternative Certification Program*

TOTAL PROGRAM REQUIREMENTS 30 HOURS

Curriculum and Instruction Cont.

Student Learning Outcomes

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

1. Develop standards-based, data driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
2. Implement instructional strategies and classroom practices that demonstrate high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds.
3. Create and maintain physically and emotionally safe learning environments as characterized by efficient and effective routines, clear behavior expectations, and organization that maximizes student learning.
4. Analyze student academic growth by using multiple sources of data, including informal and formal assessments, adjusting instructional strategies and content delivery as needed.
5. Communicate, collaborate, and set high standards for individual professional development adhering to the Educator Code of Ethics.

Prerequisites

PSY 2323 Developmental Psychology
PSY 3463 Theories and Principles of Learning
RDG 3413 Foundations of Literacy Instruction

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

Educational Leadership

PROFESSIONAL COMPONENT: 15 hours

EDU 5563 Special Issues and Populations
EDU 5613 Teaching Students of Diverse Cultures
EDU 5873 Crisis Management
EDU 5883 Data Driven Instructional Practices
EDU 5923 Instructional Leadership in Curriculum and Assessment

SPECIALIZATION TOPICS:**Public School Administration*: 12 Hours**

EDU 5143 Educational Leadership and Supervision for Public Schools
EDU 5633 School Legal Issues
EDU 5643 Principalship
EDU 6143 Budgeting and Finance

**Prepares students for Texas state certification*

Christian School Administration: 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
3 hour elective component

***This track does not prepare students for state certification*

Practicum Component: 3 Hours - 160 Clock Hours

EDU 5973 Internship in Administration

TOTAL PROGRAM REQUIREMENTS 30 HOURS**Additional Academic Policies and Advising Points pertaining to the Degree**

1. Completing a M.Ed. from the Harrison Graduate School does not guarantee eligibility for the Principal Certification program or state certification candidacy. Students must complete all certification requirements stipulated in this catalog and through advisement with the Certification Officer.
2. 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.
3. 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.

Educational Leadership cont.

Student Learning Outcomes

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

1. Develop high quality instruction and professional development utilizing data driven instructional practices and rigorous curriculum aligned to assessment standards.
2. Create collaborative, diverse, and equitable learning environments by strategically targeting and placing highly qualified teachers in classrooms.
3. Implement effective evaluation, supervision, and coaching procedures in order to consistently improve teacher effectiveness and student outcomes.
4. Communicate with all stakeholders by establishing and implementing a shared vision and culture of high expectations for all staff and students.
5. Plan and effectively manage a campus budget within state law and district policies (public school specialization).
6. Effectively forecast income and expenses in order to create a budget for a private or Christian school (Christian school specialization).

Graduation Requirement

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 School Office and Registrar's Office for more information.

For Public School Administration Specialization: Students need 160 clock hours of field experience in a Texas accredited school in order to graduate.

Addendum

M.Ed. - Educational Leadership - Christian School Administration Specialization

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.

M.Ed. - Educational Leadership - Public School Administration Specialization

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 provide copies of teacher service records showing two years teaching experience in a Texas accredited and approved school prior to the beginning the program and Texas Educator Certification.
4. Students must complete a field-based supervised practicum.
5. All applicants will be required to take and pass the TExES test for the Principal certificate in which they are seeking certification before completion of the program.

School Counseling

Research Component: 3 hours

PSY 5733 Psychological Methods and Research Design

Professional Component: 30 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 6413 Pre-Practicum*

PSY 5323 Theories of Counseling and Psychotherapy

PSY 5413 Personal Lifestyle and Career Development

PSY 5423 Crisis Intervention

PSY 5513 Human Growth and Lifespan Development

PSY 5523 Tests and Assessment*

**On-Campus only course*

Core Component: 9 hours

COU 5223 Counseling Children and Adolescents

ESC 5123 Foundations and Ethics of School Counseling

ESC 5213 School Counseling Program Development

Practicum Component: 6 Hours*

ESC 5126 Internship in School Counseling

**Note: The Internship experience should be in a school or school-related setting. This should be approved by the graduate program coordinator.*

TOTAL PROGRAM REQUIREMENTS 48 HOURS**Student Learning Outcomes****Upon completion of the program, students will be able to:**

1. Develop and implement a school counseling program in public, private, or charter schools.
2. Apply counseling theory, best practices, and current research in the school counseling setting.
3. Respond to student needs through individual and small group counseling.
4. Facilitate learners' ability to set and attain challenging personal, educational, social, and career goals after synthesizing related information.
5. Integrate and apply sound education, psychological, and theological principles in such a way as to demonstrate respect to the disciplines.
6. Demonstrate an advanced understanding of the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to the major psychological disorders of children and adolescents.
7. Demonstrate knowledge and skills in human science research.
8. Demonstrate the effective utilization of counseling skills, focusing on a variety of emotional and mental needs.
9. Meet the educational and internship requirements for school counselor certification in the state of Texas.

Graduation Requirement

Students need 160 clock hours of field experience in a Texas accredited school in order to graduate. 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 School Office and Registrar's Office for more information.

School Counseling Cont.

Addendum

TEA 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 provide copies of teacher service records showing two years teaching experience in a Texas accredited and approved school prior to beginning the program and Texas Educator Certification.
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 Policies and Advising Points pertaining to the Degree

1. Completing a M.Ed. from the Harrison Graduate School 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.
2. 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.
3. 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.

Student Learning Outcomes

Upon completion of this program, students will be able to:

1. Employ appropriate research methodologies.
2. Analyze, interpret, and correctly cite sources of information.
3. Communicate historical knowledge, interpretations, and arguments clearly in writing.
4. Engage in original historical research involving significant use of primary source materials.
5. Identify arguments in historical scholarship and evaluate them critically.
6. Identify, define, or explain significant ideas, facts, and concepts in American and world history.

Program Entrance Requirements

Students must achieve a minimum score of 150 on the verbal and 3.5 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 SAGU with a 2.5 GPA will be conditionally admitted to the Harrison Graduate School without taking the GRE. After completing 12 hours of graduate work with GPA of 3.0 or higher, the student will 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.

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 School Office and Registrar's Office for more information.

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 REQUIREMENTS 33 HOURS

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; PSY 2323 Developmental Psychology; and PSY 3463 Theories and Principles of Learning.

Teaching Certificate

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

History (Non-Thesis Track)

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 REQUIREMENTS 30 HOURS

History (Thesis Track)

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 REQUIREMENTS 30 HOURS

ORGANIZATIONAL LEADERSHIP

The Master of Arts in Organizational Leadership program prepares leaders from a broad range of institutional settings to impact positively their organizations and communities while completing the mission of Harrison Graduate School to provide graduate programs which equip students to fulfill the mission of the University (i.e. to prepare students spiritually, academically, professionally, and cross-culturally so as to successfully fill evangelistic, missions and church ministry roles and to provide quality educational and professional Christian service wherever needed throughout the world) through increased professional and ministerial effectiveness and preparation for future academic training.

Student Learning Outcomes

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

1. Identify and strategize for the development of their unique personality, gifts and assets within a framework of servant leadership.
2. Demonstrate leadership knowledge, capabilities, and characteristics needed to impact positively the church or marketplace.
3. Create a dynamic plan to manage personal and professional growth.

Program Entrance 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 Graduate School.

Course Rotation

The courses for Organizational Leadership are prescriptive, that is, there are no substitutions. The program may be entered in both the fall and spring semesters.

Graduation Requirement

Students must apply 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 School Office and Registrar's Office for more information.

Organizational Leadership

PROFESSIONAL COMPONENT: 36 hours

- LDR 5213 Research Literature and Technology
- LDR 5223 Energizing People for Performance
- LDR 5233 Foundations of Leadership: History, Theory, Application and Development
- LDR 5243 Leadership in Management
- LDR 5253 Spiritual Formation
- LDR 5263 Leading High-impact Teams
- LDR 5273 Biblical Servant Leadership
- LDR 5283 Motivation, Teams, Coaching and Mentoring
- LDR 5293 Reinventing Leadership: A Breakthrough Approach
- LDR 5313 Strategic Thinking, Planning and Organizational Change
- LDR 5323 Organizational Communication, Conflict Resolution and Negotiation
- LDR 5333 Leadership Practicum

TOTAL PROGRAM REQUIREMENTS 36 HOURS

PRACTICAL THEOLOGY

The Master's degrees in Practical Theology prepare students spiritually, academically, professionally, and cross culturally in areas of biblical studies, theological understanding, and practical ministry.

Program Entrance Requirements

To be accepted into these programs, 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 Graduate School.

Thesis Option

A "Thesis Option" is provided for each of these programs except Children and Family Ministry. This option is especially designed for and usually limited to students who plan to continue their graduate work in a Ph.D. doctoral program after completing their M.A.

In this option, the student takes two 3-hour courses of Thesis in the Elective Component of the degree plan. These two courses must be taken in two consecutive regular semesters (Fall-Spring or Spring-Fall, not available in Summer). This option must be approved by the Department Chair during the semester prior to the student's first semester of thesis.

Graduation Requirement

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 School Office and Registrar's Office for more information.

Children and Family

PROFESSIONAL COMPONENT: 18 hours

CFM 5143 Marriage and Family Relationships
CFM 5153 Creative Methods for Communicating with Children
CFM 5213 Issues in Childhood and Family Life
CFM 5223 Spiritual Formation of Children
CFM 5233 Family Life and Parenting
PTH 5113 Research Literature and Technology

SUPPORTING COMPONENT: 9 hours**Counseling**

COU 5173 Human Growth and Lifespan Development
COU 5413 Marriage and Family Counseling
COU 5423 Crisis Intervention

Education

EDU 5713 Studies in Classroom Management
EDU 5723 Principles and Practices of Early Childhood Education
EDU 5743 Advanced Strategies of Learning

Leadership

LDR 5253 Spiritual Formation
LDR 5273 Biblical Servant Leadership
LDR 5283 Motivation, Teams, Coaching, and Mentoring

Play Therapy

COU 5613 Introduction to Play Therapy
COU 5633 Play Therapy with Special Populations
COU 5673 Families, Parents, and Teachers in the Play Therapy Process

Practical Ministry

PTH 5473 Ministry Within Cultural Diversity
PTH 5483 Nurture Ministry of the Church
PTH 5513 Pastoral Care

ELECTIVE COMPONENT 9 HOURS

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

TOTAL PROGRAM REQUIREMENTS 36 HOURS

Students pursuing this degree will engage in core studies of childhood and family life, founded on a biblical worldview and intertwined with a heart for service. Beyond the core courses, students are able to choose one of the following emphases which best fits their career and interests: Counseling, Education, Leadership, Play Therapy, and Practical Ministry. This graduate degree is aimed at those already working with children and families in a variety of settings as well as students who have graduated with an unrelated bachelor's degree and wish to further their education at the graduate level. In addition, this degree is an excellent way for students to prepare for doctoral studies in Children and Family Studies.

Student Learning Outcomes

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

1. Develop an understanding of research, methodologies, and professional insights to be used in serving children and families.
2. Improve skills relating to the various administrative and leadership processes in careers related to children and families.
3. Demonstrate critical thinking in relation to the spiritual development of children and families, the care of special issues in children and families, and the implementation of programs for children and families.
4. Utilize basic disciplines to apply biblical principles for the furtherance of Christian worldview throughout families and future generations.
5. Prepare for further graduate studies in fields such as Child Development, Family Life Education, and Child and Family Studies.

Children and Family Cont.

Prerequisites

All students must have PSY 2323 Developmental Psychology at an undergraduate level.

Graduation Requirement

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 School Office and Registrar's Office for more information.

Intercultural Studies

PROFESSIONAL COMPONENT: 24 hours

ICS 5113 Research Literature and Technology
ICS 5163 Administrative Leadership in a Missions Context
ICS 5213 Spiritual Dynamic in Ministry Today
ICS 5223 Religion in Contemporary World Society
ICS 5323 Perspectives in Cross Cultural Missions
ICS 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/CFM/ICS/PTH/THE and/or COU/EDU/PSY by Department Chair approval for the respective programs.

Thesis Option: Thesis is reserved for students planning to pursue a Ph.D.

ICS 5913 Thesis (two sections required)

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

TOTAL PROGRAM REQUIREMENTS 36 HOURS

The Intercultural Studies program prepares students especially in the area of cross cultural ministries.

Student Learning Outcomes**Upon completion of this program, the student will 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.
4. Develop an administrative leadership plan for their current or anticipated ministering in a cross-cultural context.
5. Create a strategy for reaching a major religious group with the Gospel.

Prerequisites

1. All students must have THE 2333 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
2. Those students who have not taken THE 2113 Introduction to Theology and Apologetics or its equivalent at an undergraduate level must take THE 5413 Systematic Theology I as part of their graduate program.
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.

Thesis Option

Thesis option is especially designed for and usually limited to students who plan to continue their graduate work in a Ph.D. doctoral program after completing their MA. In this option, the student takes two 3-hour courses of Thesis in the Elective Component of the degree plan. These two courses must be taken in two consecutive regular semesters (Fall-Spring or Spring-Fall, not available in Summer). This option must be approved by the Department of Practical Theology during the semester prior to the student's first semester of thesis.

Graduation Requirement

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 School Office and Registrar's Office for more information.

Practical Theology

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 Department Chair approval for the respective programs.

Thesis Option: Thesis is reserved for students planning to pursue a Ph.D.

PTH 5913 Thesis (two sections required)

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

TOTAL PROGRAM REQUIREMENTS 36 HOURS

The Practical Theology program prepares professional and lay ministers especially in the areas of the local church and specialized settings.

Student Learning Outcomes

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 2333 Pentecostal Doctrine and History or its equivalent at an undergraduate level.
2. Those student who have not taken THE 2113 Introduction to Theology and Apologetics or its equivalent at an undergraduate level must take THE 5413 Systematic Theology I as part of their graduate program.
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.

Practical Theology Cont.

Thesis Option

Thesis option is especially designed for and usually limited to students who plan to continue their graduate work in a Ph.D. doctoral program after completing their MA. In this option, the student takes two 3-hour courses of Thesis in the Elective Component of the degree plan. These two courses must be taken in two consecutive regular semesters (Fall-Spring or Spring-Fall, not available in Summer). This option must be approved by the Department of Practical Theology during the semester prior to the student's first semester of thesis.

Graduation Requirement

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 School Office and Registrar's Office for more information.

DOCTOR OF MINISTRY

The Doctor of Ministry in Leadership and Creative Communication provides students the opportunity to gain advanced training in leadership, communication and the effective use of media to enhance the ministry and mission of the church.

Program Entrance Requirements

Entrance into SAGU's D.Min. program will require a Master of Divinity or its equivalency. The M.Div. equivalency is defined as 72 graduate semester hours or comparable graduate credits in other systems that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership. Ministerial experience alone is not considered the equivalent of or a substitute for the master's degree.

Student Learning Outcomes

Upon completion of the Doctor of Ministry program, the student will be able to:

1. Evaluate and model creative approaches to the proclamation of the gospel.
2. Formulate and implement an effective plan for the use of media in his or her ministry context.
3. Incorporate various leadership strategies into a contextually relevant model of leadership capable of effective implementation in his or her ministry context.
4. Plan and execute an integrated biblical-theological and empirical research effort that is directly relevant to his or her vocational ministry.
5. Contribute to the understanding and practice of ministry by writing and defending a project-dissertation suitable for publication and informing the practice of ministry.

Course Rotation

The courses for the Doctor of Ministry degree are on a strict rotation. Students are accepted into the program each fall and must follow the rotation schedule. No course substitutions or deviations are permitted.

Graduation Requirement

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 School Office and Registrar's Office for more information.

Students who enroll in this program have six (6) years from the first day of the first course to complete all course work and the D.Min. project.

Doctor of Ministry

CORE COURSES: 24 hours

DMN 7113 Vision, Planning, and Creativity
DMN 7123 Spiritual Formation and Self Improvement
DMN 7133 Fresh Approaches to Preaching in a Post Modern Era
DMN 7143 God and Popular Culture
DMN 7153 Creative Communication and Technology
LDR 7113 Organizational Behavior
LDR 7123 Foundations of Leadership: History, Theory, Application, and Development
LDR 7213 Ethics

PROFESSIONAL PROJECT: 6 hours

DMN 8113 DMIN Project I
DMN 8123 DMIN Project II

(A project dissertation fee to cover the costs of doctoral readers will be assessed when students enroll in this course.)

TOTAL PROGRAM REQUIREMENTS 30 HOURS

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.

BEHAVIORAL SCIENCES

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 5123 Addictions Counseling

3 Hours

This course provides the graduate student with an introduction to theories of addiction counseling with an application of these theories through conceptualization of the addiction process for effective assessment and therapeutic intervention. Emphasis is placed on therapeutic intervention steps for a variety of addictive behaviors including gambling, substance abuse, sexual addictions, hoarding, and others. Co-occurring disorders are also addressed to include various mental disorders. Students will develop a knowledge of assessment and counseling intervention techniques including psycho-education and wellness strategies. (Replaced by COU/PSY 5363)

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 5153 Professional Orientation, Ethical and Legal Issues

3 Hours

History and philosophy of clinical mental health professions taking into account the roles functions, ethical and legal responsibilities of counselors and other mental health professionals in human service and collaborative behavioral health care systems. Ethical and legal standards are reviewed as they apply to the practice of professional counseling and psychology. Basic characteristics of professional identity development and advocacy including certification, licensure, supervision, career development, accreditation practices and standards as well as the impact of the professions on public policy and the wider community as a whole are surveyed. Strategies for self-evaluation and care coupled with their implications for practice are addressed. This course must be taken within the first year of the program. (Same as PSY 5153)

COU 5173 Human Growth and Life Span Development

3 Hours

This course will examine theories and research in human growth as it relates to individual and family development across the life span from infancy through adulthood. Biological, neurological, physiological, systemic, environmental, and cultural factors that affect human development and functioning will be discussed. Social and personality development, intellectual development, language acquisition, and developmental expectations are also emphasized. (Same as PSY 5173)

COU 5193 Theories of Counseling and Psychotherapy

3 Hours

A comprehensive and intensive study of major theories and models of counseling and therapy (e.g. humanistic, cognitive, cognitive-behavioral, psychodynamic, family-systems, psycho-educational, time-limited, crisis-focused and behavioral) characterized by an evidenced-based conceptualization and treatment process for prevention, consultation and intervention. Ethical, culturally relevant, and professionally accepted strategies to promote client understanding and a mentally healthy lifestyle are explored. This includes micro-counseling and other simulations to develop therapy skills. (Same as PSY 5193)

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. (Replaced by COU/PSY 5243)

COU 5223 Counseling Children and Adolescents**3 Hours**

This course presents assessment, diagnosis, and remedial therapeutic techniques unique to the practice of counseling

children and adolescents and presenting parents with tools to utilize in facilitating growth in their children.

COU 5243 Methods and Techniques in Counseling**3 Hours**

A study of clinical interviewing, case conceptualization and evidenced-based counseling and therapeutic techniques coupled with an understanding of the characteristics in the day-to-day clinical functioning of the mental health professional. Characteristics essential to the therapist in active listening such as accurate empathy, genuineness, cultural sensitivity, and unconditional positive regard are viewed in relation to client understanding and growth. Skills in consultation, networking, and the utilization of community resources are developed. (Same as PSY 5243)

COU 5273 Marriage and Family Counseling**3 Hours**

The application of psychological theory as it relates to the changing roles of men, women, and children in relation to couples, marital and family systems. A study of approaches in marital and family counseling with a focus on various systems models of family functioning and therapeutic intervention taking into account family life events, social, and cultural factors. (Same as PSY 5273)

COU 5283 Social and Cultural Diversity**3 Hours**

An examination of social and cultural identity processes and development. Social-contextual characteristics and issues interfaced with a study of diversity patterns and their impact on behavior are explored. Theories and models of multicultural counseling are studied taking into account assimilation, acculturation, culturally-mediated communication, beliefs, heritage, worldviews, and social pressures for change. Strategies for identifying and resolving barriers of oppression, discrimination and unhealthy mental health cultural orientations such as violence and other patterns are provided. Included in this subject is the impact of race, ethnicity, and other cultural variables on individuals, groups, organizations, and communities. Students will explore the effects of power and privilege along with the impact of beliefs, attitudes, heritage, and acculturated experiences on their own worldview. (Same as PSY 5283)

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)(Replaced by COU/PSY 5353)

COU 5353 Methods of Group Counseling**3 Hours**

Theoretical foundations and applications of group processes, group formation, and group functions are studied in relation to group counseling and intervention. Factors contributing to effectiveness of group leaders and positive therapeutic group outcomes are explored. Various types of groups and group strategies are studied with regard to ethical, cultural, and other variables taking into account the treatment needs of clients. Didactic and experiential activities and techniques are included. (Prerequisite: COU 5243) (Same as PSY 5353)

COU 5363 Addictions Counseling**3 Hours**

This course provides an introduction to theories of addiction counseling with an application of these theories through conceptualization of the addiction process for effective assessment and therapeutic intervention. Therapeutic intervention steps are explored for a variety of addictive behaviors including gambling, substance abuse, sexual addictions, hoarding and others. Comorbid disorders are also addressed to include various mental disorders. Students will develop a knowledge of screening, assessment, testing, and counseling intervention techniques including psych-education and wellness strategies. Emphasis is placed on etiological factors, physiological and psychological effects, and related behaviors associated with chemical and process addictions. (Same as PSY 5363)

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. (Replaced by COU/PSY 5273)

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) (Replaced by COU/PSY 5563)

COU 5433 Tests and Assessment**3 Hours**

An introductory graduate level study of the history and meaning of assessment as well as a focus on psychometrics

assessment models, and methods. Test construction concepts such as validity, reliability, standardization, and others are studied along with criteria for selection, adaptation, and utilization of assessment methods taking into account relevance, ethical and legal guidelines, language, cultural appropriateness, and other important variables. Specific selected commonly used techniques including screening tools and self-reports are explored. (Same as PSY 5433)

COU 5563 Crisis Intervention

3 Hours

This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate assessment during a crisis event are examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide/homicidal risk, prevention models, and the use of psychological first aid strategies. The clinician's roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis event and the operation of emergency management systems will be studied. (Same as PSY 5563)

COU 5613 Introduction to Play Therapy

3 Hours

This course is an overall view of Play Therapy with emphasis on: definition and assumptions of play therapy; the history of play therapy, including the essential people, theorists, and organizations that shaped play therapy; appropriate play therapy toys and materials; the play therapy room; limits and boundaries of play; characteristics and role of the play therapist; the therapeutic relationship and its elements and stages; transference and countertransference; and the healing process of play. As students become familiar with various theoretical orientations of play therapy, they will begin to formulate their preferred style(s) of play therapy.

Students will practice basic skills in simulated play therapy, followed by feedback from the professor and colleagues.

COU 5633 Play Therapy with Varied Populations and Techniques

3 Hours

Students will explore a variety of populations that can benefit from play therapy while expanding their own repertoire of techniques to use with clients. Students will examine principles and applications of play therapy with adolescents, adults, and elderly, and they will understand the developmental stages of children and children's play. Included will be key neural developmental processes and sequences that contribute to critical concepts applicable to play therapy with children of varying ages, diagnoses, and

trauma. Students will also explore a variety of expressive arts which can be used with children of varying issues. Attention will also be given to issues of diversity and how they impact play therapy. (Prerequisite: COU 5613)

COU 5653 Advanced Play Therapy

3 Hours

Students will engage in the advanced study and application of play therapy in a competency-based course with experiential emphasis. They will develop treatment plans; practice conceptualization of the client's presenting clinical problem(s); prescribe techniques specific to client issues; explore and practice a variety of advanced skills; understand legal and ethical issues unique to play therapy; and further establish their personal style(s) of play therapy related to their preferred theoretical orientation(s). Students will practice basic skills in simulated play therapy, followed by

feedback from the professor and colleagues. (Prerequisite: COU 5613)

COU 5663 Personal Lifestyle and Career Development

3 Hours

This course provides an extensive study of the history, development and current state of career counseling theory, research, and practice with a culturally sensitive focus. Students will develop skills in formal and informal career and work related tests and assessments. Major theories of career development and vocational behavior, as well as their related constructs and interventions will be examined, including strategies for working with and advocating for diverse populations. (Same as PSY 5663)

COU 5673 Families, Parents, and Teachers in the Play Therapy Process

3 Hours

This course emphasizes the importance and procedures of involving family, parents, and teachers in the therapeutic process; training parents to be therapeutic agents in their children's lives through the utilization of play therapy skills; conducting play therapy for families, with groups, and in schools; consulting with teachers; and implementing a variety of interventions in the process of play therapy. Students will examine techniques and models which are useful in schools and homes, including models which empower caregivers to provide treatment for their children. Attention will also be given to specific interventions for children who have experienced trauma, exhibit attachment issues, and need greater self-regulation. (Prerequisite: COU 5613)

COU 5743 Clinical Psychopathology

3 Hours

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

issues influencing clinical judgment and diagnostic decision making including differential diagnosis, comorbidity and integration of important external information from collateral, medical, case history and other evaluations and procedures are reviewed in relation to inclusion into the overall psychological assessment. (Same as PSY 5743)

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 5153, COU 5243, COU 5273, COU 5283, COU 5563)

COU 6113 Ethical and Legal Issues in Professional Practice Management

3 Hours

An advanced study of ethics and legal issues related to professional practice management including administrative and professional issues regarding records management and legal standards. Consideration is given to an analysis of ethical cases as well as appropriate adherence to administrative, documentation and legal guidelines in relation to agency, health-care and day-to-day office and practice management roles of the behavioral health care provider. (Same as PSY 6113)(Replaced by COU/PSY 6133)

COU 6133 Ethical and Legal Issues in Professional Practice Management

3 Hours

This advanced course introduces students to ethical and legal issues encountered by professional counselors, related to ethical principles, ethical codes, identifying and resolving ethical dilemmas, decision-making models, and legalities of the culturally competent professional. Current issues in therapeutic practice in a variety of professional settings with regard to institutional policies and procedures. (Prerequisite: COU 5153. Same as PSY 6133)

COU 6413 Pre-Practicum

3 Hours

A foundation for all practicum and internship experiences, this course helps students to learn basic assessment, attending and interpersonal skills in working with children, adolescents and adults under faculty supervision. Consideration is given to the development of professionalism, proper utilization of the clinical interview and history taking as well as the application of counseling and psychotherapeutic approaches emphasizing skill development. Role playing and various laboratory exercises are provided that help to develop the student's professional skills. (Prerequisite: COU 5153, COU 5143, PSY 5193, PSY 5743)

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.

COU 6963 Practicum in Clinical Mental Health Counseling

3 Hours

Students will complete a supervised practicum experience for 100 hours over a 10 week period. 40 hours must be direct services. Students will participate in individual and/or triadic supervision as well as group supervision with a site supervisor and counselor education program faculty member. Students must complete 1.5 hours of group supervision per week. (Prerequisites: COU 5353, COU 6413)

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 5153 Professional Orientation, Ethical and Legal Issues

3 Hours

History and philosophy of clinical mental health professions taking into account the roles functions, ethical and legal responsibilities of counselors and other mental health professionals in human service and collaborative behavioral health care systems. Ethical and legal standards are reviewed as they apply to the practice of professional counseling and psychology. Basic characteristics of professional identity development and advocacy including certification, licensure, supervision, career development, accreditation practices and standards as well as the impact of the professions on public policy and the wider community as a whole are surveyed. Strategies for self-evaluation and care coupled with their implications for practice are addressed. This course must be taken within the first year of the program. (Same as COU 5153)

PSY 5173 Human Growth and Life Span Development

3 Hours

This course will examine theories and research in human growth as it relates to individual and family development across the life span from infancy through adulthood. Biological, neurological, physiological, systemic, environmental, and cultural factors that affect human development and functioning will be discussed. Social

and personality development, intellectual development, language acquisition, and developmental expectations are also emphasized. (Same as COU 5173)

PSY 5193 Theories of Counseling and Psychotherapy
3 Hours

A comprehensive and intensive study of major theories and models of counseling and therapy (e.g. humanistic, cognitive, cognitive-behavioral, psychodynamic, family-systems, psycho-educational, time-limited, crisis-focused and behavioral) characterized by an evidenced-based conceptualization and treatment process for prevention, consultation and intervention. Ethical, culturally relevant, and professionally accepted strategies to promote client understanding and a mentally healthy lifestyle are explored. This includes micro-counseling and other simulations to develop therapy skills. (Same as COU 5193)

PSY 5213 Biological Basis of Behavior
3 Hours

A study of the biological factors underlying human cognition and behavior. An emphasis is placed on the biological and neural basis of behavior taking into consideration their influence on such areas as cognition, personality, emotional regulation, motivation, perception and in general normal healthy vs. unhealthy function. Neuroanatomical and neurophysiologic structures and functions are reviewed to include basic neuromechanisms. A basic foundation to biological psychology is required for this advanced course and the initial part of the subject will be addressing basic topics such as neurons, neuronal functioning, and brain systems. A biological understanding of mental disorders and their role in psychological functioning is covered. Electrophysiologic methods are reviewed as well as basic psychopharmacological aspects of psychotropic drugs, their effects and uses for various mental and emotional difficulties. (Prerequisites: Graduate standing and undergraduate Biological Psychology or Neuroscience course)

PSY 5243 Methods and Techniques in Counseling
3 Hours

A study of clinical interviewing, case conceptualization and evidenced-based counseling and therapeutic techniques coupled with an understanding of the characteristics in the day-to-day clinical functioning of the mental health professional. Characteristics essential to the therapist in active listening such as accurate empathy, genuineness, cultural sensitivity, and unconditional positive regard are viewed in relation to client understanding and growth. Skills in consultation, networking, and the utilization of community resources are developed. (Same as COU 5243)

PSY 5273 Marriage and Family Counseling
3 Hours

The application of psychological theory as it relates to the changing roles of men, women, and children in relation to couples, marital and family systems. A study of approaches in marital and family counseling with a focus on various systems models of family functioning and therapeutic intervention taking into account family life events, social, and cultural factors. (Same as COU 5273)

PSY 5283 Social and Cultural Diversity
3 Hours

An examination of social and cultural identity processes and development. Social-contextual characteristics and issues interfaced with a study of diversity patterns and their impact on behavior are explored. Theories and models of multicultural counseling are studied taking into account assimilation, acculturation, culturally-mediated communication, beliefs, heritage, worldviews, and social pressures for change. Strategies for identifying and resolving barriers of oppression, discrimination and unhealthy mental health cultural orientations such as violence and other patterns are provided. Included in this subject is the impact of race, ethnicity, and other cultural variables on individuals, groups, organizations, and communities. Students will explore the effects of power and privilege along with the impact of beliefs, attitudes, heritage, and acculturated experiences on their own worldview. (Same as COU 5283)

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. (Replaced by COU/PSY 5193)

PSY 5343 Psychopharmacology
3 Hours

An introductory survey in general principles of psychopharmacology with an overview of physiological processes and related body-drug interaction. Basic brain neuroanatomy and physiology is reviewed along with biochemical theories underlying major disorders and other. Moreover, an emphasis on pharmacodynamics and pharmacokinetics is studied along with specific classes of currently used psychopharmacologic agents, their mechanisms of action, therapeutic indications, and side effects. Students gain a basic knowledge of the practical application of psychotropic medications to mental and emotional problems. Professional, ethical, and legal issues related to psychopharmacotherapy are discussed. Students are encouraged to have taken an undergraduate course in biopsychology, physiological psychology, or a related area. (Prerequisite: PSY 4343 or a closely related field [e.g.

Physiological Psychology, Neuroscience] or permission of clinical psychology faculty)

PSY 5353 Methods of Group Counseling

3 Hours

Theoretical foundations and applications of group processes, group formation, and group functions are studied in relation to group counseling and intervention. Factors contributing to effectiveness of group leaders and positive therapeutic group outcomes are explored. Various types of groups and group strategies are studied with regard to ethical, cultural, and other variables taking into account the treatment needs of clients. Didactic and experiential activities and techniques are included. (Prerequisite: PSY 5243) (Same as COU 5353)

PSY 5363 Addictions Counseling

3 Hours

This course provides an introduction to theories of addiction counseling with an application of these theories through conceptualization of the addiction process for effective assessment and therapeutic intervention. Therapeutic intervention steps are explored for a variety of addictive behaviors including gambling, substance abuse, sexual addictions, hoarding and others. Comorbid disorders are also addressed to include various mental disorders. Students will develop a knowledge of screening, assessment, testing, and counseling intervention techniques including psychoeducation and wellness strategies. Emphasis is placed on etiological factors, physiological and psychological effects, and related behaviors associated with chemical and process addictions. (Same as COU 5363)

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. (Replaced by COU/PSY 5663)

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)(Replaced by COU/PSY 5563)

PSY 5433 Tests and Assessment

3 Hours

An introductory graduate level study of the history and meaning of assessment as well as a focus on psychometrics assessment models, and methods. Test construction concepts such as validity, reliability, standardization, and others are studied along with criteria for selection, adaptation, and utilization of assessment methods taking into account relevance, ethical and legal guidelines, language, cultural appropriateness, and other important variables. Specific selected commonly used techniques including screening tools and self-reports are explored. (Same as COU 5433)

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. (Replaced by COU/PSY 5173)

PSY 5523 Tests and Assessment

3 Hours

An overview of psychological testing techniques and objective measures and their usefulness in human evaluation and assessment. (Replaced by COU/PSY 5433)

PSY 5533 Cognitive Assessment

3 Hours

This graduate level course introduces the student to major approaches and techniques in the use of basic cognitive screening tools and intellectual assessments. It covers the history, theories, relevant cultural issues, biases, ethical issues and methods in intellectual assessment as well as the application of selected cognitive screening tools, achievement tests and the Wechsler intelligence tests. Graduate students must demonstrate introductory knowledge and skill in the administration, scoring and reporting of test results from the Wechsler intelligence test. A lab fee is required for this course. (Prerequisite: PSY 5523)

PSY 5543 Objective Personality Assessment

3 Hours

This course introduces the student to the development, ethical/legal issues, scoring and preliminary interpretation of test results for selected objective personality inventories. The major focus will be on commonly used inventories to include the Minnesota Multiphasic Personality Inventory (MMPI), the Millon Clinical Multiaxial Inventory (MCMI) and the Personality Assessment Inventory (PAI). The course will also review some less used screening tools including

anxiety, anger and depression inventories as well as others. A lab fee is required for this course. (Prerequisite: PSY 5523)

PSY 5553 Advanced Learning Theory and Applications

3 Hours

An in-depth exploration of learning theories and their applications to a wide variety of clinical problems and psychopathologies. For example, therapies based on classical and operant conditioning models and theoretical assumptions and processes involved in such practices as systematic desensitization, exposure therapies, classroom behavior management, token economies, and cognitive behavioral models are explored.

PSY 5563 Crisis Intervention

3 Hours

This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate assessment during a crisis event are examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide/homicidal risk, prevention models, and the use of psychological first aid strategies. The clinician's roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis event and the operation of emergency management systems will be studied. (Same as COU 5563)

PSY 5613 Cognitive Behavior and Therapy

3 Hours

An introduction to the major concepts and applications of cognitive and behavioral theory. This course provides a review of basic theoretical principles underlying cognitive and behavioral therapies. Selected learning theories in relation to assessment, functional analysis and case conceptualization as well as behavioral and cognitive techniques including activity logs, behavioral contracts, point systems, thought records, homework assignments, and progress monitoring. Various therapeutic approaches such as exposure training, systematic desensitization, identifying and challenging core beliefs and newer treatments including neurobehavioral therapies are addressed.

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. (Replaced by COU/PSY 5743)

PSY 5633 Child and Adolescent Assessment and Treatment

Planning

3 Hours

Foundations of assessment and treatment planning with children and adolescents. This course provides students with theoretical knowledge and clinical skills necessary in interviewing children and parents as well as the administration, interpretation and integration of basic personality, cognitive and behavioral measures. Psychological assessment techniques include general assessment applicable to diagnostic presentation and case conceptualization as well as disorder-specific psychological tools for assessment designed to address specific disorders such as ADHD, Oppositional Defiant Conduct Disorder, Mood disorders, Anxiety Disorders, Autism Spectrum, Stress-related and other disorders. The course focuses on integrating multiple evidenced-based assessment procedures for proper case conceptualization, diagnostic accuracy as well as treatment recommendations and planning. Basic clinical interventions are explored as well as ethical and legal issues in evaluating and intervening with children and families. (Prerequisites: Admitted to M.S. in Clinical Psychology; PSY 5523)

PSY 5663 Personal Lifestyle and Career Development

3 Hours

This course provides an extensive study of the history, development and current state of career counseling theory, research, and practice with a culturally sensitive focus. Students will develop skills in formal and informal career and work related tests and assessments. Major theories of career development and vocational behavior, as well as their related constructs and interventions will be examined, including strategies for working with and advocating for diverse populations. (Same as COU 5663)

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 5743 Clinical Psychopathology

3 Hours

A course that examines the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to major

psychological disorders of children, adolescents and adults. Use of the DSM is an integral part of the course. Factors and issues influencing clinical judgment and diagnostic decision making including differential diagnosis, comorbidity and integration of important external information from collateral, medical, case history and other evaluations and procedures are reviewed in relation to inclusion into the overall psychological assessment. (Same as COU 5743)

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)

PSY 6113 Ethical and Legal Issues in Professional Practice Management

3 Hours

An advanced study of ethics and legal issues related to professional practice management including administrative and professional issues regarding records management and legal standards. Consideration is given to an analysis of ethical cases as well as appropriate adherence to administrative, documentation and legal guidelines in relation to agency, health-care and day-to-day office and practice management roles of the behavioral health care provider. (Same as COU 6113)(Replaced by COU/PSY 6133)

PSY 6123 Advanced Psychopathology and Treatment Planning

3 Hours

Advanced Psychopathology and Treatment Planning builds on students' understanding of theories, concepts and diagnostic issues presented in the course PSY 5623. Besides an understanding of basic diagnostic categories and case formulation methods such as the clinical diagnostic interview, mental status, collection of case data and use of the DSM in the course PSY 5623, students will be expected to increase their diagnostic knowledge and understanding to include functional and organic disorders as well as develop knowledge and skill in treatment planning to include setting realistic goals and objectives, making appropriate recommendations and referrals and gaining a knowledge of specific evidenced-

based treatment interventions for selected disorders including an understanding of and need for various types of psychopharmacological medications in specific client treatment programs. Further, the student will become familiar with the importance of the collaborative role the therapist takes in networking with various agencies and professionals for competent health care. (Prerequisite: PSY 5623)

PSY 6133 Ethical and Legal Issues in Professional Practice Management

3 Hours

This advanced course introduces students to ethical and legal issues encountered by professional counselors, related to ethical principles, ethical codes, identifying and resolving ethical dilemmas, decision-making models, and legalities of the culturally competent professional. Current issues in therapeutic practice in a variety of professional settings with regard to institutional policies and procedures. (Prerequisite: COU 5153. Same as COU 6133)

PSY 6923 Capstone in Clinical Psychology

3 Hours

The capstone for the M.S. degree in Clinical Psychology provides students the chance to bring together all of the theories, concepts, skills and tools studied during the program and integrate them into a learning experience taking into account a biopsychospiritual perspective. Major domains of psychology, in accordance with the national written examination areas, will be reviewed. Special topics of interest in the professional practice of psychology will be discussed. A major studies exam will be given over major subject areas. (Prerequisites: Completion of the professional component of the degree)

PSY 6943 Practicum in Clinical Psychology

3 Hours

Graduate students must complete two supervised practicums prior to degree completion. This practicum experience is necessary in order to meet the established criteria for state licensing requirements. This beginning practicum consists of 225 hours of basic practicum. Practicum experience is usually conducted at local mental health centers, hospitals or clinics but may be done at any setting in which the graduate student is supervised by a licensed psychologist. Each basic practicum should include experience in clinical interviewing, case development, mental health collaboration and testing. Graduate students must meet with their faculty advisor during the subject. (Prerequisites: COU/PSY 5153, COU/PSY 5243, COU/PSY 5433, COU/PSY 5743, PSY 5213, PSY 5533, PSY 5543, PSY 6123)

PSY 6953 Advanced Practicum in Clinical Psychology

3 Hours

This is the second part of the practicum experience

and consists of more advanced skill and knowledge. Two hundred twenty-five (225) hours are required in this practicum. Further focus is provided by a licensed psychologist supervisor in the areas of assessment, therapy, collaboration, ethical practice, consultation, cultural sensitivity, and psychoeducation. Clinical knowledge and skill is developed which includes case conceptualization, write-ups, and general clinical skill building that enhances a therapist's ability to relate to clients. Clinical supervision over therapeutic intervention is provided along with skill building in consultation networking and collaboration.

(Prerequisite: PSY 6943)

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 5153 Biblical Language Tools

3 Hours

This course is a basic introduction to Biblical Hebrew and Greek that introduces students to the alphabet, grammatical terminology, and basic features of each biblical language with an emphasis on equipping the student to use commentaries, lexica, Bible software, and other language resources.

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. (Replaced by BIB 5243)

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 5233 Studies in Poetical and Wisdom Literature

3 Hours

A study of Poetical and Wisdom literature in the Old Testament in its cultural and historical contexts with attention given to its literary features and theological contributions.

BIB 5243 Studies in the Lucan Writings

3 Hours

A study of the Lucan Writings in their cultural and historical contexts with attention given to their literary features and theological contributions.

BIB 5253 Studies in the Pauline Epistles

3 Hours

A study of the Pauline Epistles in their cultural and historical contexts with attention given to their literary features and theological contributions.

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. (Replaced by BIB 5453)

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. (Replaced by BIB 5513)

BIB 5353 Studies in the General Epistles

3 Hours

A study of the General Epistles in their cultural and historical contexts with attention given to their literary features and theological contributions.

BIB 5363 Studies in the Gospels

3 Hours

A study of the Gospels in their cultural and historical contexts with attention given to their literary features and theological contributions.

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). (Replaced by BIB 5253)

BIB 5443 Studies in the Pentateuch

3 Hours

A study of the Pentateuch in its cultural and historical contexts with attention given to their literary features and

theological contributions.

BIB 5453 Studies in the Historical Books

3 Hours

A study of the Historical Books in their cultural and historical contexts with attention given to their literary features and theological contributions.

BIB 5513 Studies in the Prophets

3 Hours

A study of the Prophets in their cultural and historical contexts with attention given to their literary features and theological contributions.

BIB 5533 Studies in Apocalyptic Literature

3 Hours

A study of Apocalyptic Literature in its cultural and historical contexts with attention given to their literary features and theological contributions.

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. (Replaced by BIB 5953)

BIB 5953 Thesis I

3 Hours

Independent research and writing of thesis on an approved topic pertaining to biblical studies under the supervision of faculty advisor. The first semester includes the submission of the topic proposal and thesis prospectus.

BIB 5963 Thesis II

3 Hours

Independent research and writing of thesis on an approved topic pertaining to biblical studies under the supervision of faculty advisor. The second semester includes the completion and submission of the thesis.

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 accentuation, 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)

BUSINESS

BUS 5123 Global Business Economics

3 Hours

Global Economics is the application of economic theory and methodology to managerial decision making problems within various organizational settings such as a firm or a government agency. The emphasis in this course will be on demand analysis and estimation, production and cost analysis under different market conditions, forecasting and decision making under uncertainty. Students taking this course are expected to have had some exposure to economics and be comfortable with basic algebra. Some knowledge of calculus would also be helpful although not necessary.

BUS 5133 Managerial Accounting

3 Hours

This course is a study of the internal accounting methods of business organizations. The course's major emphasis is the use of accounting for planning and control. Various topics include determining manufacturing costs, cost behavior patterns, costing systems, cost-volume relationships,

relevant costs budgeting and control procedures, responsibility accounting, transfer pricing, and capital budgeting.

BUS 5153 Business Ethics

3 Hours

This course provides an in-depth study of ethical theory. An analysis of the relationship of laws, ethics, morals, and standards within the Christian framework is explored. Students will see ethical theory applied to numerous case studies. Students will also apply theories to current-day ethical dilemmas to practice ethical problem solving.

BUS 5173 Organizational Strategy

3 Hours

This course covers topics of mission, goal, strategy formulation, strategy implementation and strategy evaluation. Strategic techniques include Industry: Analysis of the Competitive Environment, Key Success Factors, Strategic Scenario Analysis, and SWOT Analysis. Additional topics covered include strategic thinking, competitive advantage, vertical and horizontal integration, and planning horizon.

BUS 5193 Advanced Marketing Strategies

3 Hours

The course examines the explicit process of formulating organizational marketing goals and strategies. The marketing planning phases of formulation, integration, and implementation approaches, and strategic intelligence, including evaluation and feedback, are reviewed and applied in various organizational settings. The course combines course discussions with current marketing literature and case analysis.

BUS 5233 Applied Business Research

3 Hours

This course prepares students to apply statistics and probability concepts to business decisions. Students learn important criterion for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

BUS 5243 Operations Management

3 Hours

Our fast-changing and global marketplace demands that organizations produce high quality products and services at a low cost. Through the strategic and effective optimization of processes that span the product or service development cycle, companies can create competitive advantages, improve customer satisfaction, and increase profits. In

this course, students will evaluate both manufacturing and service processes, and they will identify and resolve inefficiencies. In addition, students will create value stream maps and analyze capacities to gain relevant, practical, and real-world experience with operations management.

BUS 5253 Global Teams and Leadership

3 Hours

This course focuses on current leadership challenges within globally dispersed teams. Topics include communication methods and technologies, cultural considerations, productive team leadership, leading through change, and other global considerations. This course will provide students with strategies to lead diverse teams regardless of location.

BUS 5263 Global Business Finance and Economics

3 Hours

This course will examine the intricacies of corporate financial management as it relates to the strategic analysis of economic and financial movements within global business organizations. Major topics covered will include demand analysis and estimation production and cost analysis under different market conditions, forecasting and decision making under uncertainty, capital budgeting, risk-return relationship, corporate valuation and capital market theory, and applying a faith-based foundation to financial and economic policies.

BUS 5273 Information Systems for Managers

3 Hours

This course equips students with the biblical worldview and skills necessary to enable them to deal with the many information systems issues that confront every person who lives in this modern information age. Through a case-oriented focus providing an overview of information technology and information systems topics from an organizational and managerial perspective, students will learn the relationship of technology to organizational strategy, structure, controls, resources, and security; the ethical and social impacts of information systems. Emphasis will be placed on the user's role in developing information systems, ethical and management challenges and the uses of IT to create competitive advantages for an organization and for decision-making.

BUS 5283 Strategic Business Leadership

3 Hours

This course prepares students to apply leadership principles to the roles they play as managers. Students will learn about their personal leadership style, discover ways to manage conflict while building trust and team accountability. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, as well as how to create value

through cross-functional, cross-organizational relationships.

BUS 5293 Managerial Decision Making

3 Hours

This course examines the individual and collective factors that affect the decisions managers make daily. Formal, psychological, optimal, and descriptive models are used to examine and analyze recent business decisions to help students both understand and improve their decision-making abilities. Topics will center on how and why managers make decisions and a “rational” approach to decision-making.

BUS 5313 Organizational Behavior

3 Hours

Individuals, formal and informal groups, and external stakeholders continuously interact in defined, matrix, and ever-changing environments to complete organizational goals. To overcome the dynamic complexities related to modern business operations, both individual and group behaviors are explored in this course. Students will examine organizational behavior theories, individual and group behaviors, culture and diversity, leadership and change, motivation, communications, decision-making, and organizational design. In addition, students will utilize case studies and collaborative learning to solve real-world problems that are related to organizational behavior.

BUS 5323 Statistics and Analytics for Business

Professionals

3 Hours

Introduction to decision making using quantitative methods. The emphasis will be on statistical applications. Besides exploratory data analysis; basic probability, distribution theory and statistical inference will be covered. Special topics will include experimental design, regression, control charts and acceptance sampling.

BUS 5343 Global Business Finance

3 Hours

This course will examine the intricacies of corporate financial management as it relates to the strategic analysis of economic and financial movements within global business organizations. Major topics covered will include demand analysis and estimation production and cost analysis under different market conditions, forecasting and decision making under uncertainty, capital budgeting, risk-return relationship, corporate valuation and capital market theory, and applying a faith-based foundation to financial and economic policies.

BUS 5983 Executive Seminar

3 Hours

This seminar is designed to assist learners to view the impact of contemporary issues on corporate strategy.

Competitive, cultural, social and ethical issues are examined within the context of a global business environment. The seminar emphasizes identifying strategic alternatives, developing corporate and business strategies, and understanding the role of functional activities and organizational processes from a strategic viewpoint. The process of the seminar involves team interaction, problem-solving, group decision-making, written reports and oral presentations. Learners will critically examine ethical and creative methods to solve problems related to managing individuals and teams. Focus on teamwork specifically, skill development domains that include perception, attribution, motivation, learning leadership, communication, team development, managing change and conflict, decision-making, power and politics and business ethics. In addition, quantitative and qualitative tools will be provided to help learners identify, analyze and create business opportunities as well as solve business problems, developing their ability to think strategically and to lead, motivate and manage teams.

BUS 5993 Special Topics

3 Hours

Various topics in Management are considered. They will vary depending upon recent developments in the field and upon the research interests of the instructor. The topics to be included are announced at the time of the course offering. The course can be repeated when topics differ.

BUS 6973 Capstone

3 Hours

The Capstone for the MBA program provides students the opportunity to utilize all of the theories, skills, and tools acquired during the program by working with an existing company or ministry to propose a comprehensive solution for a business need. Students will develop a proposal, research solutions and needs to meet the goals, and present findings to the client in the form of a presentation or report prior to the end of the semester. Course will be taken during final semester of program.

CHILDREN AND FAMILY

CFM 5143 Marriage and Family Relationships

3 Hours

A study of the historical and comparative importance of the family, the effect and impact of modern industrial society and social change upon the family, and family integration and disintegration.

CFM 5153 Creative Methods for Communicating with Children

3 Hours

This course includes instruction and exploration of a wide variety of creative methods to be used in communicating

with children. Special emphasis will be given to developing skills, designing presentations, and planning thematic presentations. Students will be exposed to a wide variety of creative techniques to increase their ability to communicate effectively to children.

CFM 5213 Issues in Childhood and Family Life

3 Hours

This course will involve the exploration of challenging issues in the lives of children. Students will learn to administer care and advocacy to and for children affected by a variety of societal issues and special needs.

CFM 5223 Spiritual Formation 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 5233 Family Life and Parenting

3 Hours

This course will involve students in understanding the principles for creating and directing family ministries that include: help and resources for parents to disciple their children; opportunities for family members to minister together; and intergenerational efforts to facilitate community.

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.

CFM 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.

D.MIN./LEADERSHIP

DMN 7113 Vision, Planning and Creativity

3 Hours

Examining the relationship between vision casting and pulpit ministry, this course requires the student to participate in a sermon “think tank” that highlights the value of sermon-series planning and the use of collaborative teams in sermon preparation.

DMN 7123 Spiritual Formation and Self Improvement

3 Hours

While exploring proven principles of spiritual, emotional, and physical renewal, the student engages in a process of personal assessment, ministry refocusing, and holistic growth. Emphasis is placed on the design of a self-improvement plan through which the student formulates realistic growth goals and identifies the strategies for reaching those goals.

DMN 7133 Fresh Approaches to Preaching in a Post Modern Era

3 Hours

This comprehensive study of the various philosophical tenants and cultural implications of postmodernism emphasizes the principles of expository preaching as a strategy for addressing people within a postmodern context. Use of diverse sermonic forms is explored.

DMN 7143 God and Popular Culture

3 Hours

Engaging the student in a two-way dialogue between popular culture and theology, this course facilitates the art of creative interpretation that depicts God within elements of popular culture. The student develops biblical, theological, and sociological perspectives on various cultural media, such as music, movies, TV, art, fashion, and sports, while gaining a critical understanding of the advertising, consumerism, and globalization that drives popular culture.

DMN 7153 Creative Communication and Technology

3 Hours

The use of technology in church ministry is highlighted in this course. Application is made to pulpit ministry, live and online presentations (podcasts and webcasts) and other communication media (radio and television). The student gains experience in the use of various technological tools; computer proficiency is assumed.

DMN 8113 D.Min. Project I

3 Hours

The research perspective and methodologies used in practical theology are explored and applied to the student’s tentative project focus. In an on-campus public academic forum, the student receives guidance for formulating a credible research prospectus and methodology chapter.

DMN 8123 D.Min. Project II

3 Hours

The student applies knowledge gained and skills developed in previous courses to the completion of the D.Min. project. Various methods of data-collection and data-analysis are explored. An approved research proposal is the initial assignment for this course. (Prerequisite: DMN 8113).

LDR 7113 Organizational Behavior

3 Hours

Problems of adjustment, communication, and performance in various organizational structures are examined in this course. Topics addressed include interpersonal group behavior, complex organizational behavior, leadership styles, staffing issues, and employees' motivation.

Organizational communications and the integrative role of management is emphasized.

LDR 7123 Foundations of Leadership: History, Theory, Application, and Development

3 Hours

A foundational understanding of leadership based on Scripture and contemporary leadership theories is developed in this course, in light of the evolution of leadership/management thought from 1900 to the present. Contingent and context-specific applications of leadership principles are examined, emphasizing the resolution of organizational problems caused by dysfunctional leader-follower interaction. The student develops a personalized leadership-development plan that includes accountability measures.

LDR 7213 Ethics

3 Hours

This study of applied ethics explores the relationship between laws, ethical theory, moral principles, and behavioral standards within a ministry framework. The student practices ethical problem solving by applying theory to numerous ministry cases and current ethical dilemmas.

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 ESC/HIS/ICS/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 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 – EDU 2253; all other M.Ed. majors - PSY 3463. Same as ESC 5243)

EDU 5333 Language and Literacy in Early Childhood**3 Hours**

Using the constructivist theoretical approach, this course will concentrate on the integration of early language and literacy development across the curriculum in informal and formal early childhood settings (birth through age eight). Examine the development of emergent literacy in relation to language development in young children. Current research, national and state standards in early literacy will be linked to philosophy and practice.

EDU 5343 English, Language Arts and Reading Trends and Issues**3 Hours**

An examination of issues and trends at the intersection of theory and practice in ELAR classrooms. Focuses on current research and emerging issues in ELAR curriculum development and assessment, 21st century literacies, and faculty development.

EDU 5353 Math and Science in Early Childhood**3 Hours**

Using a constructivist theoretical approach, this course will focus on developmental math and science concepts in informal and formal early childhood settings (birth through age eight). Explore and develop developmentally appropriate curricular content, hands-on learning experiences, effective teaching and assessment methods, strategies, and practices. Current research, national and state standards in math and science will be linked to philosophy and practice.

EDU 5363 Teaching Math and Methods**3 Hours**

An examination of issues and trends at the intersection of theory and practice in math classrooms. Focuses on current research and emerging issues in math curriculum development and assessment, 21st century best practices, and faculty development.

EDU 5373 Science, Technology, Engineering, Art, and Math for Teachers**3 Hours**

An in-depth study of the historical and contemporary practices, principles, and skills of STEAM (Science, Technology, Engineering, Arts and Mathematics) integration across the K-12 curriculum. Special attention is given to inquiry and project-based learning and assessment in relation to developing critical thinking skills to promote investigation, inquiry, exploration, questioning, and testing through curriculum and instruction.

EDU 5383 Social Studies Trends and Issues**3 Hours**

This course examines current issues and trends which affect social studies and history-related content in K-12 education. Instructional strategies related to using literature to teach social studies, teaching social studies within a multicultural framework, and studying how current social studies curriculum has renewed focus on western civilization, ethics, values, and the role of religion will be emphasized. Selection and organization of current and controversial classroom methods and materials to accelerate student learning is incorporated.

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 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 5563 Special Issues and Populations

3 Hours

An examination of current issues pertaining to special education populations for early childhood through grade 12. Educating students with various cognitive, social, emotional, and physical limitations in inclusive settings will be emphasized. Students will examine special education law and discuss the expectations and responsibilities of the general education teacher. Field experience included. (Prerequisite: Must be formally admitted to the Teacher Education program)

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 – EDU 2253; all other M.Ed. majors - PSY 3463. 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 Principalship

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 Principalship 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 Principalship 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: EDU 2253, HDV 2123, 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 3463)

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 5873 Crisis Management

3 Hours

An in-depth look at current research related to crisis management and prevention within a school. Emphasis will be placed on prevention and mitigation, preparedness, response, and recovery. Developmentally appropriate strategies to use with children and families will also be emphasized.

EDU 5883 Data Driven Instructional Practices

3 Hours

An in-depth, action-research based look into the concept of data driven instruction and its implications for teaching and learning. Analysis and synthesis of multiple measures of learning to inform instructional and intervention decisions will be addressed.

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)

EDU 5953 Teaching Internship I

3 Hours

A field-based experience in classroom teaching in schools approved or recognized by Texas Education Agency. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a classroom. (Prerequisite: Must be formally admitted into the Teacher Education program and eligible for a probationary certificate)

EDU 5963 Teaching Internship II

3 Hours

A field-based experience in classroom teaching in schools approved or recognized by Texas Education Agency. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a classroom. (Prerequisite: Must be formally admitted into the Teacher Education program and eligible for a probationary certificate)

EDU 5973 Internship in Administration

3 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 experiences with current best practices under the assessment, mentorship, and direction of a school administrator. (Prerequisite: All core component coursework must be completed prior to internship.)

EDU 6143 Budgeting and Finance

3 Hours

Key concepts and theories of public-school finance are explored, including local, state and federal laws and policies. The student gains experience in district or school budget planning, with emphasis on taxation, revenue sources, and risk management.

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 EDU/HIS/ICS/PTH/THE 5113)

ESC 5123 Foundations and Ethics of School Counseling

3 Hours

This course introduces students to the discipline of school counseling. Emphasis is placed on the evolution of the school counseling professional identity, professional ethics, and professional practice as it relates to the academic,

social/emotional, and career needs of all students. Services and interventions provided in a comprehensive school counseling program are discussed and developed.

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 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 5213 School Counseling Program Development

3 Hours

This course is designed for students to develop a comprehensive school counseling program as outlined by the American School Counselor Association. Counseling theories, as they relate to schools, are discussed. Emphasis is placed on conducting an audit of an existing school counseling program, creating a mission and goals that aligns with the school district, and developing a school counseling calendar. A portfolio is submitted at the end of the course which is the basis for a school counseling program and can be used in the future during the interview process.

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 – EDU 2253; 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 – EDU 2253; all other M.Ed. majors - PSY 3463. 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: EDU 2253, HDV 2123, 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 EDU/ESC/ICS/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.

INTERCULTURAL STUDIES

ICS 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)

ICS 5153 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 administration/institutional relations, syllabi development, lesson plans, classroom management, and faculty evaluations in theological education institutions, including intercultural settings. A micro-teaching lab will be included. (Same as PTH 5153)

ICS 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.

ICS 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)

ICS 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.

ICS 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.

ICS 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)

ICS 5913 Thesis

3 Hours

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

ICS 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.

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 a proficient veteran in the field and an academic advisor. Students will draw from their program learning experience to improve leadership skills in a 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 EDU/ESC/HIS/ICS/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 5153 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 administration/institutional relations, syllabi development, lesson plans, classroom management, and faculty evaluations in theological education institutions, including intercultural settings. A micro-teaching lab will be included. (Same as ICS 5153)

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 ICS 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 EDU/ESC/HIS/ICS/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 5133 Doctrines of the Pentecostal Movement

3 Hours

A study of the contemporary Pentecostal movement, with special emphasis upon its distinctive doctrines and practices and their historical development.

THE 5143 History of Modern Revivals

3 Hours

A survey of modern revivals and awakenings from the birth of Evangelicalism in the eighteenth century to the modern era.

THE 5153 The Nineteenth-Century Holiness Movement

3 Hours

A study of the history and theology of the Nineteenth-Century Holiness Movement and its influence on Pentecostalism.

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 ICS 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. (Replaced by THE 5953)

THE 5953 Thesis I**3 Hours**

Independent research and writing of thesis on an approved topic pertaining to theological studies under the supervision of faculty advisor. The first semester includes the submission of the topic proposal and thesis prospectus.

THE 5963 Thesis II**3 Hours**

Independent research and writing of thesis on an approved topic pertaining to theological studies under the supervision of faculty advisor. The second semester includes the completion and submission of the thesis.

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.

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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 with SAGU)*

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

KIM BERNECKER 2007, Vice President for Institutional Effectiveness

Ed.D., Texas A & M University Commerce
 M.Ed., William Carey College
 B.A., MidAmerica Nazarene College

RICK BOWLES 2018, Vice President for Advancement

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

FRED GORE 2019, Vice President for Business and Finance

D.B.A., University of South Florida
 M.B.A., Missouri State University
 M.Div., Assemblies of God Theological Seminary
 B.B.A., Southwestern Assemblies of God University

TERRY PHIPPS 1987-1990, 1991,

Vice President for Student Development

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

ACADEMIC AND INSTITUTIONAL SUPPORT

SCHOOL OF GRADUATE STUDIES

DENNIS ROBINSON, 2018, Dean

Professor, Education
 Ed.D., University of Central Florida
 M.S., Troy University
 B.A. University of Central Florida

COLLEGE OF BIBLE AND CHURCH MINISTRIES

MICHAEL CLARENSAU 2015, Dean

Associate Professor, Practical Theology
 D.Min., Assemblies of God Theological Seminary
 M.A., Assemblies of God Theological Seminary
 B.B.A., University of Missouri Kansas City

COLLEGE OF BUSINESS AND EDUCATION

SUE ELLEN TAYLOR 2017, Dean

Professor, Business
 Ph.D., Texas A & M
 M.A., Truman State University
 B.S., Truman State University

COLLEGE OF MUSIC AND COMMUNICATION ARTS

DEL GUYNES 2004, Dean

Assistant Professor, Communication Arts
 Ph.D., University of Texas at Dallas
 M.S., University of Colorado
 B.A., Evangel College

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

HEATHER FRANCIS 1998, Assistant Dean of Student Records & Registrar

Assistant Professor, Behavioral Sciences
 M.S., Southwestern Assemblies of God University
 B.S., Southwestern Assemblies of God University

JOSEPH HARTMAN 1994, Dean of Distance Education & Extension Sites

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

SAGU - American Indian College

DAVID MOORE 2016, President of the Campus

D.Min., Assemblies of God Theological Seminary
 M.A., Assemblies of God Theological Seminary
 B.S., Evangel University

JOSEPH J. SAGGIO 2016, Admin. Dean of the College

Ed.D., Arizona State University
 M.A. Vanguard University
 M.A., Azusa Pacific University
 B.A., California State University, Fresno

FACULTY

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

Adjunct Instructor, Bible/Theology/Practical Theology

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

ROBIN BLAKNEY 2003

Adjunct Instructor, Practical Theology

D.Min., Assemblies of God Theological Seminary
M.Div., Southwestern Assemblies of God University
M.S., Southwestern Assemblies of God College
B.S., Henderson State University

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

DANON CARTER 2015

Assistant Professor, Business

D.M., University of Phoenix
M.M., University of Phoenix
B.S.B., University of Phoenix

MICHAEL CLARENSAU 2015

Associate Professor, Practical Theology

D.Min., Assemblies of God Theological Seminary
M.A., Assemblies of God Theological Seminary
B.B.A., University of Missouri

DARREN DAUGHERTY 2005

Program Coordinator, Children and Family Ministry

Professor, Practical Theology

Ph.D., University of Minnesota
M.A., University of St. Thomas
B.A., North Central University

JOHN DAVIDSON 2008

Adjunct Instructor, D.Min.

Ph.D., Assemblies of God Theological Seminary
M.A., Assemblies of God Theological Seminary
B.A., Evangel University

TERANCE ESPINOZA 2012

Associate Professor, Bible/Theology/Hebrew

Ph.D., Fuller Theological Seminary
M.A.T., Fuller Theological Seminary
B.A., Bethany University

MARVIN GILBERT 2014

Associate Professor, D.Min. program

Ed.D., Texas Tech University
M.S., Central Missouri State University
B.A., Central Bible College

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

CLANCY HAYES 2006

Department Chair, Practical Theology

Professor, Bible/Theology/Practical Ministries

D.Min., Assemblies of God Theological Seminary
M.Div., Assemblies of God Theological Seminary
M.A., Assemblies of God Theological Seminary
B.A., Evangel University

ELMER HUMPHREY 2008

Professor, Education

Ph.D., St. Louis University
M.S., Southern Illinois University
B.S., Southern Illinois University

STACEE JOHNSON 2019

Adjunct Instructor, Education

Ed.D. (ABD), Texas A & M University
M.Ed., Texas A & M University
B.S., Southwestern Assemblies of God 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**Adjunct Instructor, Counseling/Psychology**

Ph.D., Regents University
M.S., Southwestern Assemblies of God University
B.S., Southwestern Assemblies of God University

JEFF MAGRUDER 1999**Professor, Bible/Practical Theology**

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

ROBERT MAPES 1986, 1991**Adjunct Instructor, 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

JIM MCCORKLE 1996**Adjunct Instructor, Practical Theology**

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

GARY MCELHANY 1998**Program Coordinator, History****Professor, History**

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

LASHERA MCELHANY 2006**Associate Professor, Education**

Ph.D., Texas Women's University
M.Ed., Dallas Baptist University
B.S., Southwestern Assemblies of God University

TERRY MINTER 2010**Professor, Theology**

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

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**Professor, Education**

Ed.D., University of Central Florida
M.S., Troy University
B.A., University of Central Florida

BRUCE ROSDAHL 2000**Department Chair, Biblical/Theological Studies****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**Adjunct Instructor, Intercultural Studies**

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

JOHN SAVELL 2012**Associate Professor, Counseling/Psychology**

Ph.D., California School of Professional Psychology
M.A., University of Houston at Clear Lake
B.S., University of Houston

LOYD UGLOW 1987**Professor, History**

Ph.D., University of North Texas
M.A., University of West Florida
B.A., University of Texas, Dallas

JIMMY WHITE 2012**Adjunct Instructor, D.Min., MOL**

D.Min., Oral Roberts University
M.Div., Oral Roberts University
B.A., Southwestern Assemblies of God University

JOHN WYCKOFF 1966-1968, 1976**Adjunct Instructor, Bible/Theology**

Ph.D., Baylor University

M.A., Southern Nazarene University

B.S., Southwestern Oklahoma State

B.S., Southwestern Assemblies of God University

SHELLY ZALDIVAR 2011**Department Chair/Program Coordinator, Business**

Associate Professor, Business

Ph.D., Walden University

M.B.A., University of Dallas

B.S., Southwestern Assemblies of God University

EMERITUS

SAGU EMERITUS

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

Delmer Guynes, Ed.D., President Emeritus 1980-1982, 1990-2000

H. Glynn Hall, Ed.D., Dean Emeritus, 1974-1978, 1996-2009

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

SAGU AIC FACULTY EMERITUS

Eugene Hunter, B.A., 1976-1993, 2001-2009

Charles Lee, Diploma, 1989-1994

Anthony Palma, Th.D., 1990-1993

Alma Thomas, M.A., 1961-1964, 1975-1996, 1998-2001

MANAGEMENT STAFF

CHRIS BACA 2011

Director, Student Billing

M.A., Southwestern Assemblies of God University

B.A., Southwestern Assemblies of God University

CYNTHIA BELL 2011

Director, Online Admissions

M.Ed., Southwestern Assemblies of God University

B.A., Southwestern Assemblies of God University

ROB BLAKNEY 2003

Assistant Dean for Graduate Studies

D.Min., Assemblies of God Theological Seminary

M.S., Southwestern Assemblies of God University

B.S., Henderson State University

JOHN COOKMAN 2008

Director, Media Services

B.S., Southeastern University

RON CRANE 2012

Director, Security & Safety Services

NELSON de FREITAS 2013

Director, World Missions

M.A., Southwestern Assemblies of God University

B.A., Southeastern Assemblies of God University

JEFF FRANCIS 2004

Senior Director, Financial Aid

M.A., Southwestern Assemblies of God University

B.S., Southwestern Assemblies of God University

JESSE GODDING 2002

Athletic Director

Ed.D., United States Sports Academy

M.A., Northern State University

B.A., Crown College

KELLI HILL 2011

Director, Wellness Center

RADONNA HOLMES 2011

Director, Library Services

M.L.S., University of North Texas

B.S., Southwestern Assemblies of God University

NOLAN JONES 2011

Director, Learning Centers

Ph.D., Texas A & M University - Commerce

M.S., Southwestern Assemblies of God University

B.A., Southwestern Assemblies of God University

JOSHUA MARTIN 2015

Assistant Dean of Admissions

M.O.L., Evangel University

B.A., North Central University

JULIE MCELHANY 2018

Director, Faculty Development & Support

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

M.S., Mississippi State University

B.S., Mississippi State University

RYAN MCELHANY 2004

Director, Marketing

M.B.A., Texas A&M

B.S., Southwestern Assemblies of God University

SHELLY MCMULLIN 2001

Director, Institutional Research

Ph.D., University of North Texas

M.S., Southwestern Assemblies of God University

B.S., Southwestern Assemblies of God University

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

HEATHER ORRILL 2010**Director, Distance Education Student Support**

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

JARROD PACE 2011**Director, Admissions Information Systems & Communication**

B.A., Northwest University

KIRK PASCHALL 2017**Senior Director, Information Technology**

B.S., Evangel University

JOSIAH PITTERSON 2014**Director, Learning Management Systems****TRENTON POLK 2010****Director, Distance Education Operations**

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

JERRY ROBERTS 2011**Director, Institutional Assessment**

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

RUTH ROBERTS 2001**Director, Human Resources**

Title IX Coordinator: 972.825.4656

BEVERLY ROBINSON 1998**Director, Career Development**

M.S., Southwestern Assemblies of God University
B.A., Bethany Nazarene University

PAUL SMITH 2014**Director, Accounting**

M.B.A., Southwestern Assemblies of God University
B.B.A., University of North Texas

RYAN SMITH 2018**Head Football Coach**

B.S., Southwestern Assemblies of God University

MARK WALKER 1998**Director, Campus Software****STEVEN WATSON 2018****Head Women's Softball Coach**

B.S., Southwestern Assemblies of God University

KATIE WHITE 2008**Director, Business Services**

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

SAGU AIC**ERICA ZAMORANO 2016****Senior Director, Institutional and Student Services**

M.A., Ottawa University
B.A., American Indian College

NICK ZAMORANO 2016**Director, Enrollment and Student Development**

B.A., American Indian College