
Southern Nazarene University

CHARACTER | CULTURE | CHRIST

GRADUATE CATALOG 2005-2007

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❧ *MASTER OF ARTS, EDUCATIONAL LEADERSHIP* ❧

❧ *MASTER OF ARTS, MARRIAGE AND FAMILY THERAPY* ❧

❧ *MASTER OF ARTS, THEOLOGY* ❧

❧ *MASTER IN BUSINESS ADMINISTRATION* ❧

❧ *MASTER OF SCIENCE, COUNSELING PSYCHOLOGY* ❧

❧ *MASTER OF SCIENCE, MANAGEMENT* ❧

❧ *MASTER OF SCIENCE, NURSING* ❧

INFORMATION

Graduate School

Southern Nazarene University
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Bethany, Oklahoma 73008
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SNU Tulsa Center

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'Positioning Oneself for Life'—*Message from the President*

Businesses, as well as individuals, talk often these days of 'positioning' for success. Whether a person is trying to make a profit in business, or is setting him/herself up for a full and fulfilling life, getting the right preparation is essential. In our age, the acquisition of a college education is a great start for achieving one's goals in life.

Southern Nazarene University is a place to get this preparation process into high gear. Since 1899 we have been sending out graduates for places of responsibility in the business world, the professions, government service, ministry assignments, and in virtually every field of endeavor. Daily I receive correspondence from alumni thanking me for education they received here that set them on their course for life. No words could be more affirming for me and for our great faculty and staff than such expressions of gratitude.

Our 'holistic' type of educational experience is designed to help students know themselves better, and understand more fully their strengths and abilities. We desire to give them sound counsel on how they might best exploit their God-given talents for future success and contribution to society. Our highest goal is to 'educate for responsible Christian living,' while cultivating the most from the potentialities of our students. We would appreciate the opportunity of partnering with **YOU** in the exploration of your life and future.

If you are open to intimate education, including small classes, personal interaction with your professors and service opportunities locally and abroad, there might be a good fit for you at **SNU**. Let us assist in the consideration of your options for the best 'positioning' of your life for lasting satisfaction and success.



Loren P. Gresham, Ph.D., President

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SOUTHERN NAZARENE UNIVERSITY is:

- an approved four-year senior college for the South Central Region of the Church of the Nazarene.
- accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools with accreditation through the Master's program. (North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504).
- accredited for Master's degree programs in Theology (Master of Arts), Educational Leadership (Master of Arts), Master in Business Administration, Management (Master of Science), Nursing (Master of Science), Counseling Psychology (Master of Science) and Marriage and Family Therapy (Master of Arts).
- approved for Teacher Education by the Oklahoma State Board of Education.
- accredited by the National Council for the Accreditation of Teacher Education (NCATE).
- accredited by the Commission on Collegiate Nursing Education.
- approved by the Oklahoma Board of Nursing.
- a member of the American Association of Colleges of Nursing.
- a member of the National League for Nursing.
- accredited by the National Association of Schools of Music.
- a member of the Association of Governing Boards of Universities and Colleges.
- a member of the Oklahoma Independent Colleges and Universities.
- a member of the American Association of Colleges for Teacher Education.
- a member of the Council for Christian Colleges and Universities.
- dedicated to the education of Christian youth.

Mission

"Southern Nazarene University educates students for responsible Christian living within the contexts of the liberal arts, selected professional and graduate studies, a Wesleyan-holiness theological perspective, and a cross-cultural community life. Through its primary relationship to the Church of the Nazarene in the South Central Region of the USA, the University is the church at work in higher education integrating faith, learning and life."

The mission of the University is an integral part of the mission of the Graduate School at SNU. All programs are presented from a distinctively Christian worldview and challenge each student to examine values and ethics, both personal and professional, from the assumptions and beliefs inherent in this worldview. These programs are based on the understanding that knowledge of God is available to all people through both revealed and discovered truth. From the Wesleyan perspective, the Graduate School is committed to the search for truth in Scripture, experience, tradition and reason. Many schools offer excellent training; some schools emphasize a Christian perspective. SNU is thoroughly committed to combining academic excellence with a well-founded Christian worldview.

Purpose Statements

The Southern Nazarene University mission guides faculty, administration, staff and students in seeking to transform society and focuses our efforts on the following purposes:

- *Inviting the university community to live as followers of Christ and to encounter the Wesleyan vision of Christian life and thought;*
- *Establishing and maintaining undergraduate and graduate programs that equip students to be life-long learners and assist them in personal and professional preparation;*
- *Providing educational excellence for students who represent a wide range of academic ability, life experience, socio-economic and ethnic backgrounds;*
- *Encouraging development of the whole person by engaging students in responsible participation and leadership in co-curricular programs;*
- *Promoting student learning through both cross-cultural educational and service opportunities; and*
- *Achieving and sustaining a level of institutional stewardship adequate to support and enhance the mission of the University.*

Motto

The university motto of *Character – Culture – Christ* has been used for nearly 75 years and although the mission has undergone various modifications in wording and emphasis, the descriptors of the motto reflect the institution's most basic ideals. The continuity provided by this motto keeps the institution focused on the pivotal role of education in character development, the nurturing of cultural appreciation and critique, and the tremendous potential of simultaneously pursuing the best in both educational endeavor and Christian commitment. These aspects of the motto come together to provide the foundation for the mission of "educating for responsible Christian living."

Student Services

Counseling Services

SNU provides a confidential, professional counseling program located in the Office of Student Development in the Webster Commons.

Financial Assistance Offices

Non-traditional graduates – Royce Brown, Suite 201; 405.491.6685.

Traditional graduates (MA Theology) – Bresee Hall 101; 405.491.6310.

Career Center

The Career Center is located in the Webster Commons (Lower Level). While the services are primarily geared to the undergraduate student, graduate students are welcome to investigate services offered as they are needed.

Computer Network and Access

Network accounts are assigned to students, providing Internet and network access and Email. Each user is assigned a username (login ID) and password. The username is always the first letter in the first name followed by the first seven letters in the last name. In cases of duplicate usernames, this naming scheme will be altered. Student e-mail addresses consist of the login ID followed by @as.snu.edu (Example: jdoe@as.snu.edu). Passwords consist of the last 5 digits of the Social Security Number, and must be changed the first time a user logs in. When creating the new password, select one with 5 or more characters, preferably a mix of numbers and letters.

Computers are available for student use in: Royce Brown 116, Royce Brown 129 & 129A, Science 29A, R.T. Williams (Library), LRC Media (LRC 343), Herrick, Education Department (Macintosh). Lab assistants are normally on duty during the afternoon and evening hours. Most labs are open from 8 am to 11 pm, except when classes are in session. Labs are equipped with Office XP, including Word, Excel, PowerPoint and Access, as well as course-related software. Further information is available at www.snu.edu/it or at the Network Helpdesk, 405.491.6396.

A Rich Heritage

Southern Nazarene University is the recognized University for the South Central Educational Region of the Church of the Nazarene, which includes Oklahoma, Arkansas, Texas and Louisiana. Known since 1986 as Southern Nazarene University (formerly Bethany Nazarene College), the institution developed through the merging of several educational institutions with the college located at Bethany:

<u>Institution</u>	<u>Founded</u>	<u>Location</u>	<u>United to form SNU</u>
Peniel College	1899	Peniel, Texas	1920
Arkansas Holiness College	1900	Vilonia, Arkansas	1931
Bresee College	1905	Hutchinson, Kansas	1940
Beulah Heights College	1906	Oklahoma City, Okla.	1909
Oklahoma Holiness College	1909	Bethany, Oklahoma	1920
Central Nazarene University	1910	Hamlin, Texas	1929

Grade records from these schools are on file in the Office of the Registrar at Southern Nazarene University.

Presidents of Southern Nazarene University since its merger have been: A.K. Bracken, 1920-28; S.S. White, 1928-30; A.K. Bracken, 1930-42; S.T. Ludwig, 1942-44; Oscar J. Finch, 1944-47; Roy H. Cantrell, 1947-72; Stephen W. Nease, 1972-76; John A. Knight, 1976-85; Ponder W. Gilliland, 1985-89; Loren P. Gresham, 1989-.

The Graduate School



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THE GRADUATE SCHOOL

Southern Nazarene University offers three degrees. These degrees are the Master of Arts, the Master of Science and the Master in Business Administration. Majors included in these degrees include the following.

Master of Arts:

Family Therapy
Theology
Educational Leadership

Master of Science:

Nursing
Counseling Psychology
Management

Master in Business Administration

POLICIES AND PROCEDURES

Policies and procedures are generally the same across degree plans; however, because of the nature of the programs, there are some specific policies that apply only to a particular program or delivery system. All non-traditional modularized programs publish program-specific handbooks that contain all program-specific policies and procedures. **These handbooks function as official extensions of this catalog.**

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

ADMISSIONS

Application Process

Applicants seeking admission to any graduate degree program or course work in any graduate degree program, must process their application materials through the office of the program to which they are making application. Details for each program together with offices and individuals associated with each degree program can be found at the following locations.

<u>Program</u>	<u>Catalog Page</u>	<u>Contact</u>	<u>Telephone</u>
Counseling	17	Ms. Teresa Hawkinson	405.491.6360
Education	24	Ms. Julie Hall	405.491.6346
Management	27	Ms. Lura Dahlem	405.491.6358
Nursing	31	Ms. Carri Rohlmeier	405.491.6365
Theology	33	Ms. Lori Cable	405.491.6368

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

Graduate Transfer Credit

A maximum of six [6] semester hours of equivalent graduate credit is eligible for transfer into any specific program. No course credit may be transferred unless the grade received was at least a B [3.00] from an accredited institution. Correspondence courses are not accepted toward a graduate degree. Please refer to the appropriate section for specific program requirements.

In traditional programs, up to nine [9] semester hours of graduate credit may be transferred from regionally accredited colleges prior to admission to candidacy, provided grades of B or above were earned. Transcripts are evaluated on a case-by-case basis for such work. Study on consignment is designed to allow students in a traditional degree program to enroll in another institution for a limited amount of course work that is consistent with the student's approved degree program. Study on consignment must have the prior approval of the student's graduate Coordinator and the Graduate Dean.

Once a student has been admitted to candidacy, he/she cannot take courses elsewhere to count toward the degree except on consignment. Total graduate course credits accepted by transfer and/or on consignment shall not exceed nine [9] semester hours.

Second Master's Degree

A student who holds a Master's degree from Southern Nazarene University may earn a second Master's degree by completing all program requirements required for the second degree.

1. A student may apply no more than nine [9] hours of work from the first degree to a second degree;
2. All course-work applied to a degree must be no more than six [6] years old (see Statute of Limitation).

Re-entry Students

All graduate students who have previously attended SNU must submit a re-entry application and transcripts of any courses taken since leaving the University.

A dismissed student may apply for readmission after one year upon demonstrating an improvement in motivation or preparation for graduate work. A dismissed student's application for readmission will be referred to the Graduate Program Directors for review. If a student leaves the institution for a semester or more, he/she returns at the same standing.

Students who leave the University for two or less consecutive semesters (not including summer sessions) will re-enter under the academic program/curriculum in effect at the time of his/her re-entry.

Students who leave SNU for more than two consecutive semesters (not including summer sessions) will re-enter under the academic program/curriculum in effect at the time of their re-entry.

International Students

In addition to the materials described above, students who completed any of their baccalaureate studies from an English speaking college or university outside of the United States must submit proof of proficiency in the English language. This is usually accomplished by a TOEFL (Test of English as a Foreign Language) score of 550 (213 computerized) or better or a successful

completion of an approved ESL program. A copy of the student's visa, notarized verification of ability to meet financial obligations, and proof of health of insurance coverage must also be submitted. These materials are required before the individual's application will be reviewed for admission.

ACADEMICS (Individual) Appeals Procedure

All decisions made by the Graduate School administrators and instructors affecting students may be appealed.

Grade Changes and/or Appeals

1. Pre-Appeals
 - a. Discuss with faculty instructor to seek resolution.
 - b. Discuss with Department/School Chair/Director if not resolved with instructor.
 - c. Any grade change is communicated to the Registrar.
2. Appeals Procedure
 - a. A formal appeal must be initiated by the student within one semester after the grade is issued.
 - b. If the pre-appeals procedure does not result in a resolution, the appeal is initiated with the Graduate Dean and relayed to the appeals board consisting of the Graduate Dean, Academic Dean and three additional members of the graduate faculty, of which at least one will be selected for relevant expertise. Both the appealing student and the faculty instructor will be asked to submit documentation in writing. Neither will participate in the appeals board's deliberations. Any action requiring a grade change will be processed by the Graduate Dean and the Registrar. Results will be communicated to all parties.
 - c. In the event an appeal is initiated and the appeals board is not available, an appeals committee will serve. This committee will consist of the Graduate Dean, Academic Dean, Registrar and the Department/School Chair/Director.

Course Numbering

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

1. Courses numbered 6000-6099 are designed for graduate students only.
2. Courses numbered 5000-5099 are graduate level courses which may be open to select undergraduate seniors with permission of the Graduate Dean.
3. Courses numbered 3000-4099 are advanced upper-division undergraduate courses that may be open to graduate students when the Graduate Council has approved these courses and the professor is a member of the graduate faculty or has been approved by the Graduate Dean. These courses are included in the departmental listings of courses of instruction in this catalog.

Grades and Grade-Point Averages

The Graduate School issues the following grades. Grade points are calculated on a 4.00 scale. P and NC receive no grade points and are not counted in the GPA.

A	4.0	P	A or B work, not computed in GPA
A–	3.7	W	Withdrawn
B+	3.4	DC	Deferred Credit
B	3.0	NC	No Credit
B–	2.7	X	Continuing Thesis
C+	2.4		
C	2.0		
D	1.0		
D, F	Non-passing; course must be repeated to receive credit.		

A grade-point average of 3.00 or above on all courses completed for graduate credit is required for admission to candidacy and for graduation. **It should be emphasized that any course in which a D, NC or F is earned must be retaken.** In calculating the grade-point average after a course is repeated, only the replacement grade is used. The original D, NC or F remains on the transcript but is coded to indicate the course has been retaken.

GRADUATION

These requirements must be met in order to apply for those seeking to graduate.

1. Admission to Full Standing for each program;
2. Completion of a planned program of the required semester hours (programs vary from 33 to 60 semester hours—see program sections) with a grade average of B (3.00 on 4.00 scale) or above;
3. For the student following a non-thesis plan, satisfactory performance on the exit evaluation;
4. For those taking the thesis option, submission and defense of an acceptable thesis.
5. Submit an application for graduation. Each student is required to submit an application for graduation early in the semester before expecting to complete requirements for graduation. Graduate students will work with their appropriate Program Office to submit applications at the appropriate point in the program sequence.

Exit Evaluation/Thesis Defense

Each degree program requires an exit evaluation. The form and expectations differ according to the design of the program. The candidate should check with the Program Director in his/her specialization for details.

Non-thesis students must complete the exit evaluation ten [10] calendar days prior to graduation. Thesis students must complete the thesis defense three weeks prior to Commencement.

Commencement and Degree-Granting Dates

Southern Nazarene University grants degrees in August, December and May of each academic year. Commencements are held in May and December. All requirements for graduation must be completed to participate in a

Commencement. Students with outstanding requirements will participate in a subsequent Commencement.

Students who complete all requirements for the degree may request an official transcript with a temporary degree statement to use until the degree is granted.

LIMITATIONS

Maximum Course Loads

For traditional graduate students, the normal course load is nine [9] to twelve [12] hours during a semester and three [3] hours during the summer term. Heavier loads are permitted only with the approval of the appropriate Program Director. In the non-traditional, modularized programs, course loads are determined by program design.

Undergraduates Receiving Graduate Credit

This option, which is restricted to traditional courses and programs, allows a currently enrolled SNU senior, within one semester of completing graduation requirements, to enroll in no more than nine [9] hours in the Master of Arts degree program. Students must have prior approval of the appropriate Coordinator or Director and the Graduate Dean. Formal admission to the Graduate School as a Graduate Special Student is also required.

Enrollment in degrees delivered in non-traditional formats is limited to those who have completed the baccalaureate degree.

Auditing

Audits carry no credit. Students may audit traditional courses on a space-available basis. Contact the Business Office for the current audit fees. No audits are allowed in modularized courses.

Independent and Directed Study

A maximum of six [6] hours of independent or directed study can be used toward a degree unless the program allows fewer (e.g. Theology).

Correspondence and Extension

Southern Nazarene University does not offer correspondence work, and accepts neither correspondence nor extension credit at the graduate level.

Residency

All non-traditional modularized courses require all courses to be taken in residence. The residency requirement for traditional programs may be fulfilled with one semester (eight [8] semester hours during a regular semester or six [6] hours during summer sessions) in residence study, or with an alternate program of study or activity approved by the individual's Coordinator and the Graduate Dean.

Statute of Limitation

Course work for the Master's degree must be completed within six [6] years of the date of the first registration in a degree program. All transfer work accepted must also be earned within these six years.

Graduate Programs



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GRADUATE PROGRAMS IN COUNSELING
Master of Science, Counseling Psychology
Master of Arts, Marriage & Family Therapy



Master of Arts, Educational Leadership



GRADUATE STUDIES IN MANAGEMENT
Master in Business Administration
Master of Science, Management



Master of Science, Nursing



Master of Arts, Theology & Ministry

GRADUATE PROGRAMS IN COUNSELING

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY (MSCP) MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY (MAMFT)

There are two graduate degree programs in Psychology: a Master of Science in Counseling Psychology (MSCP) and a Master of Arts in Marriage and Family Therapy (MAMFT). The MSCP program is designed to meet the academic requirements for the State of Oklahoma's Licensed Professional Counselor credential and the MAMFT program fulfills the academic licensing requirements for the Oklahoma Licensed Marital and Family Therapist credential. Both programs share a common core of coursework and are delivered in an accelerated, modularized format.

The MSCP and MAMFT programs are committed to building thoughtful, informed, caring Christian persons who are contributing professionals to the field of counseling psychology and marriage and family therapy. It is the program's goal that persons completing the program acquire the skills and perspectives requisite to effectiveness in the conduct of both their professional and personal lives. Also regarded as essential is the student's knowledge of and appreciation for the contributions of orthodox Christianity and the Wesleyan/Armenian tradition to understanding human nature, human behavior and factors affecting behavior change. The focus of the programs, therefore, is on producing qualified, credible professionals who can bring the added dimension of a Christian perspective that influences their professional endeavors.

Specific emphases of the program include:

- understanding the discipline's major issues (philosophical, methodological, social), and an articulation of the complexities of those issues.
- understanding the current trends and developments in the field within the context of the historical underpinnings of the discipline.
- appreciation for and development of research skills which are essential to understanding the current work of the field as well as to becoming a contributing professional to the field.
- application of current theoretical and research findings to various problems/issues that typically arise in counseling settings.
- development of requisite skills and techniques (listening, reflecting, responding, testing, interpreting, diagnosing, etc.) to be effective as a counselor in today's world.
- increased depth of understanding in selected content areas.
- comparison of various theoretical approaches (and their implications for practice), with integration/synthesis of the commonalities and analysis of the differences.
- sufficient familiarity with various theoretical and worldview positions so that the student can state the basic assumptions of a particular perspective and compose a coherent argument which follows from that specific set of assumptions.
- understanding of the principles that guide ethical decision-making as a practitioner (e.g. those adopted by the APA, AAMFT, ACA, etc.).
- fostering an on-going quest for knowledge, which manifests itself in continuing professional development, professional contribution to the field and life-long learning.
- continuing improvement of written communication skills.
- continuing improvement of oral communication skills.
- expression of a personal philosophy of life from which one's professional emphases and commitments arise; ultimately, this results in the

articulation of a preferred counseling approach, along with practice of that approach.

Although not a primary emphasis of the program, the curricular design reflects the flexibility to allow the student to develop expertise in dealing with specific problems/content areas (e.g. substance abuse, incest, marriage & family, etc.).

Specific Admissions Requirements

A variety of information is used in making admission decisions for the MSCP and MAMFT programs. There are two cohort groups started per calendar year: February and September. Admission to the MSCP and MAMFT programs requires the following:

- Complete the prerequisite courses in General Psychology and Basic Statistical Methods. An applicant must have completed 18 hours in psychology-related coursework. These courses could include Developmental Psychology, Social Psychology, History and Systems of Psychology, Abnormal Psychology, Psychology of Personality, Psychology of Religion, Principles of Counseling, Psychological Testing, Physiological Psychology, Experimental Psychology, Learning and Memory, and Survey of the Exceptional Child. All transcripts are evaluated by the MSCP/MAMFT Admissions Screening Committee and the MSCP/MAMFT Director to determine whether coursework meets minimum standards.
- Satisfactory completion of the MSCP/MAMFT Admission Goals essay, which focuses on the student's background experiences and goals for the future. The essay is evaluated by the MSCP/MAMFT Admissions Screening Committee to assess the applicant's writing skill and the match between the program's objectives and the applicant's goals.
- A personal interview with a designee from the Admissions Screening Committee. A non-refundable fee of \$150 is due prior to interview.
- Three letters of recommendation.
- Completed application with \$25 application fee.
- Satisfactory completion of a professional journal article review. This will be assessed for professional writing competency by the Admissions Screening Committee.
- Complete the proficiency exam for the American Psychological Association's writing style in the Publication Manual of the American Psychological Association, (Fifth Edition). The applicant must pass with 80% competency. The exam costs \$10.00, and is only given to applicants accepted for the MSCP or MAMFT programs.

The application deadline for each cohort is October 1st for the February group and June 1st for the September group. Applications are processed and interviews may begin prior to the deadline. Early submission of application is encouraged.

Master of Science in Counseling Psychology Curriculum

This course of study is a 60-hour course of study that fulfills the academic requirements for the Licensed Professional Counselor (LPC) designation in Oklahoma. The curriculum is divided into seventeen modules containing theoretical and applied psychotherapy courses, 300 hours of internship, and a thesis. Courses are completed over five non-traditional, accelerated semesters. The courses (modules) are taken sequentially to allow focused study on one subject area at a time. Class meetings occur one night per week for a four-hour

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session or on intensive weekend courses that meet Friday evening and all day Saturday. Extensive directed study occurs outside the classroom, in preparation for participative learning experiences during class time.

Content Area Courses

The seventeen content area courses cover various aspects of counseling psychology. Course descriptions are printed below. Overviews of each course and module assignments are provided in a Student Guide for each module. The courses are as follows:

PSY 5333	Introduction to Counseling Techniques
PSY 5313	Lifespan Development
PSY 6133	Research Methods I
PSY 5263	Psychopathology
PSY 5143	Family and Psychological Assessment
PSY 6333	Theories of Counseling
PSY 5283	Professional Orientation
PSY 6263	Family Crisis Intervention
PSY 6293	Philosophy of Interpersonal Relationships
PSY 6143	Research Methods II
PSY 6243	Marriage and Family Therapy
PSY 6393	Multicultural Treatment Planning
PSY 6353	Counseling the Elderly
PSY 6213	Group Psychotherapy
PSY 5223	Career Assessment & Counseling
PSY 6303	Counseling Children and Adolescents
PSY 6233	Brief Psychotherapy

Thesis

In addition to the courses listed above, a master's thesis (PSY 6993) is required. Specific guidelines for the thesis are provided in a supplemental publication (Thesis Handbook). Work on all three components of the program (modules, thesis, internship) occurs simultaneously. Work on the thesis begins in the Research Methods I module.

A scientist-practitioner model of professional training assumes that in order to become professionally qualified, the student must seek to understand the research underpinnings of the discipline while simultaneously developing counseling knowledge and skills. The thesis is the primary tool for helping the student to develop competency in research.

Internship

Another vital component of counselor preparation is supervised experience in counseling situations. The MSCP student will complete 300 hours of Internship (PSY 6196). This process is initiated briefly in the first module, but is developed more fully during the internship placement. Internships begin in the second semester and are completed by the fourth semester. The internship occurs in approved clinical settings. Throughout the program, the student is encouraged to apply the training from the psychotherapy lab courses. The clinical capstone of the program occurs in the Multicultural Treatment Planning course. The student integrates the assessment, diagnostic and treatment process into a clinical demonstration of his/her ability to conceptualize the dynamics of the client and to articulate a comprehensive treatment plan. Specific guidelines for the internship are provided in the [Internship Handbook](#).

Exit Evaluation

All master's degree programs at SNU require an exit evaluation. In the MSCP program, the exit evaluation takes the form of an oral defense of the master's thesis and a Clinical Competency Evaluation. Specific guidelines for completing the defense of the thesis are found in the [Thesis Handbook](#). The thesis defense must be taken no later than five [5] weeks prior to the date

GRADUATE STUDIES – COUNSELING

on which the degree is to be conferred. Students who have not completed their thesis in the time provided for their program must extend their time to complete their thesis by registering for one hour of thesis credit for each traditional semester that begins six months after completing their regular courses. Payment for the thesis extension is necessary to continue in the MSCP program. The Clinical Competency Evaluation guidelines are discussed in the [Clinical Competency Handbook](#).

Master of Arts in Marriage & Family Therapy Curriculum

The MAMFT program is a 48-hour program designed to meet the academic requirements for the Licensed Marital and Family Therapist license in Oklahoma. The curriculum is divided into fourteen modules containing theoretical and applied psychotherapy courses, and 300 hours of internship. Courses are completed over four non-traditional, accelerated semesters. The courses (modules) are taken sequentially to allow focused study on one subject area at a time. Class meetings occur one night per week for a four-hour session or on intensive weekend courses that meet Friday evening and all day Saturday. Extensive directed study occurs outside the classroom, in preparation for participative learning experiences during class time.

Content Area Courses

The fourteen content area courses cover various aspects of counseling and marriage and family counseling. Detailed descriptions, overviews of each course and module assignments are provided in a Student Guide for each module. The courses are as follows:

PSY 5333	Introduction to Counseling Techniques
PSY 5313	Lifespan Development
PSY 6133	Research Methods I
PSY 5263	Psychopathology
PSY 5143	Family and Psychological Assessment
PSY 6333	Theories of Counseling
PSY 5283	Professional Orientation
PSY 6263	Family Crisis Intervention
PSY 6293	Philosophy of Interpersonal Relationships
PSY 6343	Marital and Family Systems
PSY 6243	Marriage and Family Therapy
PSY 6353	Counseling the Elderly
PSY 6393	Multicultural Treatment Planning
PSY 6303	Counseling Children and Adolescents

A scientist-practitioner model of professional training assumes that in order to become professionally qualified, the student must seek to understand the research underpinnings of the discipline while simultaneously developing counseling knowledge and skills.

Internship

Another vital component of counselor preparation is supervised experience in counseling situations. The MAMFT student will complete 300 hours of Internship (PSY 6196). This process is initiated briefly in the first module, but is developed more fully during the internship placement. Internships begin in the second semester and are completed by the fourth semester. The internship occurs in approved clinical settings. Throughout the program, the student is encouraged to apply the training from the psychotherapy lab courses. The clinical capstone of the program occurs in the Multicultural Treatment Planning course. The student integrates the assessment, diagnostic and treatment process into a clinical demonstration of his/her ability to conceptualize the dynamics of the client and to articulate a comprehensive treatment plan. Specific guidelines for the internship are provided in the [Internship Handbook](#).

Exit Evaluation

All master's degree programs at SNU require an exit evaluation. In the MAMFT program, the exit evaluation takes the form of a Clinical Competency Evaluation. Specific guidelines for completing the Clinical Competency Evaluation are provided in the [Clinical Competency Handbook](#). The Clinical Competency Evaluation is intended to evaluate the student's competence in assessing, diagnosing and treating clients. In addition, students will be evaluated on their understanding of professional and ethical issues related to practicing as a marriage and family therapist.

Course Offerings

PSYCHOLOGY (PSY)

5143 Family and Psychological Assessment (3 Hours)

Testing theory and statistical considerations in the construction of psychological measurements. Coverage is given to administration and interpretation of various assessment tools. The course also includes diagnostic interviewing techniques, report writing, direct observation techniques and self-report scaling.

5181-3 Independent Study (1-3 Hours)

5213 Individual Testing (ED 5213) (3 Hours)

This course is designed to develop skills in administering, scoring and interpreting some of the individual tests commonly given in school settings, such as the Wechsler Scales. The tests studied in the course may vary from semester to semester, according to student need. Prerequisite is a course in statistics, psychological testing, or educational tests and measurements. Test fee required.

5223 Career Assessment and Counseling (3 Hours)

An exploration of testing theory, career assessment theory and the application of career assessment to career counseling. Major theories in career counseling are examined and the assessment tools utilized with various age groups are considered.

5263 Psychopathology (3 Hours)

Examination of techniques used in defining and classifying deviant behavior syndromes, according to DSM-IV classification. Theoretical and empirical literature dealing with etiology and treatment of various disorders is examined. Areas of coverage are situation reactions, anxiety disorders, personality disorders, psychoses, organic disorders and child-adolescent onset disorders.

5273 Personality Psychology (3 Hours)

In-depth analysis of selected theories of personality, such as neo-Freudian, cognitive and behavioral perspectives. Emphasis will be given to comprehension of primary reference sources, as well as the empirical literature available for each theoretical perspective.

5283 Professional Orientation (3 Hours)

This course is designed to provide a survey of ethical, legal and professional issues facing counselors and others in human services. Emphasis is given to raising awareness of the complexities of ethical issues in professional practice.

5313 Lifespan Development (3 Hours)

Theoretical and research approaches to the study of development of human abilities and behavior throughout the lifespan. The course will focus on such theorists as Piaget, Freud, Erikson, Kohlberg, Peck, Vaillant, Schaie and Sternberg. Topics include developmental research methodology, variables influencing development, and basic developmental processes in physical, motor, perceptual, cognitive, linguistic, emotional, social and personality development. Applications of developmental theory to counseling are emphasized.

5333 Introduction to Counseling Techniques (3 Hours)

An introduction to the basic helping skills and the role of professional counselors. Students are introduced to specific and nonspecific variables in the counselor, the client and the counseling environment that produce change in clients. An overview of the historical development of the counseling profession is explored as well as future directions for the

GRADUATE STUDIES – COUNSELING

profession of counseling. Foundations are explored for developing a worldview of counseling, inclusive of a Christian view of persons. Students will practice basic helping skills and learn to conduct initial interviews. Students will initiate use of library research to develop hypotheses for empirical research.

6133 Research Methods I (3 Hours)

An overview of the various research methodologies used to study behavior. The focus is on application, especially to counseling research. This course is closely tied to development of the thesis. The prospectus is begun during this module.

6143 Research Methods II (3 Hours)

Research Methods II provides tools to analyze research data and draw appropriate conclusions from that data. This module is a study of computer-based techniques for the more common statistical procedures used in psychological research. It gives the student experience in using Systat to describe and draw inferences about research data, as well as assisting in completing the research for the student's thesis.

6191-6 Internship (1-6 hours)

Supervised clinical experience and practice in field-work, as approved by the program. The internship occurs concurrently with course work and follows guidelines set forth in licensure preparation. Internships will total a minimum of 300 hours of service.

6213 Group Psychotherapy Techniques (3 Hours)

An applied psychotherapy lab course that engages the student in both the theoretical foundations for group psychotherapy and in the actual experience of facilitating a psychotherapy group. Students will review literature regarding appropriate referrals to this modality of treatment as well as learning techniques to enhance the efficacy of group therapies. Much of this course will involve an experiential learning model as students participate in group process. There will also be an exploration of the use of groups within the Christian community.

6221-3 Special Issues in Psychology (1-3 Hours)

A course designed for investigation of current and/or emerging areas of psychology. May be repeated with different subject matter.

6233 Brief Psychotherapy (3 Hours)

Explores the growth and implementation of short-term treatment strategies with particular attention to cognitive behavioral intervention strategies. Cognitive behavioral therapy seeks to understand the foundation of behavior through cognitive schemes. Outcome studies indicating the efficacy of these models will be discussed. Students will be required to complete assignments and journal activity before the class commences. Students will be required to practice cognitive behavioral techniques with peers during the course.

6243 Marriage and Family Therapy (3 Hours)

This course addresses the practice of marital and family therapy. It is designed to teach theory application, technique formation, technique delivery and follow-through in marital and family therapy. The application of family systems theory to the practice of family therapy is the foundation for this course. Techniques in marital and family therapy such as joining, relabeling, reframing, structure change, pattern enhancement, first- and second-order change, power word unpacking and faith-language framing will be taught. Instruction in the assessment and utilization of the family's language, rules and structure will be provided.

6263 Family Crisis Intervention (3 Hours)

An applied psychotherapy lab course that engages the student in both the theoretical foundations for crisis intervention and in the actual and practical experience of implementing crisis intervention techniques. Students will review literature relevant to intervention in crisis situations as well as engage in a didactic interchange with speakers who work within the framework of crisis intervention as their occupation. Students will be instructed in the stages of emergency and crisis situations and the theoretical frameworks for describing crisis events. In addition, students will actively participate in a staged crisis situation and will develop crisis intervention strategies within the class setting. These strategies will include emergency assessment techniques for individuals who have the potential to harm themselves or others.

6293 Philosophy of Interpersonal Relationships (3 hours)

Considers worldviews with regard to situations that are an inherent part of the human condition, such as suffering, change, trauma, and so forth. Focus is on an understanding of such conditions and the garnering of resources for coping with these situations. Special emphasis will be given to the ways in which the various philosophical positions give rise to ethical considerations.

6303 Counseling Children and Adolescents (3 Hours)

An advanced counseling course focused on specific techniques used in diagnosis and treatment of children and adolescents. Normative and non-normative aspects of development are examined to assist in understanding appropriate interventions. DSM IV diagnoses found in children and adolescents are evaluated. Legal and ethical issues related to intervention with minors are also explored.

6333 Theories of Counseling (3 Hours)

This course provides an overview of the major viewpoints underlying various approaches to counseling. It shows how these viewpoints developed as well as the ways of influencing outlook and technique in counseling. You will have opportunity to see the various viewpoints in action as used by others and to apply them in role-played counseling sessions. Critique of the theories will include emphasis on Christian perspectives.

6343 Marital and Family Systems (3 Hours)

This course is the foundational material for discovering how Marital and Family Therapy approaches human relationship problems. Marital and Family Therapy utilizes systemic theory as problems and problem resolution in a different way. This "different way" brings focus on the processes or context that is giving meaning to events instead of the individuals or the events themselves. Examination of marriage and family in the context of a system will be the theme of this course. Students will evaluate the usefulness of the concepts; equilibrium, fusion, recursion, morphostasis, morphogenesis, rules, boundaries, equifinality, equipotentiality, wholeness, complementary, enmeshment, disengagement and other system concepts, in their models of therapy.

6353 Counseling the Elderly (3 Hours)

A major emphasis for this course will be the multitude of changes that elderly adults experience and how these changes can result in issues that are addressed in a counseling setting. Normal and non-normal physiological changes and memory changes will be identified and discussed. Depression, substance abuse and the high incident of elderly suicide will be highlighted. Geriatric assessment evaluation tools will be reviewed with emphasis on strengths, limitations and scoring. Caregiving dynamics, both spousal as well as adult child, will be included as they impact the elderly client. An integration of how these factors can become an integral part of the dynamics in a counseling setting will be identified with discussion centering on effective strategies.

6393 Multicultural Treatment Planning (3 Hours)

This course is a synthesis of the student's clinical training. The student is taught how to coordinate diagnostic interviewing, psychological assessment techniques and diagnosis to assist in developing appropriate treatment plans for clients. Students will demonstrate appropriate use of DSM-IV diagnostic skills and illustrate an awareness of the growing body of literature on empirically based treatment planning. Multicultural aspects of counseling and treatment planning are investigated.

6993 Thesis (3 Hours)

Completion of an empirical, behavioral research study, as approved by the program. A prospectus must be presented and approved prior to execution of the study. The written document follows APA style guidelines and format. Two oral presentations are also required and are scheduled as a part of the course work requirements.

SCHOOL OF EDUCATION

MASTER OF ARTS, EDUCATIONAL LEADERSHIP (MAEL)

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

OBJECTIVES/GOALS: The Master of Arts in Educational Leadership is based on the following Ten Principles of Leadership. It is the goal of this program to develop individuals committed to:

1. *Truth* – Education is the pursuit of truth in the making and living of life. This commitment includes a belief in the spiritual dimensions to life. This notion of God as Creator and Sustainer of all things is our understanding of truth as a seamless web, in which all truth is God’s truth. Educational leaders should be guided by the proposition of the unity of truth as being basic to a well-ordered society.
2. *Openness* – Education is rooted both in tradition and change. This commitment includes a belief in the need to be as fully rooted in the present as in the past. This notion is rooted in a view of God as Ultimate Agent of Change. Educational leaders should be guided by the assumption of the need to be open to the past and the future.
3. *Efficiency* – Education is enabled by the wise use of human and material resources. This commitment is grounded in the belief of wise stewardship of all resources. This notion is rooted in a view of God as the Giver of all things. Educational leaders should be guided by the assumption that managerial expertise should prepare persons to maximize the efficient and effective use of persons and resources.
4. *Personhood* – Education is enabled by the democratic commitment to the sanctity of each person. This commitment is grounded in the belief that persons are made in God’s image. This notion is rooted in a view of God as the author of the whole human person. Educational leaders should be guided by the assumption that education should be as individualized as warranted to meet the needs of the greatest number of students.
5. *Community* – Education is experienced in the diverse life of a pluralistic society. This commitment to community is grounded in the belief that diversity is good. This notion is rooted in the view that in diversity is strength, not weakness. Educational leaders should be guided by the assumption that education should be responsive to its various publics, and guide the community toward a life of tolerance.
6. *Professionalism* – Education is entrusted to those who are trained and dedicated to the highest standards. This commitment to professionalism is rooted in the need to blend training with experience. This notion is rooted in the view that increased professionalism is an asset. Educational leaders should be guided by the assumption that increased professionalism on their part is necessary to the revitalization of education in America.
7. *Democracy* – Education is conducted in a democratic society with democratic values. This commitment to democracy is rooted in the

notion of the equality of all persons. This notion is derived from the view that interdependence and participatory styles of governance are preferable to hierarchic and authoritarian styles of governance. Education leaders should be guided by the assumption that participatory styles of management, where all voices are heard but no one voice dominates, is preferable.

8. *Excellence* – Education calls forth the highest in human achievement in all fields of study. This commitment to excellence is rooted in the notion of progress. This notion derives from the view that maximizes relevant opportunity for students. Education leaders should be motivated by the assumption that the nature of the global society is dependent on education fulfilling its potential.
9. *Integrity* – Education calls for people to live out a life both noble in means and ends. This commitment to the highest good is rooted in the notion of human happiness. This notion is grounded in the belief that noble lives enrich society. Education leaders should be exemplary in their own pursuit of virtue, manifesting integrity both in the means and ends of governance.
10. *Progress* – Education calls people to live productive and successful lives. This commitment is grounded in the belief that education is necessary for progress. This notion is rooted in the belief that economic and social well-being are linked to learning. Education leaders should prepare the various publics for this commitment, manifesting courage in the face of opposition to all warranted progress in education.

Specific Admission Requirements

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

1. Hold a baccalaureate degree from a regionally accredited college or university.
2. Two [2] years of teaching experience.
3. If your cumulative undergraduate GPA is below 3.0, the Miller Analogies Test is required with a minimum score of 33. It may be taken at any university testing center. The SNU Testing Center (405.491.6323) gives the test by appointment. Please arrange the appointment a minimum of three [3] weeks in advance.

This 36-semester-hour program is comprised of ten [10] courses (modules) and one [1] internship.

COURSE OFFERINGS

EDUCATION (ED)

6003 Leadership (3 Hours)

To develop an understanding of the concept of leadership. Such concepts include the ability to guide individuals and groups, decision-making, interpersonal skills, organizational ability and communication.

6023 Evaluation of Curriculum and Instruction (3 Hours)

Curriculum planning which anticipates occupational trends and how that curriculum may respond to the student's lifelong learning needs is studied. Focus will also be on the evaluation of curriculum and instruction programs in the local schools.

6033 Human Resource Management (3 Hours)

The course centers on human relations and adjustment in the school environment. Problems such as evaluation, interpersonal relationships and employee motivation will be covered.

GRADUATE STUDIES – EDUCATION**6043 School Law (3 Hours)**

An understanding of the legal responsibilities of the school administrator, and procedure and policy implementation that meets legal requirements will be covered in this course. The candidate will develop an understanding of the public and private legal issues surrounding education today.

6053 School Finance (3 Hours)

This class will develop an understanding of local, state and federal finance as it relates to the school. Particular attention will be paid to budgets and tax bases.

6063 Long-Range Planning (3 Hours)

Reviews the nature of long-range planning, including development and implementation of a vision statement. Focus will be on the needs of the local schools in all areas including staffing, technology, facilities and student support.

6073 Historical/Contemporary Schooling (3 Hours)

The development of education in the United States both historically and in contemporary society. The forces that are setting the current educational agenda will be studied.

6083 School/Community Relations (3 Hours)

Develop an understanding of the needs and responsibilities of the public and private sectors as they relate to education. Study will center on skills for building community support for district priorities and policies.

6093 Sociology of Cultures/Communities/Schools (3 Hours)

Candidates will develop an understanding of the diversity that exists in the local community and how the school should respond, promoting the value of local school/community cultures.

6106 School Site Internship (6 hours)

Principal and Superintendent Candidates - Focus will be on personnel management and curriculum. Candidates will select one of these areas as a focal topic during each internship block.

Internship experience is designed to familiarize the candidate with the practical aspects of programs they will be involved in during their professional career. Specific emphasis will be placed on school finance, legal aspects, facilities and personnel. All placements are made cooperatively between the candidate and the university internship placement committee. Internship placement may begin anytime after completing ED 6063.

Candidates will complete assignment in cooperation with site-based mentor and the university internship placement committee.

6153 Educational Research/Statistics (3 Hours)

The application of principles, methods and techniques of research in education. Includes interpretation, evaluation and use of research as well as an introduction to techniques of reporting research.

GRADUATE STUDY IN MANAGEMENT

The Graduate Programs in Management are designed for working adults who hold baccalaureate degrees and who have a strong interest in the effective practice of management. The curriculum has practical orientation and involves significant preparation outside of class. A portfolio is required which provides a permanent record of the student's work and evidence of the student's growth throughout the program. A maximum of six hours of transfer credit may be accepted, provided work has been completed within the past five years. Waiver of the Environment courses may be approved based on the student's baccalaureate background and professional certification(s), by approval of the Director, Graduate Studies in Management in conjunction with the Dean, Adult and Graduate Studies.

Admission and Program Information

The admission requirements for entry into the Graduate Studies in Management programs are:

1. Graduate College Application and Application Fee
2. Official transcripts from each institution attended
3. Professional resume' in electronic format
4. Competency in computer applications must be established through approved course work, documented training or proficiency exam. This must be completed before entry into the program.
5. An official test score from the Graduate Management Admissions Test (GMAT) must be submitted prior to entering the program (test date may not be more than five [5] years prior to application date). In lieu of taking the GMAT a student may substitute the SNU GSM Quantitative and Writing Test (GSM-QWT).
6. Payment of Registration Fee (due upon taking the GSM-QWT Assessment)
7. Make financial arrangements with the Graduate Studies Financial Assistance Office

It is desirable that a student demonstrates maturity in combination with work experience suitable for an accelerated adult program.

Objectives

The Graduate Programs in Management are professional in nature and are designed to provide a broad educational experience in management. They emphasize the relationship between management and the functional areas of communication, accounting, economics, finance, marketing and the quantitative sciences. The Graduate Programs in Management are designed to fulfill the following objectives:

1. Enable the non-management and management employee of the business/government/professional organization to gain appreciation for and understanding of the management function.
2. Provide the student with an opportunity to develop skill in communicating with associates in the management environment.
3. Develop critical thinking with an emphasis on creative endeavor in real-life management situations.
4. Extend the student's appreciation and understanding of the roles that the sciences and humanities play in the day-to-day management of organizations.
5. Provide the student opportunities to view management decision-making from a Christian perspective.

Graduation Requirements

All Graduate Programs in Management students must meet the following graduation requirements:

1. Completion of all required coursework with a grade of C or better.
2. A cumulative 3.00 Grade Point Average at the conclusion of the program.

MASTER OF SCIENCE, MANAGEMENT (MSM)

The 31-semester-hour program is composed of ten courses (modules) and a management seminar. Course descriptions are included in this catalog. Courses are taken in a planned sequence one at a time. Each course consists of six weeks of intensive study including weekly classroom sessions (seminar style) and extensive preparation outside of class. The total program consists of 62 class sessions. Enrollment is in the total program rather than individual courses. Grades, however, are provided for each course. Upon enrollment, the student is assigned to a cohort group and remains with this group throughout the program.

MS-Management Curriculum

The curriculum for the Master of Science, Management degree, listed below, is composed of ten three-credit-hour courses and one one-credit-hour seminar. A professional portfolio completes the program of 31 semester hours. The requirements for graduation, as previously defined, must also be met.

ACC 5003	The Accounting and Finance Environment
BADM 6123	Organizational Communication
ECO 5003	The Economic Environment
MGT 5133	Management of Organizational Behavior
MGT 5153	Ethics and Management from a Christian Perspective
MGT 6131	Management Seminar (Entrepreneurship), Professional Portfolio and Exit Interview
MGT 6143	Legal Environment of Management
MGT 6153	Human Resource Management and Administration
MGT 6163	Strategic Human Resource Management
MGT 6173	Strategic Management
MKT 5113	Marketing Management

MASTER IN BUSINESS ADMINISTRATION (MBA)

The 40-semester-hour program is composed of thirteen [13] courses (modules) and a management seminar. Course descriptions are included in this catalog. Courses are taken in a planned sequence one at a time. Each 3-credit-hour course consists of six weeks of intensive study including weekly classroom sessions (seminar style) and extensive preparation outside of class. The program consists of 80 class sessions.

Enrollment is in the total program rather than individual courses. Grades, however, are provided for each course. Upon enrollment the student is assigned to a cohort group and remains with this group throughout the program.

MBA Curriculum

The curriculum for the Master in Business Administration (MBA) degree, listed below, is composed of thirteen three-credit-hour courses and a one-credit-hour seminar. A professional portfolio completes the program of 40 semester hours. The requirements for graduation, as previously defined, must also be met.

ACC 5003	The Accounting and Finance Environment
ACC 5113	Management Accounting
BADM 6123	Organizational Communication
ECO 5003	The Economic Environment
ECO 5113	Managerial Economics

 GRADUATE STUDIES – MANAGEMENT

FIN 5113	Financial Management
MGT 5123	Management Science
MGT 5133	Management of Organizational Behavior
MGT 5153	Ethics and Management from a Christian Perspective
MGT 6131	Management Seminar (Entrepreneurship), Professional Portfolio and Exit Interview
MGT 6143	Legal Environment of Management
MGT 6153	Human Resource Management and Administration
MGT 6173	Strategic Management
MKT 5113	Marketing Management

COURSE OFFERINGS
ACCOUNTING (ACC)
5003 The Accounting and Finance Environment (3 hours)

Principles of accounting and finance presented from a managerial perspective. Accounting principles include financial statement development and analysis, ratio analysis, budgeting and cost accounting. Financial management studies short- and long-term corporate financing, the time value of money, the cost of capital budgeting and capital markets.

5113 Management Accounting (3 Hours)

Basic concepts in internal accounting with emphasis on management's role, the organization of data for decision-making, and the influence of quantitative techniques on management accounting are the major topics for this course. Prerequisite: ACC 5003.

BUSINESS ADMINISTRATION (BADM)
6123 Organizational Communication (3 Hours)

Organizational communication theory and process, as well as common and special problems associated with interpersonal and intergroup organizational communication affecting business decisions and operations, are included in this course.

ECONOMICS (ECO)
5003 The Economic Environment (3 Hours)

A study of the principles of micro and macroeconomics. Economic principles from a management perspective: the concepts of production, costs, exchange, distribution and consumption. Apply economic concepts such as scarcity and opportunity costs, relationship between aggregate supply and demand, profit maximization, public versus private sector contrasts, foreign trade and banking systems.

5113 Managerial Economics (3 Hours)

This course applies economic theory to practical business operations. Attention will be focused upon the procurement of funds, management of assets and allocation of capital so as to maximize the overall values of organization. Prerequisite: ECO 5003.

FINANCE (FIN)
5113 Financial Management (3 Hours)

An intensive study of the finance function in the corporate world including the financial environment, time-value, capital budgeting, cost of capital, working capital management, debt-equity structure and international finance are provided in this course. Prerequisite: ACC 5004.

MANAGEMENT (MGT)
5113 Operations Management (3 Hours)

This course integrates human, technology and system resources in management of operations in service and manufacturing organizations. Focus of the course is on the use of computers in forecasting, project management, inventory management, waiting lines and other operating models.

5123 Management Science (3 Hours)

Quantitative methods currently used in management are explored. Applications of the following techniques are studied: probability distributions, linear programming, transportation and assignment models, and other management science techniques. Prerequisite: MGT 5113.

 GRADUATE STUDIES – MANAGEMENT
5133 Management Of Organizational Behavior (3 Hours)

This course deals with behavioral social systems in work organizations. Topics include individual and group behavior, leadership, organization change and development, behavioral research, decision processes and motivation processes.

5143 Human Resource Planning and Development (3 Hours)

The focus of this module is to examine strategies required to effectively plan for and develop the human resources of an organization. The module will include the acquisition and placement of human resources, job analysis and design, and rewarding of human resources.

6131 Management Seminar (1 Hour)

This course consists of three elements: 1) a two-night seminar, Entrepreneurship; 2) a Professional Portfolio and 3) an Exit Interview.

6143 Legal Environment of Management (3 Hours)

This course examines the legal constraints relating to managerial decision-making. Current legal regulations which impact the management process will be emphasized.

6153 Human Resource Management and Administration (3 Hours)

The focus of this module is to examine strategies required to effectively manage the human resources of an organization. The module is a continuation of the discussion of the relationship between human resource strategies and organizational strategies. Strategies for compensation, labor relations, the work environment and the effectiveness of the human resource department are analyzed.

6163 Strategic Human Resource Management (3 Hours)

The focus of this module is to examine strategies required to effectively plan for and develop the human resources of an organization. The module will include the acquisition and placement of human resources, job analysis and design, and rewarding of human resources.

6173 Strategic Management (3 Hours)

This is the capstone course for the MBA program. This course integrates the functional disciplines (marketing, accounting, information systems, human resource management, operations) within the strategic management process. A management gaming component is used which demonstrates the strategic linkage of all functional areas.

6181-3 Directed Study (1-3 Hours)

Individual study of managerial problems in business. Prerequisite: Permission of Program Director and 3.00 GPA.

6983 Research Project (3 Hours)

The development and presentation of an acceptable applied research project associated with the student's work or field of interest. Evaluated on a pass/fail basis. Permission of the Director, GSM is required.

6993 Thesis (3 Hours)

The development, research and presentation of an acceptable thesis in the student's chosen area of specialty. Permission of the Director, GSM is required.

MARKETING (MKT)**5113 Marketing Management (3 Hours)**

This is an advanced course which incorporates the techniques and functions of management and marketing as they relate to product, place, price and promotion. Extensive readings and case analyses are used throughout the module.

THE PROFESSIONAL PORTFOLIO

Each graduate student in the Graduate Studies in Management program develops a Professional Portfolio as a part of the graduation requirements. The Portfolio will consist of a collection of works that demonstrate the student's growth from entry to completion of the program. The Portfolio will be developed under the direction of the Director, GSM and graduate faculty members and will be developed in conjunction with the coursework. The Portfolio must be completed prior to the student's Exit Interview.

GRADUATE STUDY IN NURSING MASTER OF SCIENCE (MS)

The Master of Science in Nursing Education is designed for baccalaureate-educated registered nurses who want to become effective educators in nursing. The curriculum allows the individual to develop teaching expertise in both academic and clinical settings.

The 39-hour program is comprised of a graduate nursing core (15 credit hours) and an education focus (12 credit hours) presented in a planned sequence, one course (module) at a time. Each course consists of six weeks of intensive study including weekly classroom sessions, group project activities and directed independent study. The 6-hour clinical focus and the 6-hour capstone experience are developed independently based on the individual learner's professional goals and are self-paced. Enrollment is in the total program rather than individual courses.

Objectives:

The objectives of the program are to:

- 1) Influence nursing education, practice, research and/or health care environments.
- 2) Utilize specialized knowledge and skills within the focus areas to foster maximal growth within a target population.
- 3) Design activities that support critical thinking, professional growth, open communication and collaborative relationships.
- 4) Commit to a personal ethic of social responsibility and service.

Admission and Program Information:

The admission requirements for entry into the Master of Science in Nursing Education program are:

- 1) Admission to the Graduate School with Full or Conditional Standing.
- 2) Baccalaureate degree in nursing from a nationally accredited program.
- 3) Current unencumbered registered nurse licensure in Oklahoma or eligibility for same.
- 4) Documentation of basic computer skills.
- 5) Successful completion of a basic statistics course.
- 6) Brief statement of professional goals.
- 7) Three letters of recommendation speaking to applicant's qualifications to pursue graduate education.
- 8) Test of English as a Foreign Language (TOEFL) score of 550 or higher (traditional version) or 213 or higher (computer version) for foreign educated students. Those who have successfully completed a college degree program in an English-speaking university or in the United States do not need to submit the TOEFL.

The Curriculum:

Graduate Nursing Core

NURS 5113	Theoretical Foundations of Nursing	3 credits
NURS 5133	Nursing Research	3 credits
NURS 6123	Profession as Ministry	3 credits
NURS 6133	Health Promotion, Maintenance & Protection	3 credits
NURS 6153	Trends and Issues in Health Care Policy	3 credits

Education Focus

NURS 5123	Theoretical Foundations of Education	3 credits
NURS 6143	Information Management	3 credits
NURS 5143	Teaching & Evaluation Methods	3 credits
NURS 6113	Curriculum Dev. for the Health Professions	3 credits
NURS 6116	Clinical Focus	6 credits
NURS 6126	Capstone Experience	<u>6 credits</u>

TOTAL **39 credits**

Course Offerings:**NURSING (NURS)****5113 Theoretical Foundations of Nursing (3 Hours)**

The study and application of relevant theories and concepts that allow the professional nurse to develop a comprehensive and holistic approach to clinical nursing practice.

5123 Theoretical Foundations of Teaching (3 Hours)

Emphasis is on application of learning principles and adaptation of subject matter content and teaching techniques to the learner population. Also examines legal and professional issues facing contemporary educators (i.e. teacher and learner rights and responsibilities, confidentiality, classroom management issues, etc.).

5133 Nursing Research (3 Hours)

This course focuses on the discovery and utilization of new knowledge to provide high quality health care, initiate change and improve nursing practice. The focus is on the identification of researchable problems and the utilization of research as a basis for decision-making in the practice setting. A research proposal will be developed.

5143 Teaching & Evaluation Methods (3 Hours)

A variety of instructional strategies (lecture, seminar, self-directed learning, laboratory practice, simulations, case studies, journaling and effective clinical instruction) will be considered. Describes methods to evaluate knowledge acquisition and critical thinking of the learner in various settings. Emphasis on development and administration of valid and reliable knowledge- and performance-based tests.

6113 Curriculum Development for the Health Professions (3 Hours)

Provides elements of curriculum design, including course and syllabus development, evaluation of student learning and current issues in teaching in the health professions. Emphasis is on the academic preparation of professional nurse faculty.

6123 Profession as Ministry (3 Hours)

The focus of this course is on professional role development providing the learner with an understanding of the integration of faith, learning and living in the practice of nursing. Ethical decision-making, patient advocacy and service to the global community are emphasized.

6133 Health Promotion, Maintenance and Protection (3 Hours)

The study of personal, clinical and community-based intervention and utilization of health-care resources to influence the goal of achieving and maintaining health is the focus of this course.

6143 Information Management (3 Hours)

Integration of data into a total information system necessary for decision making is considered. Issues of information theory, communication, document flow and internal control are studied.

6153 Trends and Issues in Health Care Policy (3 Hours)

A study of the current trends in health care including health-care financing, globalization of health care, allocation of scarce resources, social issues, life-style choices, cultural sensitivity and diversity which influence the world's health status.

6116 Clinical Focus (6 hours)

Experiences are individualized to meet learning needs of the learners.

6126 Capstone Experience (6 hours)

Development and presentation of a project which integrates all elements of the learning experience. May be a thesis, internship or other special project. It is recommended that students begin planning and developing this experience by mid-point of the program.

SCHOOL OF THEOLOGY & MINISTRY MASTER OF ARTS (MA)

Objectives

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

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

There are also more traditional instructional formats, fitting within the usual semester. These include seminars, which meet one afternoon or evening each week for the entire semester, and typical lecture courses which meet two or three times each week throughout the semester.

This variety in instructional delivery also makes the MA program attractive and feasible for full-time ministers living at a distance as well as for typical, traditional graduate students living near the campus. The interchange between students from a wide range of perspectives and experience in a given module or course adds a positive dimension to the learning experiences envisioned for the classes.

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

Through the Master of Arts Degree the school aims to:

1. Increase the student's understanding and appreciation of the Bible as both the Word of God and the work of inspired writers.
2. Acquaint the student with the historical, exegetical, theological and devotional literature of the Christian religion.
3. Encourage proficiency in the biblical languages as an aid to research and exposition of the Bible.
4. Inspire deep commitment to the worldwide mission of the church.
5. Improve effectiveness in Christ's kingdom through increased professional competence.
6. Enlarge the intellectual and spiritual perspectives of its candidates.
7. Develop professional competence in the techniques of scholarly research and communication.
8. Identify and promote the student's mastery of the foundations for ministry – biblical, theological, historical and social.

9. Cultivate the student's skills for ministry – communicative, hermeneutical, leadership, administrative, organizational and pastoral.

Specific Admission Requirements for the M.A. Degree

1. Have previously earned a baccalaureate degree from an accredited institution. The degree does not have to be in Religion/Theology, although an undergraduate major or minor in Religion/Theology is the most beneficial as a basis for graduate work in Theology.
2. Have completed a minimum of six [6] semester hours in Systematic Theology. Students deficient in this area may still be admitted, but must take the course Theological Method (THEO 5303) as part of the M.A. CORE.
3. Have undergraduate preparation in a foreign language of at least nine [9] semester hours. Students deficient in this area have two further options: a) take three [3] hours of Biblical Hebrew as an elective or cognate course, or b) take an additional Bible course as an elective.
4. Have completed at least fifteen hours of religion at the undergraduate level, including three [3] hours in Old Testament and three [3] hours in New Testament. Students deficient in this area will take the course Biblical Interpretation (B LT 5203) as part of the M.A. CORE.
5. The Miller Analogies Test is required of students whose undergraduate GPA is under 3.00 (test date may not be more than five [5] years prior to application date). It may be taken at any university testing center. The SNU Testing Center gives the test by appointment only.
6. See the Introduction section of this catalog for other admission requirements.
7. Applicants who may be deficient in one or more admission requirements may be admitted to CONDITIONAL STANDING.
8. CANDIDACY: Completion of or concurrent enrollment in at least twelve hours.

Curriculum for the Master of Arts Degree

The M.A. degree is a thirty-six- [36] hour program. It is built around a twelve- [12] hour CORE in Biblical Literature and Theology, augmented by twenty-four [24] hours of a concentration in Bible, Theology or Practical Theology (or any combination of these). It can be used as a terminal degree, a pre-seminary program, or a basis for other graduate study.

Courses carrying graduate credit are arranged on three levels designated by the first digit in the course number. Courses numbered 6000-6999 are designed for graduate students only. Courses numbered 5000-5999 are graduate level courses that are also open to select undergraduate seniors.

Courses numbered *4000-*4999 are advanced, upper-division undergraduate courses which are also open to graduate students. These courses have additional requirements when taken for graduate credit. Normally, 3000-level courses are not accepted in the M.A. degree program.

The 12 hours of required Core Courses must be taken from 5000- and 6000-level courses. To become eligible for the M.A., the candidate must complete an approved program of 36 hours of graduate work. The Theology program offers both a thesis and a non-thesis option.

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

Requirements for the Master of Arts Degree

- I. Core (12 hours)
 - Theological Method (3 Hours)*
 - Biblical Introduction (3 Hours)
 - Biblical Interpretation (3 Hours)**
 - Theology of Church and Ministry (3 Hours)
 - II. Concentration (24 hours)
 - Bible
 - Theology
 - Practical Theology
- * Students entering the program with six [6] hours of Systematic Theology have the option of substituting another Theology course.
- ** Students entering the program with at least fifteen hours of Religion, including three [3] hours of Old Testament and three [3] hours of New Testament, have the option of substituting another Bible course.
- Students may still take a thesis option for up to six [6] hours.

General Information

Graduate level courses in Biblical literature may not be taken until Biblical Introduction (B LT 5233) is completed; graduate level courses in Theology may not be taken until the student has met the prerequisites for Systematic Theology OR has completed Theological Method (THEO 5303).

Biblical Introduction is foundational for the M.A. program and should be taken as soon in the student's program as possible. It is usually offered in modular format every 12 to 16 months.

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

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

A distinction is made between Directed Readings and a Directed Study course. In a Directed Study course the student must meet with the guiding professor at least five [5] hours during the semester, preferably once every three to four weeks. In a Directed Readings course the student is expected to work more independently and must meet with the guiding professor at least twice during the semester, including a final session at the end of the semester. A Directed Readings course may be taken only on a Pass/Fail basis. A Pass represents the equivalent of B or better work. A student is permitted to take no more than four [4] hours of the 36-hour program by Directed Study and/or Directed Readings. Approval by the MA Coordinator and the professor of the area in which the work is being done is required, and depends on the interest and capability of the student to do work in the proposed area, as well as the availability of a professor to supervise the work. A syllabus of required work must be filed with the M.A. Coordinator.

Exit Evaluation

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

Cognate Studies

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

Course Offerings

Biblical Languages

GREEK (GK)

5183 Readings in New Testament Greek (B LT 5183) (3 Hours)

Advanced readings from the Greek text of selected New Testament books. The books of Romans, Corinthians, the Prison Epistles, Matthew, Luke and Acts are offered at various times. This course may be repeated. Prerequisite: Nine (9) semester hours of New Testament Greek.

5191-3 Directed Study (1-3 Hours)

Requires approval by M.A. coordinator and Greek professor.

HEBREW (HB)

5313 Introduction to Biblical Hebrew I (3 Hours)

An introduction to the basic grammar of Biblical Hebrew with emphasis on accidence and vocabulary building necessary for translation.

5323 Readings in Biblical Hebrew II (B LT 5323) (3 Hours)

A continuation of Introduction to Biblical Hebrew I with more emphasis on the translation and inductive analysis of biblical texts. PREREQUISITE: Introduction to Biblical Hebrew I (HB 5313). This course is offered as needed.

5333 Advanced Readings In Hebrew/Aramaic (B LT 5333) (3 Hours)

The translation and exegesis of selected Biblical passages as a means of studying advanced Hebrew (or Aramaic) grammar and syntax. This course may be repeated. PREREQUISITE: Readings in Biblical Hebrew II (HB 5323). It may be taken as a Directed Study with approval by M.A. coordinator and Hebrew professor.

5361-3 Directed Study In Hebrew/Aramaic (B LT 5361-3) (1-3 Hours)

This course may be repeated.

BIBLICAL LITERATURE (B LT)

4123 8th and 7th Century Prophets* (3 Hours)

An exegetical study of the prophetic literature of the 8th and 7th centuries B.C., focusing on the major themes of prophetic preaching, the phenomena of prophecy and the prophetic response to history. This course includes the books of Amos, Hosea, Micah, Isaiah 1-39, with some attention to Nahum, Habakkuk, Zephaniah and Joel. Undergraduate PREREQUISITES for majors in the School of Theology & Ministry: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

4173 Johannine Literature* (3 Hours)

An investigation of the characteristics, purposes, and central themes of the gospel and epistles of John. Undergraduate PREREQUISITES for majors in the School of Theology & Ministry: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

4181-3 Directed Study* (1-3 Hours)

4193 General Epistles and Revelation* (3 Hours)

A literary, cultural and theological analysis of the Epistle to the Hebrews, the Epistles of James, Jude and Peter, and the book of Revelation. Undergraduate PREREQUISITES for majors in the School of Theology & Ministry: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

4213 Poetic and Wisdom Literature* (3 Hours)

An exegetical study of the Psalms and Wisdom Literature of the Old Testament, focusing on the literary form, the social and religious milieu and the theological significance of selected Psalms, the books of Proverbs, Job and Ecclesiastes, as well as a brief survey of extra-

canonical wisdom literature. Undergraduate PREREQUISITES for majors in the School of Theology & Ministry: Introduction to Biblical Literature (B LT 1163), Methods of Biblical Study (B LT 2163).

4273 Luke - Acts* (3 Hours)

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

5003 Seminar: Selected Studies (3 Hours)

A study of a significant area of contemporary and enduring interest in Biblical Studies. Hermeneutics, Intertestamental Literature, Messianism, Hebrews, selected General Epistles, Miracles, recent developments in the study of Jesus, etc., are the kinds of topics that will be selected for the seminar.

5183 Readings in New Testament Greek (GK 5183) (3 Hours)

Advanced readings from the Greek text of selected New Testament books. The books of Romans, Corinthians, Prison Epistles, Matthew, Luke and Acts are offered at various times. This course may be repeated. PREREQUISITE: Nine (9) semester hours of New Testament Greek.

5191-3 Directed Study (GK 5191-3) (1-3 Hours)

Requires approval by M.A. coordinator and Greek professor.

5203 Biblical Interpretation (3 Hours)

After a brief survey of the history of biblical interpretation, attention is given to contemporary methods of analyzing the Bible for the purpose of interpretation in a ministry context. A major interpretation project in both Old Testament and New Testament is required. This is a CORE module for M.A. students having deficiencies in Bible.

5213 Deuteronomy and Mosaic Traditions (3 Hours)

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

5223 Exilic Literature (3 Hours)

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

5233 Biblical Introduction (3 Hours)

M.A. IN THEOLOGY CORE COURSE. An examination of the biblical writings in relation to the questions posed by critical inquiry. The course will include: a brief survey of the history of biblical interpretation; the more specific issues of authorship, date, sources, literary features, and redaction; the problem of the Bible as the Word of God in the words of humans; and the larger issues of authority, inspiration, actualization and canonization. This course will help students identify and evaluate their own presuppositions while developing tools and methods for proper biblical interpretation.

5323 Readings in Biblical Hebrew (HB 5323) (3 Hours)

A continuation of HB 5313 with more emphasis on the translation and inductive analysis of biblical texts. PREREQUISITE: HB 5313. This course is offered as needed.

5333 Advanced Readings in Hebrew/Aramaic (HB 5333) (3 Hours)

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

5361-3 Directed Study In Hebrew/Aramaic (HB 5361-3) (1-3 Hours)

This course may be repeated.

6123 Studies in Post-Exilic Literature (3 Hours)

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

6133 The Parables of Jesus (3 Hours)

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

6263 Paul's Thought in Recent Study (3 Hours)

A seminar on the theological emphases of Paul's thought. Twentieth century interpretations of Paul will provide the backdrop for an analysis of major Pauline themes and texts. PREREQUISITE: Biblical Introduction (B LT 5233) or permission of the professor.

CHRISTIAN EDUCATION (C ED)**4133 Survey of Youth Ministry* (3 Hours)**

A study of the developmental needs, organization and administration, methods and techniques, pertaining to the context of a local church ministry to young people. The course will include interaction with full-time youth pastors in the field.

4143 Survey of Adult Ministry* (3 Hours)

A study of the developmental needs, the organization and administration, methods and techniques, that formulate educational programming for ministry of adults in the local church environment.

4153 Multiple Staff Ministry* (3 Hours)

A study of the principles of organizing and maintaining a paid staff in the local church, with consideration given to the opportunities and problems of multiple staff operation. PREREQUISITE: Foundations of Christian Education (C ED 2103) and Evangelism and Church Renewal (C ED 3323).

4163 Pastoral Leadership and Team Building (PRTH 4163) (3 Hours)

This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well as in-class application of these principles.

5181-3 Directed Study (1-3 Hours)

Requires approval by M.A. coordinator and Christian Education professor.

CHURCH HISTORY (C HS)**5103 History of the American Church (3 Hours)**

A study of the transplanted of Old World faiths to the New World and their subsequent development in the American environment. Revivalism and the rise of new denominations, social reforms and the development of colleges and seminaries will be given special attention.

6223 Specialized Studies (3 Hours)

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

MISSIONS (MISS)**4113 International Relations* (HP 4113) (3 Hours)**

Forces dividing nations, nationalism in all its phases, colonial and economic imperialism, militarism and war are studied. PREREQUISITE: Junior standing or American Federal Government (HP 1113).

4123 Modern East Asia* (HP 4123) (3 Hours)

Political development of Japan, China, India and Korea. Designed for students preparing to do missionary work in the Orient. PREREQUISITE: Sophomore standing or American Federal Government (HP 1113).

4133 Church Growth and Christian Mission* (PRTH 4133) (3 Hours)

A study of the principles of church growth and church planting with special attention to the theological, sociological, and cultural aspects which may affect the rate and patterns of church expansion.

4163 Theology of Christian Missions* (3 Hours)

A study of the underlying principles and theological presuppositions of the Christian mission in relation to other cultures and non-Christian religions.

4183 Cultural Anthropology* (SOC 4183) (3 Hours)

A cross-cultural approach to a study of race, culture, and society which provides understanding toward effective communication of the gospel.

4213 Communication in Conflict Management* (SP C 4213) (3 Hours)

A study and practice of communication as interpersonal behavior and relationship with emphasis upon the individual and his/her management of conflict situations through specific tactics and strategies. Extensive use of cases and simulations illustrating conflict problems and management in personal, family and professional situations.

4223 Mission Topics* (3 Hours)

Selected topics related to missions such as Culture and Evangelism, Linguistics, Area Studies and Issues in Missiology. The course is taught subject to interest and specialization of the Garner Chair of Missions professor.

4233 Intercultural Communication* (SP C 4233) (3 Hours)

An introduction to the communication which takes place when people of different cultures interact. This course surveys differences in cultures which can create obstacles to understanding and communication and offers suggestions for dealing with these obstacles.

4273 Linguistics* (ENGL 4273) (3 Hours)

A comprehensive study of current linguistic theory, language change, language universals, and the impact of language study on literary criticism.

4281-3 Directed Study in Missions* (1-3 Hours)**4333 World's Living Religions* (PHIL 4333) (3 Hours)**

A study of the major religions of mankind and their literature, with special emphasis on the religions of the Orient and the Near East.

5103 Traditional Religions (SOC 5103) (3 Hours)

A study of the basic features of religious systems and institutions of animistic societies in which witchcraft, sorcery, shamanism, priesthoods and prophetic movement are considered.

PHILOSOPHY (PHIL)**4113 Developments in Contemporary Philosophy (3 Hours)***

The main problems of Pragmatism, Neorealism, Logical Positivism, Phenomenology, Existentialism and Analytic Philosophy are carefully surveyed and analyzed. PREREQUISITE: History of Ancient & Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).

4123 Philosophy of Religion* (3 Hours)

Attention is given to the meaning of religion, the relation of faith and reason, the nature and validity of religious experience, the arguments for the existence of God, the nature of good and evil, the knowledge of God and the theories of religious language. PREREQUISITE:

GRADUATE STUDIES – THEO. & MIN.

History of Ancient & Medieval Philosophy (PHIL 3103), History of Modern Philosophy (PHIL 3113).

4192-3 Seminar in Philosophy* (2-3 hours)

An advanced course designed to deal intensively with a topic of current philosophical significance. The content varies so that credit may be obtained in successive semesters. A wide variety of subjects make the course attractive to students of all fields, and by permission of the instructor special students may be admitted to the class even though not of advanced standing.

4333 World's Living Religions* (MISS 4333/SOC 4333) (3 Hours)

A study of the major religions of mankind and their literature, with special emphasis on the religions of the Orient and the Near East.

5181-3 Independent Study (1-3 Hours)

Requires approval of MA coordinator and Philosophy professor.

PRACTICAL THEOLOGY (PRTH)**4103 Expository Preaching* (3 Hours)**

An advanced course in Biblical preaching with a definite emphasis on expository homiletics. PREREQUISITE: Senior Standing, Fundamentals of Preaching (PRTH 3113), 9 hours of B LT, New Testament Greek (GK 2113), or permission of the instructor.

4113 Psychology of Religion* (PSY 4113) (3 Hours)

An interpersonal approach to the study of religious experience and behavior. The course is primarily concerned with normal Christian religious experience. Such topics as conviction, conversion, sanctification, prayer, guilt, devotion, and religious development will be explored. The relationship between religious life and mental health will be examined and contemporary approaches to counseling and therapy will be presented. PREREQUISITE: Familiarity with the basic vocabularies of theology and psychology. Psychology of Personality (PSY 4153) recommended.

4133 Church Growth and Christian Mission* (MISS 4133) (3 Hours)

A study of the principles of church growth and church planting with special attention to the theological, sociological and cultural aspects which may affect the rate and patterns of church expansion.

4143 Pastoral Care and Counseling* (3 Hours)

A study of the place of pastoral counseling in the Christian ministry. Personality problems and counseling processes are surveyed. Emphasis is placed on developing counseling techniques and a study of the types of counseling used in the ministry. PREREQUISITE: One course in psychology or permission of the professor.

4163 Pastoral Leadership and Team Building* (C ED 4163) (3 Hours)

This course provides a detailed study of organizational leadership skills, spiritual leadership, followership, dynamics of group interaction, types of groups, problem solving, conflict resolution, as well as in-class application of these principles.

4181-3 Ministry Experience* (1-3 Hours)

Active work in a ministry setting under supervision, along with classroom study directed towards reflection upon and understanding of the actual ministry situations and experiences. May be repeated for up to three hours credit.

5113 Biblical Preaching for Today (3 Hours)

This course is designed to discover new ideas and concepts in preaching. It is the goal of this course to enable individual students to build and develop skills for more effective biblical preaching. Attention will be especially focused on expository preaching from the Gospel of Saint Luke.

5123 Spirituality and the Gifts (3 Hours)

A careful survey of spiritual formation, discipleship and the biblical concept of spiritual gifts. This course is designed to acquaint the student with the fundamental theology and practice of spiritual formation. It is structured to give the student exposure to various disciplines, to the spiritual gifts, and actual experience in the practice of journaling, prayer, solitude, and meditation.

5133 Church Growth for the Local Congregation (3 Hours)

This course will explore biblical and theological bases for evangelism. Sociological issues and leadership factors inform the church ministerial student. Principles of church growth are applied to the local congregation as an analysis and projection of ministry is required.

5203 Congregational Assessment and Mission Clarification (3 Hours)

Methods for assessing the needs, interests, and mission of a local church are analyzed. The process of local governing boards clarifying the mission statement of their local church is given special attention.

5303 Leadership Skills and Team Building (3 Hours)

Causes of conflict will be studied along with strategies of its management and reduction. Discussion will integrate leadership philosophy and conflict issues.

5503 Congregational Care and Counseling (3 Hours)

A study of the essential factors in developing a broad-based congregational care program involving both lay and pastoral perspectives

6003 Pastor: Character, Characteristics, Career (3 Hours)

This course seeks to analyze the strengths, weaknesses, skills and ministry demands for pastors. The goal is an on-going spiritual growth and professional development in ministry.

6133 Patterns of Church Renewal (3 Hours)

The Biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.

6191-3 Thesis Research (1-3 Hours)

By permission of the M.A. coordinator only.

6213 Building Spiritual Leadership (3 Hours)

Foundations of Christian education will be introduced, administrative skills will be analyzed, age group needs will be explored. This class prepares pastors to oversee Christian education in churches size 30-350 in attendance. The student will develop a philosophy of ministry with some specific strategies for enhancing the spiritual lives of people.

6223 Specialized Studies (3 Hours)

A course designed to offer specialized subject matter/skills to address current ministry trends, students' needs and interests. Integrating biblical, theological, and historic concerns with practical ministry will be a major focus. This course may be repeated with different subject matter. Topics may include: "Teaching Ethics," "Strategies for Effective Evangelism," "Marriage and Family Counseling," as well as other topics of current interest in the life, thought, and ministry of American Christianity.

6401-2 Directed Ministry Practicum (1-2 hours)

A supervised practicum in an area of actual ministry will be selected in consultation with the Coordinator of the M.A. program.

THEOLOGY (THEO)**4181-3 Directed Study* (1-3 Hours)**

Requires approval by M.A. coordinator and Theology professor.

5113 Wesleyan-Arminian Theology (3 Hours)

The first half of the semester will be devoted to the background and development of the theology of James Arminius in its relation to the 17th century Reformed theology. Special consideration will be given to the events which led to the Synod of Dort. The second half of the semester examines John Wesley's theology against the background of 18th century theology. Special attention is paid to Wesley's doctrine of Christian Perfection. Extensive readings in primary source materials will be required on both men.

5143 Theologians of the Modern Era: 19th – Mid 20th Century (3 Hours)

This course is a study of the theological conversation that emerged because of the Enlightenment. Special attention will be given to the philosophical presuppositions from which modern theology developed. The class will explore a variety of modern theologians (from Schleiermacher to Barth) and their methods.

5153 Theologians of the Post-Modern Era: Late 20th Century (3 Hours)

This course is a study of the theological conversation that emerged because of the Post-Modern setting. Attention will be given to the problem of pluralism and the doctrinal issues which are impacted by this problem. We will explore a variety of theological methods and theologians for this post-modern setting. Half of the class will be devoted to exploring and constructing a specific theological approach.

5163 Reformation Theology (3 Hours)

A study of the chief theological concepts of the Protestant Reformation against the background of late medieval thought. Major attention will be given to the thought of Luther and Calvin with extensive readings in their works.

5173 Seminar in Theology (3 Hours)

In response to the most recent developments in the theological world, specialized seminars on contemporary topics such as liberation theology, incarnational theology, etc., will be offered according to need.

5181-3 Directed Readings in Theology & Ministry (1-3 Hours)

Study in subjects and literature in a specialized area of Theology & Ministry is permitted. (This course is only offered on a Pass/Fail basis.) Requires approval by M.A. coordinator and professor directing the study

5191-3 Seminar in Theology (1-3 Hours)

Specialized investigation of specific areas of Biblical or theological content. May be repeated.

5303 Theological Method (3 Hours)

The Wesleyan quadrilateral will provide the basis for lecture, readings and discussion on the role of Scripture, tradition, experience and reason in making theological decisions relating to ministry. The implications of other contemporary theological methods for ministry will be explored. This is a CORE module for M.A. students having deficiencies in Systematic Theology.

6103 Theology of Church and Ministry (3 Hours)

M.A. IN THEOLOGY CORE MODULE. Biblical, historical and contemporary bases will be explored as resources for the formulation of a theology of the church and of ministry in the church. The impact on one's presuppositions of church and ministry on actual practice of ministry will be discussed.

6113 Patristic Theology (3 Hours)

A study of Christian theology in the classical period of its development, from the Apologetic age to the fifth century. Attention is given to the thought of the Early Church Fathers, the beginnings of constructive theology, the conflict with heresies, the influence of Greek ideas on Christian thought, and the writing of the creeds.

6123 Medieval Theology (3 Hours)

A study of Christian theology through the scholastic period of its development, from the sixth to the fifteenth century. Besides attention to the important individuals, special emphasis will be placed on the philosophical presuppositions and theological trends which paved the way for the Protestant Reformation.

6133 Patterns of Church Renewal (3 Hours)

The Biblical, theological, and historical roots of evangelism are explored within particular contemporary context. Effective strategies for evangelism will be investigated in light of the locale of local churches. Evangelism will be cross-pollinated with principles of church growth and of leadership.

6191-3 Thesis Research (1-3 Hours)

By permission of the M.A. coordinator only.

6223 Specialized Studies (3 Hours)

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

FACULTY LISTING BY PROGRAM

Detailed information is provided in the Personnel Section of this catalog. All full-time faculty listed below have been elected to the graduate faculty by vote of the Graduate Council.

Administration

W. Davis Berryman, Ph.D. – Dean, Graduate School
Don Dunnington, D.Min. – V.P./Academic Affairs

Management (MS and MBA)

Full-Time Faculty

Rendall Garrett, M.S.A.; C.P.A. – Accounting
Iris Harris, M.B.A., C.P.A.

Larry Mills, Ph.D., C.M.A. – Management

Cynthia Powell, M.B.A., C.P.A.

Randall Spindle, Ed.D., J.D. – Management

Regular Part-Time Faculty: Tulsa and Main Campus

Stanley Balch, M.B.A., J.D. – Marketing

Craig Brown, Ph.D. – Disaster Management, Tulsa

Chad Burnett, M.B.A. – Tulsa

Jim Crutcher, M.B.A., M.D. – Tulsa

Lou Dennard, M.B.A., Ed.D. – Management

Bobbi Dobbs, M.S.M. – Management, Tulsa

Ken Factor, J.D. – Tulsa

Mark Gilbert, M.A. – Management, Tulsa

Richard K. Gradel, J.D. – Tulsa

Pauline Harris, Ed.D. – Tulsa

Gary Jackson, M.S.M. – Management

Kristin Jasper, M.B.A. – Management

Dan Junkin, Ph.D. – Management

Dee Kelley, Ph.D. – Management

Larry Maxey, M.S.M. – Management

Ron McGee, J.D. – Management

Mary Millikin, Ph.D. – Tulsa

Linda Miner, Ph.D. – Tulsa

Tim Paul, M.A., C.P.A. – Tulsa

Flo Potts, Ed.D. – Management, Tulsa

Kenneth Preston, J.D. – Tulsa

Greg Robinson, Ph.D. – Tulsa

Carl Vincent, J.D. – Management, Tulsa

Tonya Ward, M.S.M. – Management

Patty Woodring, M.S.M. – Management

Education (MA)

Full-Time Faculty

Beverly DeVries, Ed.D. – Reading Graduate Coordinator

Mary Eskridge, Ed.D. – Elementary

Kenneth (Kep) Keoppel, Ph.D. – Education

Linda Miner, Ph.D. – Education, Adult Studies

Crayton Moss, Ed.D. – Kinesiology Graduate Coordinator

Tim Taylor, Ed.D. – Director, Teacher Education

Betty Lou Thompson, M.A., ABD – Elementary Education

Rex Tullis, Ed.D. – Chair, School of Education

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 Bill Denton, M.A. – Education
 Hawthorne Faison, Ed.D. – Education
 Shirley Faison, Ed.D. – Education
 Lynn Johnson, M.A. – Education
 Brenda Lyons, Ed.D. – Education
 Julie Miller, Ph.D., J.D. – Law
 Jeff Mills, Ph.D. – Education
 Melani Mouse, Ed.D. – Education
 Tom Pickens, M.A. – Educational Leadership
 Kent Shellenberger, Ed.D. – Education
 Bill Spaeth, Ed.D. – Educational Administration
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 Kim Tullis, Ph.D. – Education
 Don Wentroth, Ed.D. – Education
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Communication Arts Education (MA)**Full-Time Faculty**

Pam Bracken, Ph.D. – English
 Pam Broyles, Ph.D. – Speech Communication
 Gwen Ladd Hackler, Ph.D. – English
 Cathy Hutchings Wedel, Ed.D. – Speech Communication
 Peggy Poteet, Ph.D. – English
 Carolyn Waterman, M.A. – English

Social Studies Education (MA)**Full-Time Faculty**

Bob Lively, Ph.D. – History and Political Science
 Linda Wilcox, Ph.D. – Sociology
 Dennis Williams, Ph.D. – History

Nursing Education (MS)**Full-Time Faculty**

Susan Barnes, R.N., Ph.D. – Nursing

Regular Part-Time Faculty: Tulsa Campus

Gayle Cude, R.N., Ph.D. – Health Promotion, Maintenance & Protection ; Trends & Issues in Health Care Policy ; Nursing Specialty Focus ; Capstone Experience
 Roberta Henson, R.N., Ph.D. – Curriculum Development for the Health Professions

Regular Part-Time Faculty: Main Campus

Lana Bolhouse, R.N., Ph.D. – Trends & Issues in Health Care Policy
 Carole Bryant, Ed.D. – Health Promotion, Maintenance & Protection
 Claudine Dickey, R.N., Ph.D. – Nursing Specialty Focus; Capstone Experience

Psychology (MS and MA)**Full-Time Faculty**

Philip Budd, Psy.D. – Psychology, Director, Graduate Programs in Psychology
 Noel Jacobs, Ph.D. – Psychology
 Dorothy Stasser, Ed.D. – Psychology, Chair, Department of Psychology

Regular Part-Time Faculty

Cynthia Black, Ph.D. – Graduate Programs in Counseling
 Randy Cochran, Ph.D. – Graduate Programs in Counseling
 Scott Daniels, Ph.D. – Graduate Programs in Counseling

Stacey Dean, M.A. – Graduate Programs in Counseling
Alicia Limke, M.A. – Graduate Programs in Counseling
Susan McCurdy, Ph.D. – Graduate Programs in Counseling
Margaret Murray, M.A. – Graduate Programs in Counseling
Jim Sturgis, Ph.D. – Graduate Programs in Counseling

Theology (MA)

Full-Time Faculty

Hal Cauthron, Ph.D. – New Testament, Graduate Coordinator, M.A. in Theology,
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Howard Culbertson, D.Min. – Missions and Ministry
Doug Forsberg, M.A. – Christian Education & Spiritual Formation
Stephen Green, D.Min. – Theology
Marty Michelson, M.A., ABD – Old Testament
Brint Montgomery, Ph.D. – Philosophy
Doug Samples, D.Min. – Ministry
Jirair Tashjian, Ph.D. – New Testament

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A.B., Pasadena College, 1962; M.A., University of Southern California, 1968; Ph.D. University of Oklahoma, 1973. Teacher, Southwestern Military Academy, 1962-65; Instructor, Pasadena College, 1965-67; Southern Nazarene University, 1967-; Provost, 1985-89; President, 1989-.

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A.B., Olivet Nazarene University, 1970; M.Div., Nazarene Theological Seminary, 1974; D.Min., Trinity Evangelical Divinity School, 1981; Doctoral studies in Leadership of Higher Education, Vanderbilt University, 1988-1990; Pastor, Church of the Nazarene, 1974-1980; Trevecca Nazarene College, 1980-1991. Southern Nazarene University, 1991-.

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B.S. Bethany Nazarene College, 1969; M.S., Case Western Reserve University, Cleveland, Ohio, 1978; Doctor of Letters, Southern Nazarene University, 1988; Business Manager, Lutheran Medical Center, Cleveland, Ohio, 1971-73; St. Vincent Charity Hospital, Cleveland, Ohio 1974-1981; (Controller, 1973-74, Director of Finance 1974-77; Assistant Executive Director-Financial Services, 1977-79; Senior Vice-President, 1979-81). Southern Nazarene University, 1981-.

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B.A., Point Loma Nazarene University, 1977; M.Mus., California State University, Fullerton, 1983; Ed.D., University of Illinois, 1988; Minister of Music, College Avenue Church of the Nazarene, Whittier, CA, 1977-84; Assistant Conductor, Varsity Men's Glee Club, University of Illinois, 1984-85; Associate Editor, Bulletin for the Council for Research in Music Education, 1985-86; Northwest Nazarene University, Nampa, ID, 1986-1991. Chair, SNU School of Music, 1991-98. VP/University Advancement, Southern Nazarene University, 1998-.

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A.B., MidAmerica Nazarene College, 1976; Ed. M., Oregon State University, 1984; Minister to Youth/Associate Pastor, Church of the Nazarene, 1978-82; Resident Director/Graduate Assistant, Oregon State University, 1982-84, Associate Dean of Student Development, SNU, 1984-87; Vice President for Student Development, Southern Nazarene University, 1987-.

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B.S., Olivet Nazarene University, 1978; M.A., Olivet Nazarene University, 1987; M.A., United States International University, 1989; Ph.D., U.S. International University, 1996; M.B.A., Southern Nazarene University, 2004. Associate Pastor, College Church of the Nazarene, Bourbonnais, IL 1983-87; Internal Consultant,

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General Dynamics, San Diego, CA, 1989-90; Dean of Student Development, Mt. Vernon Nazarene College, 1990-92; Dean of Student Development, Olivet Nazarene University, 1992-94. Southern Nazarene University, 1994-.

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TERRY N. TOLER, Ed.D.

A.A., Circleville Bible College, 1988; B.A., Southern Nazarene University, 1988; M.Min., Southern Nazarene University, 1991; Ed.D. University of Sarasota, 1998. Associate Pastor, Malone Chapel, Tampa, FL 1973-75; Associate Pastor, Heritage Memorial Church, Washington Court House, OH, 1975-85; Executive Pastor, Oklahoma City First Church of the Nazarene 1985-1991; Executive Pastor, Nashville First Church of the Nazarene, 1991-92; Senior Pastor, Oklahoma City First Church of the Nazarene, 1992-99. Southern Nazarene University, 2000-.

Faculty

Professors

BALLWEG, D. BRENT, D.M.A.

Professor of Music

B.M., Oklahoma Baptist University, 1978; M.M., Southwestern Baptist Theological Seminary, 1981; D.M.A., University of Missouri-Kansas City, 1987. Williams College, 1982-85, Northwestern Oklahoma St. University, 1987-88, Grand Canyon University, 1988-89, Westark College, 1989-94, Collin County College, 1994-2000. Southern Nazarene University, 2000-.

BANZ, MARTHA L., Ph.D.

Dean of Arts and Sciences; Professor

B.S., Bethany Nazarene College, 1979; M.S., University of Oklahoma, 1983; Ph.D., University of Oklahoma, 1986; Part-time instructor, Bethany Nazarene College, 1979-1985; Mid-America Bible College, 1985-86. Southern Nazarene University, 1986-.

BERRYMAN, W. DAVIS, Ph.D.

Dean of Graduate & Adult Studies; Professor

B.S., Washington University, 1973; M.S., Case Western Reserve University, 1977; M.B.A., Kent State University, 1983; Ph.D., Michigan State University, 2002. Management and marketing positions in equipment manufacturing, 1980-92; Associate Professor of Marketing, Dean of Adult and Continuing Studies, Dean of Professional Studies, Cornerstone University, 1992-2002. Southern Nazarene University, 2002-.

BROYLES, PAMELA S., Ph.D.

Chair, Department of Speech Communication; Professor of Speech Communication

A.B., Bethany Nazarene College, 1978; M.Ed., University of Oklahoma, 1980; Ph.D., University of Oklahoma, 1985. Southern Nazarene University, 1979-.

BUDD, PHILIP R., Psy.D.

Director, Graduate Programs in Counseling, Professor

B.A., Mount Vernon Nazarene College, 1976; Graduate study, California State University, Fullerton, 1978; M.A., Biola University, 1981; Psy.D., Biola University, 1985; Licensed Psychologist, 1985-. Southern Nazarene University, 1993-.

CAUTHRON, HAL A., Ph.D.

Chair, School of Theology and Ministry; Professor of New Testament

A.B., Bethany Nazarene College, 1967; M.A., Bethany Nazarene College, 1969; M.Div., Nazarene Theological Seminary, 1972; M.A., Vanderbilt University, 1979; Ph.D., Vanderbilt University, 1984; Associate Pastor, Church of the Nazarene, 1969-71; Pastor, Christian Church, 1971-72; Pastor, Church of the Nazarene, 1974-75; Trevecca Nazarene College, 1972-88; Academic Dean, Swaziland Nazarene Bible College, 1988-90; Rector, Nazarene Theological College, South Africa, 1991-94. Southern Nazarene University, 1995-.

COX, DARYL G., Ph.D.

Chair, Division of Science & Mathematics; Professor of Chemistry

B.A., Greenville College, 1976; Ph.D., University of Iowa, 1984. Greenville College, 1981-1997. Southern Nazarene University, 1997-.

CULBERTSON, HOWARD R., D.Min.

Garner Chair of Missions; Professor of Missions

A.B., Bethany Nazarene College, 1968; M.Div., Nazarene Theological Seminary, 1972; M.R.E., Nazarene Theological Seminary, 1979; Graduate study, Fuller Theological Seminary, 1982; D.Min., Denver Seminary, 1986; Pastor, Uvalde, TX, 1972-74; Missionary to Italy, 1974-84; Missionary to Haiti, 1984-88. Southern Nazarene University, 1988-.

DE VRIES, BEVERLY, Ed.D.

Professor of Education

B.A., Northwestern College, 1968; M.A., Western Michigan University, 1980; Ed.D., Oklahoma State University, 1992; Teacher, Public Schools, 1968-89; Oklahoma State University and University of Central Oklahoma, 1992-93. Southern Nazarene University, 1993-.

GOODMAN, SYLVIA, Ed.D., AT,C

Athletic Training Program Director; Professor of Kinesiology & Sport Management

B.S., Taylor University, 1979; M.A., Miami University, 1980; Ed.D., Boston University, 1989. Teacher/Athletic Trainer, Kettering, OH Public Schools, 1980-81; Professor, Eastern Nazarene College, 1981-2001. Southern Nazarene University, 2001-.

GREEN, STEPHEN G., D.Min.

W. N. King Chair of Theological and Biblical Studies; Professor of Theology

B.S., Bethany Nazarene College, 1974; M.Div., Nazarene Theological Seminary, 1978; D.Min., Vanderbilt University, 1983; Ph.D. (course work completed), Fuller Theological Seminary; Associate Pastor, Church of the Nazarene, 1975-78; Pastor, Church of the Nazarene, 1978-98; Adjunct Professor of Preaching, Nazarene Theological Seminary, 1989-. Southern Nazarene University, 1998-.

HACKLER, GWEN LADD, Ph.D.

Director of General Education; Professor of English

B.A., Bethany Nazarene College, 1978; Graduate Teaching Assistant, University of Kansas, 1979-81, 1982-83; M.A., University of Kansas, 1980; Ph.D., University of Kansas, 1983. Southern Nazarene University, 1983-.

PERSONNEL

HALLIDAY, NANCY, Ph.D.

Professor of Biology

B.Mus., Eastman School of Music, 1979; B.S., Southern Nazarene University, 1988; Ph.D., University of Oklahoma College of Medicine, 1994. Southern Nazarene University, 1995-.

HANSON, WESLEY H., Ph.D.

Chair, Department of Biology; Professor of Biology and Chemistry

A.B. Bemidji State College, 1968; Ph.D. University of North Dakota, 1972; Post Doctoral Studies, Madison VA Hospital/University of Wisconsin, 1972-74; Post Doctoral Studies, Human Nutrition Laboratory, ND, 1974-75; Northwest Nazarene College, 1975-78; 80-82; University of Science and Technology Medical School, Ghana, 1982-86; John Brown University, 1986-99; Southern Nazarene University 1999-.

HUTCHINGS WEDEL, CATHERINE A., Ed.D.

OL Program Director, Adult Studies (Main Campus); Professor

A.B., Southern Nazarene University, 1977; M.A., Southern Nazarene University, 1980; Ed.D., Oklahoma State University, 1996; Teacher, Putnam City Schools, 1977-79; Professor of Speech Communication and Director of Forensics, Northwest Nazarene College, 1979-1983. Southern Nazarene University, 1988-.

KEOPPEL, KENNETH (Kep), Ph.D.

Professor of Education

A.B., Bethany Nazarene College, 1975; M.A., Bethany Nazarene College, 1981; Ph.D., University of Oklahoma, 1990; Teacher, Peterburg, Texas Independent School District, 1976-1980; Graduate Assistant, Speech Communication, Bethany Nazarene College, 1980-81. Southern Nazarene University, 1981-.

LIVELY, ROBERT JOHN, Ph.D.

Chair, Division of Social and Behavioral Sciences; Professor of History

A.B., Bethany Nazarene College, 1977; M.A., Bethany Nazarene College, 1982; Study and Relief Work in India, 1978-79; Graduate Study at Oklahoma State University, 1983-85. Ph.D. University of Oklahoma, 1998. Southern Nazarene University, 1980-.

LIVELY, SUE ANNE, Ed.D.

Director, Alternative and Prior Learning; Professor

B.S., Bethany Nazarene College, 1973; M.A., Bethany Nazarene College, 1978. Ed.D., Oklahoma State University, 2001; Five years public school teaching, Texas and Oklahoma. Southern Nazarene University, 1980-.

MILLS, LARRY W., Ph.D., C.M.A.

Professor of Management

B.S., Bethany Nazarene College, 1966; M.B.A., University of Oklahoma, 1969; Ph.D., University of Oklahoma, 1978; C.M.A., Institute of Management Accounting, 1981; Oklahoma Insurance License, 1992. Southern Nazarene University, 1969-.

MINER, LINDA A., Ph.D.

Director of Academic Programs (Tulsa Center); Professor

B.S., University of Kansas, 1967; M.S., University of Kansas, 1971; Ph.D., University of Minnesota, 1977; Public School Teacher, Kansas, 1967-1970; Instructor, University of Minnesota, 1970-77; Social Studies Curriculum Consultant, Boise Public Schools, 1977-1980; Northwest Nazarene College, 1978-80; Public Health Service

Post-doctoral Trainee, University of Iowa, 1980-82; Eastern Nazarene College, 1982-85; Vice-President, Alzheimer's Foundation, 1985-90; Coordinator, Parke-Davis Cognex Drug Study for Alzheimer's Disease Patients, 1988-89. Southern Nazarene University, 1990-.

MOORE, PHILIP A., D.M.A.

Chair, School of Music; Professor of Music

B.Mus.Ed., Bethany Nazarene College, 1973; M.Mus.Ed., University of Oklahoma, 1976; D.M.A., University of Oklahoma, 2001; Director of Instrumental Music, Bethany High School, 1974-1981. Southern Nazarene University, 1981-.

MOSS, CRAYTON L., Ed.D.

Chair, Department of Kinesiology & Sport Management; Professor of Kinesiology & Sport Management

B.A., Mid-America Nazarene College, 1976; M.S., Central Missouri State University, 1977; Ed.D., University of Kansas, 1984. Teacher, Olathe School District, 1976-78; Mid-America Nazarene College, 1978-80; Professor, Northwest Nazarene College, 1980-86; Associate Professor, Bowling Green State University, 1986-94. Southern Nazarene University, 1994-.

MUTHALALY, A. KOSHY, Ph.D.

Professor of Adult Studies

B.A.(Hons), Bangalore University, India, 1970; B.D., Union Biblical Seminary, Maharashtra, India, 1973; M.Th., United Theological College (Serampore University), 1980; Ph.D., Southern Baptist Theological Seminary, 1987. TAFTEE, Bangalore, India, 1973-74; Pastor, Visakhapatnam, 1974-78; Chaplain, Bangalore Baptist Hospital, 1980-81; United Theological College, 1981-91; (Study leave: Aug. 84-Dec. 87) Pastor, Asian Indian Mission, Utica, Michigan, 1992-93; Ashland Theological Seminary, 1998-99; Wayne State University, 1996; William Tyndale College, 1996-97; Spring Arbor College, Michigan, 1994-99; Pastor, Missionary Baptist Church, Tecumseh, Michigan, 1993-99. Southern Nazarene University, 1999-.

NEUENSCHWANDER, DWIGHT E., Ph.D.

Chair, Department of Physics; Professor of Physics

B.S., University of Southern Colorado, 1976; Ph.D., Arizona State University, 1983. Visiting Assistant Professor, Arizona State University, 1983-85; Assistant Professor, Northern Michigan University, 1985-86; Manager, Education Division, American Institute of Physics, 1995-97; Director, Society of Physics Students, AIP, 1995-98; Coach and Academic Director, United States Physics Team (for the International Physics Olympiad), 1995-98; Editor, SPS-Sigma Pi Sigma Publications, AIP, 1998-. Southern Nazarene University, 1986-.

POTEET, MARGARET (PEGGY), Ph.D.

Chair, Department of English and Communication Arts Division; Professor of English

B.A., Northwest Nazarene College, 1965; M.A., California State College at Los Angeles 1969; Ph.D., University of Oklahoma, 1990; Teacher, Meridian, Idaho Unified School District, 1965-66; LaCanada, California Unified School District, 1966-68; Instructor, Biola University, 1968-71; Teacher, Putnam City School District, 1972-73; Assistant Professor, Bethany Nazarene College, 1973-79; Assistant Professor, Seattle Pacific University, 1982-86. Southern Nazarene University, 1988-.

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REIGHARD, MARK, D.M.A.

Professor of Music

B.Mus.Ed., Bethany Nazarene College, 1969; M.A., University of Oklahoma, 1972; D.M.A., University of Oklahoma, 1993. Piano study with David Uerkvitz, Celia Mae Bryant, Digby Bell. Southern Nazarene University, 1969-.

REINBOLD, PAUL E., Ph.D.

Chair, Department of Chemistry; Professor of Chemistry

A.B., Olivet Nazarene College, 1965; M.S., Purdue University, 1968; Ph.D., Texas A & M University, 1970; Post doctoral studies, Texas A & M University, 1969-70. Southern Nazarene University, 1970-.

SPINDLE, ORAN RANDALL, Ed.D., J.D.

Professor of Business

A.B., Bethany Nazarene College, 1974; Robert A. Taft Scholar, 1974; M.A., Bethany Nazarene College, 1977; Graduate study, The University of London, 1978; Ed.D., Oklahoma State University, 1981; J.D., University of Oklahoma College of Law, 1991; Southern Nazarene University, 1976-1993; Adjunct Faculty 1993-1999. Southern Nazarene University, 1999-.

STASSER, DOROTHY A., Ed.D.

Chair, Department of Psychology; Director of Testing; Professor of Psychology

B.S., Bethany Nazarene College, 1964; M.S., Oklahoma State University, 1966; Ed.D., Oklahoma State University, 1970. Southern Nazarene University, 1967-.

TASHJIAN, JIRAIR S., Ph.D.

Professor of New Testament

B.A., Pasadena College, 1964; M.Div., Nazarene Theological Seminary, 1967; M.A., Claremont Graduate School, 1982; Ph.D., Claremont Graduate School, 1987; Pastor, Church of the Nazarene, Kansas 1967-1970; Missionary, Church of the Nazarene, Taiwan District, 1970-1979; Nazarene Theological College, Taiwan District, 1972-1979; Director, Nazarene Theological College, 1977-1979. Southern Nazarene University, 1983-.

TAYLOR, J. TIMOTHY, Ed.D.

Director of Teacher Education; Professor of Education

B.M.E., Bethany Nazarene College, 1977; Graduate Studies, University of Arkansas, 1978-81; M.Ed., Northeastern Oklahoma State University, 1983; Ed.D., Oklahoma State University, 1990. Owasso, Oklahoma Public Schools 1977-1995. Research Associate, Oklahoma Public Schools Research Council, 1988-90; Adjunct Professor, Oklahoma State University, 1988-90. Southern Nazarene University, 1995-.

TULLIS, REX, Ed.D.

Chair, School of Education; Professor of Education

B.A., Marion College, 1968; M.Ed., Indiana University, 1973; Ed.D., Ball State University, 1979; Pastor, Wesleyan Methodist Church, 1968-70; East Allen County Schools, 1970-78; Graduate Assistant, Ball State University, 1978-79; Dekalb Eastern Community Schools, 1979-85; Great National Investment Corp., 1985-91; Associate Dean, Indiana Wesleyan University, 1992-95. Southern Nazarene University, 1995-.

TURNER, VIRGIL LEE, Ph.D.

Chair, Department of Mathematics; Professor of Mathematics

A.B., Olivet Nazarene University, 1972; M.S., University of Iowa, 1976; Graduate study, Georgia Institute of Technology 1975-78; Ph.D., University of Oklahoma, 1987. Southern Nazarene University, 1978-.

WANTZ, KENNETH, Ph.D.

Professor of Mathematics

B.S., Eastern Nazarene College, 1990; M.S., University of Delaware, 1992; Ph.D., University of Delaware, 1995. Graduate Teaching Assistant, University of Delaware, 1990-95. West Virginia State College, 1995-1999. Southern Nazarene University, 1999-.

WILCOX, LINDA PATTERSON, Ph.D.

Professor of Sociology

B.S., Trevecca Nazarene College, 1973; M.A., University of Missouri, 1979; Ph.D., University of Oklahoma, 1991. Teacher, Metropolitan Public Schools, Nashville, Tennessee, 1973-1976; Counselor, Jackson County Juvenile Court, Kansas City, Missouri, 1977-1979; Counselor, SNU Career Planning and Placement Center, 1979-1986; Instructor, Department of Sociology, University of Oklahoma, 1990-1993; Southern Nazarene University, 1993-.

WILLIAMS, DENNIS C., Ph.D.

Chair, Department of History, Politics & Geography; Acting Chair, Department of Sociology; Professor of History

B.A., Southern Nazarene University, 1987; M.A., Texas Tech University, 1989; Ph.D., Texas Tech University, 1992; U.S. Environmental Protection Agency, Historian, 1992-2000. Southern Nazarene University, 1994-.

YOUNG, SHARON C., Ph.D.

Chair, Department of Biology; Professor of Biology

B.S., Bethany Nazarene College, 1964; M.S., Oklahoma State University, 1965; Ph.D., Oklahoma State University, 1969. Southern Nazarene University, 1968-.

Associate Professors

BARNES, SUSAN, R.N., Ph.D.

Associate Professor of Nursing

A.A.S., Northern Oklahoma College, 1974; B.S., University of Texas/Arlington, 1980; M.S.N., University of Texas Health Science Center, 1985; Ph.D., University of Texas H S C, 1998; Student Health Director, Our Lady of the Lake University, TX, 1989-92; Research, University of Texas HSC 1993-95; Coordinator, Nursing & Health Technology, Cochise College, AZ 1996-98; Faculty, University of Oklahoma School of Nursing, Lawton Campus, 1998-2001; Nurse Research Fellow, Oklahoma City Veterans Affairs Hospital, 2001-2003. Southern Nazarene University, 2003-.

BETTS, STEVEN, Ph.D.

Associate Professor of Music

B.A., Piano performance, MidAmerica Nazarene University, 1982; M.M., Piano performance/pedagogy, Wichita State University, 1985; Ph.D., Music Education/Piano pedagogy, University of Oklahoma, 1995; Wichita State University adjunct professor, 1984-87, Independent music teacher, Wichita, KS, 1982-1997, Louisiana State University 1997-2001; Southern Nazarene University, 2001-.

PERSONNEL

BRACKEN, PAMELA, Ph.D.

Associate Professor of English

A.B., Bethany Nazarene College, 1981; M.A., Southern Nazarene University, 1986; Ph.D., The Catholic University of America, Washington, D.C., 1994; Graduate Assistant, The Catholic University of America, 1986-1993; Adjunct Instructor, Georgetown University, Summer 1987. Southern Nazarene University, 1994-.

CRUTCHER, TIMOTHY J., Ph.D./S.T.D.

Associate Professor of Theology/Church History

A.B., Southern Nazarene University, 1991; M.A. Southern Nazarene University, 1993; M.Div. Nazarene Theological Seminary, 1995; M.Th., Katholieke Universiteit Leuven, Belgium, 1999; Ph.D./S.T.D., Katholieke Universiteit Leuven, 2003; Lecturer in Theology, Church History and Biblical Studies, Africa Nazarene University, 2000-2003. Southern Nazarene University 2003-.

ESKRIDGE, MARY, Ed.D.

Associate Professor of Education

B.S., Bethany Nazarene College, 1969; M.A., Southern Nazarene University, 1993; Graduate Studies, University of Central Oklahoma; Ed.D., Oklahoma State University, 1995; Teacher, Putnam City Schools, 1969-73, 1988-93; Teaching Assistant, Oklahoma State University, 1993-95. Southern Nazarene University, 1996-.

HIBBERT, MARY, M.S., R.N.

Associate Professor of Nursing

B.S., Pittsburg State University, 1987; M.S., University of Kansas, 1994; Staff Nursing positions in Oklahoma, Missouri and Kansas, 1987-2002; Director of Nursing, Arolyn Heights Adult Care Center, Chanute, Kansas, 1991-1992; Graduate Teaching Assistant, University of Kansas, 1992-1993; Adjunct Nursing Faculty, Mid America Nazarene College, 1993-1995; Mobile Immunization Coordinator, Swope Parkway Health Center, Kansas City, Missouri, 1994-1995. Southern Nazarene University, 1995-.

JOINER, DELILAH G. CALFY, M.Ed.

Director, Adult Studies Faculty Development and FSG; Associate Professor

A.B., Bethany Nazarene College, 1981; M.Ed., Central State University, 1986; Ed.D., Oklahoma State University, 2003. Southern Nazarene University Associate Director of Admissions, 1981-1988; OL Admissions Counselor, 1988-89; Adult Studies Alternative and Prior Learning, 1989-, FSG Practicum Coordinator 1992-. Southern Nazarene University, 1981-.

LANCE, GARY LYNN, M.S.

Associate Professor of Mathematics

B.S., Oklahoma State University, 1964; M.S., Oklahoma State University, 1965; Course work for Ph.D., Oklahoma State University. Southern Nazarene University, 1968-.

LEWIS, MELISSA, D.M.A.

Associate Professor of Music

B.S., Southern Nazarene University, 1993; M.M., University of Cincinnati College-Conservatory of Music, 1995; D.M.A., University of Cincinnati College-Conservatory of Music, 1998; Adjunct Professor of Music, Wright State University, 1997-98; Violist, University of Cincinnati College-Conservatory of Music Philharmonic Orchestra, 1993-95; Principal violist, Northern Kentucky Symphony,

PERSONNEL

Wright State University Chamber Orchestra, 1994-98. Southern Nazarene University, 1999-.

MICHELSON, MARTY A., M.A.

Associate Professor of Old Testament

B.A., Northwest Nazarene College, 1992; M.A., Point Loma Nazarene College, 1994; M.A., Southern Nazarene University, 1995; Ph.D. (candidate), Iliff School of Theology and University of Denver, 1995-; Associate Pastor, Church of the Nazarene, 1995-98. Southern Nazarene University, 1998-.

MILLER, PHILIP L., M.M.

Associate Professor of Music

B.Mus.Ed., Oklahoma Baptist University, 1994; M.M., Choral Conducting, University of Oklahoma, 1995; Director of Choral Activities, Chair of Music, Kansas Wesleyan University, 1995-99. Southern Nazarene University, 1999-.

MONTGOMERY, BRINT A., Ph.D.

Associate Professor of Philosophy

B.A., Northwest Nazarene College, 1989; M.Div, Nazarene Theological Seminary, 1994; M.A., University of Oklahoma, 1996; Ph.D., University of Oklahoma, 2002; University Campus Ministries, 1994-96. Southern Nazarene University, 1996-.

REINBOLD, JANICE K., M.L.Sc., M.A.

Director, R.T. Williams Learning Resources Center; Associate Professor of Library Science

A.B., Olivet Nazarene College, 1965; M.A., Bethany Nazarene College, 1973; M.L.Sc., University of Oklahoma, 1981. Director, R.T. Williams Learning Resources Center, 1999-. Southern Nazarene University, 1975-.

SAMPLES, R. DOUGLAS, D.Min.

Director of Ministry Internship Program; Associate Professor of Practical Theology

B.A., Olivet Nazarene University, 1974; M.Div, Nazarene Theological Seminary, 1977; D.Min., Fuller Theological Seminary, 1995; Pastor, Church of the Nazarene, 1977-98. Southern Nazarene University, 1998-.

SMITH, JIMMIE D., M.A.

Associate Director, OL Program (Main Campus); Associate Professor

A.B., Bethany Nazarene College, 1983; M.A., Bethany Nazarene College, 1984; Ph.D. Candidate, University of Oklahoma; Southern Nazarene University, 1987-89; Coordinator of Intensive Family Services, Coastal Recovery Centers, 1989-91. Southern Nazarene University, 1991-.

STOUT, SHEILA J., M.A.

Alternative and Prior Learning/Adult Studies; Associate Professor

A.B., Bethany Nazarene College, 1982; M.A., Bethany Nazarene College, 1983; Oklahoma City Community College, 1983-86; Mid-America Bible College, 1986-89. Southern Nazarene University, 1989-.

TABERS, JIMMIE D., M.S., CDP, CNI, MCT, CCNA

Chair, Department of Computing and Information Systems; Associate Professor of Computer Science

A.B., Trevecca Nazarene College, 1966. M.S., University of Oklahoma, 1980. CNI, Novell, 1997; MCT, Microsoft, 1998, CCNA, Cisco Systems 2002. Manager, Data Processing, Bethany Nazarene College, 1973-78. Manager, Data Processing

 PERSONNEL

International Headquarters., Kansas City, MO, 1978-80. Southern Nazarene University, 1980-.

THOMPSON, BETTY LOU, M.A.

Associate Professor of Education

B.S., Bethany Nazarene College, 1974; Graduate Teaching Assistant, Bethany Nazarene College, 1974-75; M.A., Bethany Nazarene College, 1975; Coursework for Ed.D. completed, University of Oklahoma, 1991. Seven years public school teaching, Pennsylvania, South Dakota and Oklahoma. Southern Nazarene University, 1986-.

WILCOX, JAMES GALEN, M.A.

Associate Professor of English/Journalism

A.B., Northwest Nazarene College, 1974; Nazarene Theological Seminary, 1974-76; M.A., University of Missouri-Kansas City, 1979. Graduate studies, Central State University, 1981, University of Oklahoma, 1982. Southern Nazarene University, 1979-.

WINSLOW, MARK, M.S.

Associate Professor of Physics and Science Education

B.S., Greenville College, 1987; M.S., University of Kansas, 1990; Coursework completed for Ph.D. studies in science education, Kansas State University, 2003; Morrison Academy, Taiwan, 1990-1994; Independence Community College, 1994-2004; Southern Nazarene University, 2004-.

Assistant Professors

BAKER, ANDREW D., M.F.A.

Assistant Professor of Art

B.S., Indiana Wesleyan University, 2002; M.F.A., Rochester Institute of Technology, 2004; Graduate Teaching Assistant, Rochester Institute of Technology, 2002-2004; Southern Nazarene University, 2004-.

CAMPBELL-DETRIXHE, DIA D., R.N., M.S.

Assistant Professor of Nursing

B.S., University of Oklahoma Health Sciences Center, 1986; M.S., University of Oklahoma Health Sciences Center, 1997; Rehabilitation nursing, 1986-1988; United States Air Force Nurse Corps, 1988-1991 (Current rank: Captain); Medical/Surgical/Orthopedic nursing, 1988-1992; Psychiatric nursing, 1992-1995; O.U. College of Nursing, Graduate Research Assistant, 1995-1997; Adjunct Nursing Faculty, Redlands Community College, 1994-1996; Nurse Educator/Course Coordinator, Redlands Community College, 1996-2004; Oklahoma Board of Nursing, RN Chart Auditor, 2000-present; Southern Nazarene University, 2004-.

COOPER, CARLA A., M.S., R.N.

Assistant Professor of Nursing

A.A.T., El Reno Junior College, 1986; B.S.N., University of Oklahoma Health Sciences Center, 1993; M.S., University of Oklahoma HSC, 1996. Staff nurse Baptist Medical Center, 1987-93; Adjunct Faculty Redlands Community College, 1993; Nursing Faculty, Bartlesville Wesleyan College, 1994-96; Director of Nursing, DeMarge College, 1996-1997. Southern Nazarene University, 1997-.

PERSONNEL

DART, LESLEY B., A.B.D.

Assistant Professor of Speech Communication

B.A., Wheaton College, 1997; M.A., Northern Illinois University, 2000; ABD, European Graduate School, 2002-. Southern Nazarene University, 2000-.

DOROUGH, CAROL, M.S.N., R.N., A.B.D.

Assistant Professor of Nursing

B.S., Medical Technology, 1974; B.S., Nursing, Southern Nazarene University, 1991; M.S.N., University of Texas at Tyler, 1997; Ed.D. studies, Nova Southeastern University, Florida, 2001-; Staff nursing positions in Oklahoma and Texas 1991-94; Assistant Professor of Nursing, Kilgore College, TX, 1995-99; Southwestern Adventist University, TX, 1999-2003. Southern Nazarene University, 2003-.

ESKRIDGE, BRENT, M.S.

Assistant Professor of Computer Science

B.S., Southern Nazarene University, 1995; M.S., University of Oklahoma, 2004; Software Engineer, Rockwell Int'l., 1995-1996; Software Engineer, Raytheon Systems Company, 1997-2000; Software Developer, Netplex, 2000-2001; Co-owner, els Solutions, LLC, 2001-2003; Graduate Teaching Assistant, University of Oklahoma, 2002-2003; Graduate Research Assistant, University of Oklahoma, 2003-; Southern Nazarene University, 2004-.

FEISAL, MARCIA, M.A.

Assistant Professor of Speech Communication

B.S., University of Oklahoma, 1980; M.A., Southern Nazarene University, 1990; Graduate studies, University of Oklahoma Gaylord College of Journalism and Mass Communication, 2004-; Teacher, Putnam City Schools, 1981-1989. Southern Nazarene University, 1990-.

FORSBERG, DOUGLAS D., M.Div.

Assistant Professor of Christian Education/Spiritual Formation

B.A., Bartlesville Wesleyan College, 1979; M.Div. Nazarene Theological Seminary, 1985; Pastoral assignments in Texas, Florida, and Kansas, 1985-1994; Bethany First Church of the Nazarene, 1994-2003. Southern Nazarene University, 2003-.

GARRETT, J. RENDALL, M.S.A., C.P.A.

Assistant Professor of Accounting

B.S., Bethany Nazarene College, 1973; M.S.A., Oklahoma City University, 1978; C.P.A., 1979; SOHIO Petroleum Company, 1973-76. Southern Nazarene University, 1976-.

GHOST BEAR, ANNE A., Ed.D.

Director of Tulsa Center; Assistant Professor

B.S., East Central University, Ada, Oklahoma, 1977; M.S. in Adult Education, Oklahoma State University, 1998; Ed.D. in Adult Education, Oklahoma State University, 2001; President, Ashby School Development, Inc., 1982-1994, Consultant to Child Care Resource Center and Department of Human Services 1994-2002; Southern Nazarene University 2002-.

HARRIS, IRIS M., M.B.A., C.P.A.

Assistant Professor of Accounting

Associate Degree in Applied Science, Odessa College, 1973; B.S., Accounting, Bethany Nazarene College, 1981. C.P.A., 1985; M.B.A., University of Central

 PERSONNEL

Oklahoma, 1992; Registered Nurse, 1975-79; H. Hendrick, Accounting, 1982. Southern Nazarene University, 1982-.

HENCK, LORAL MC DONALD, M.Ed.

Director/Department Chair, Academic Center for Excellence; Assistant Professor

B.S., Bethany Nazarene College, 1983; M.A., Northeastern State University, 1995; Reading Specialist Certification, Northeastern State University, 1996; Candidate for Ed.D., Oklahoma State University, 1997-. Research Child Development Center, Kansas City, MO 1982-84; Substitute Teacher, Union and Broken Arrow Public Schools, 1991-94; Elementary Teacher, Broken Arrow Public Schools, 1994-1997; Reading Specialist, Broken Arrow Public Schools, 1997-2000. Southern Nazarene University, 2000-.

JACOBS, Noel J., Ph.D.

Assistant Professor of Psychology

B.A., University of Oklahoma, 1992; M.S., Southern Nazarene University, 1996; Ph.D. in Clinical Child Psychology, University of Kansas, 2002. Multi-systemic Therapy Director, The Bert Nash Mental Health Center, 2001-02. Southern Nazarene University, 2003-.

KORVICK, LYNDA, M.S., R.N.

Assistant Professor of Nursing

B.S., Ball State University, 1981; M.S., University of Oklahoma Health Sciences Center, 1997; University of Rochester, 1987-1992; Med-Valu, 1992-1994; Rose State College, 1994-2003; Southern Nazarene University, 2004-.

KYZER, MELANY A., M.A.

Assistant Professor of Speech Communication, Academic Center for Excellence
 B.S., Bethany Nazarene College, 1984; M.A., Southern Nazarene University, 1988; Southern Nazarene University, Resident Director, 1985-1989; Southern Nazarene University, Director of Community Life, 1989-1991; Southern Nazarene University, Director of Academic Services, 1991-1994; Southern Nazarene University, Director Of Housing, 1994-2001; Oklahoma City First Church of the Nazarene, Director of Single Adult Ministries, 1993-1998; Southern Nazarene University, Adjunct Instructor, Speech Communication, 1998-2001; Oklahoma City University, School of Law, 2004-; Southern Nazarene University, 2001-.

MARTIN, BOBBY GENE, M.A.

Athletic Director; Assistant Professor of Kinesiology & Sport Management

B.S., Bethany Nazarene College, 1974; M.A., Central State University, 1976; Coaching, Bethany Nazarene College, 1974-76; Mt. Vernon Nazarene College, 1976-79; Southern Nazarene University, 1979-.

PAULEY, JOY E., M.L.Sc.

Assistant Professor of Library Science

A.B., Bethany Nazarene College, 1962; M.L.Sc., University of Oklahoma, 1964; Oklahoma Department of Libraries, 1964; Bethany Nazarene College, 1965-71; Oklahoma City Southwestern College, 1973-75, 1978-80. Southern Nazarene University, 1980-.

PERSONNEL

POWELL, CYNTHIA D., M.B.A., C.P.A.

Assistant Professor of Accounting and Finance

B.S., Bethany Nazarene College, 1980. C.P.A., 1984; M.B.A., Central State University, 1991; Financial Analyst, Struthers Oil & Gas, 1980-83; FCD Oil, 1983-85; Southern Nazarene University, 1985-.

SHELLENBERGER, STEPHANE G., M.A.

Associate Athletic Director; Assistant Professor of Kinesiology & Sport Management

B.S., Bethany Nazarene College, 1974; M.A., Central State University, 1978; Putnam City School District, 1974-76. Southern Nazarene University, 1976-.

Instructor

WILSON, MORRIS, M.S.

Instructor of Kinesiology & Sport Management; Assistant Men's Basketball Coach

B.S., Southern Nazarene University, 1994; M.S., Southern Nazarene University, 1995; Jarvis Christian College, 1997-99; 21st Century Site Coordinator, Oklahoma City Public Schools, 1999-2000. Southern Nazarene University, 2000-.

Instructional Support Staff

Adult Studies Program

BEASLEY, RON, Ph.D.

Psychology, Adjunct Professor

B.S., Abilene Christian University, 1977; M.S., Abilene Christian University, 1980; M.A., Central State University, 1988; Ph.D., University of Oklahoma, 1991; Youth Minister, 1978-92; Youth/Family Minister, 1982-90; Counselor, 1990-91; Marriage and Family Development Center, 1990-91; Licensed Psychologist, 1991-. Southern Nazarene University, 1992-.

School of Business

MERCER, RON, B.S.

Adjunct Faculty

B.S., Bethany Nazarene College, 1970; P.M.D., Harvard Graduate School of Business, 1975. Senior Management Level Xerox Corporation 26 years. Southern Nazarene University, 1987-.

OVERHOLT, RANDY, B.S.

Adjunct Faculty

B.S., Bethany Nazarene College, 1971; Oklahoma City Public Schools, 1971-77; Vice-President of Development, SolutionWare, Inc. 1977-. Southern Nazarene University, 1994-.

SEYFERT, JEFF L, M.B.A.

Marketing/Management, Adjunct Faculty

A.B., Seminole Junior College, 1985; B.S. Southern Nazarene University, 1987; M.B.A., The University of Tulsa, 1989; Residence Director, The University of Tulsa, 1987-90. Southern Nazarene University, 1990-.

 PERSONNEL

SHEEHY, TODD, B.S., M.B.A., CFI

Aviation-Business; Adjunct Faculty

B.S., Southern Nazarene University, 1986; M.B.A., Southern Nazarene University, 2000; Fighter Pilot, U.S. Air Force, 1987-93; President, Main Street Homes Real Estate Company, 1993. Southern Nazarene University, 1994-.

Computing & Information Systems

RODGERS, GWEN R., M.S., MCP, MOS

Department Coordinator, Instructor

B.S., Southern Nazarene University, 2002; M.S., Southern Nazarene University, 2004; MOS, Microsoft, 1999; MCP, Microsoft, 2002; Adult Education Instructor, Chisholm Trail Technology Center, 1996-2000. Southern Nazarene University, 2000-.

English

BOWIE, MICHELLE, M.A.

English/Composition, Academic Services, Adjunct Faculty

B.A., Southern Nazarene University, 2000; M.A., Southern Nazarene University, 2002; Graduate Assistant, Southern Nazarene University, 2000-2002; Southern Nazarene University, 2002-.

CASE, STEPHONI, M.A.

English/Composition, Southern Studies, Adjunct Faculty

B.A., Bethany Nazarene College, 1983; M.A., Southern Nazarene University, 1992; Graduate study, University of California at Bakersfield; Doctoral Program, Oklahoma State University, 2003-; Teacher, Mustang Public Schools, OK, 1983-86; Teacher, Norris Independent School District, California, 1986-1990; Instructor, McPherson College, CA, 1988-89; Graduate Assistant, Southern Nazarene University, 1991-92. Southern Nazarene University, 1991-.

QUERRY, CHRISTOPHER, M.A.

English, Adjunct Faculty

B.A. Philosophy, Central State University, 1974; B.A. English, Central State University, 1974; M.A. English and American Lit, Central State University, 1976; A.B.D., University of Oklahoma, 1979; M.A. Theology, Southern Nazarene University, 2003. Lecturer, Oklahoma State University, 1975. Instructor, University of Oklahoma, 1976-1979. Instructor, Rose State College, 1977. Adjunct Professor, OKCCC, 1999-2003. Southern Nazarene University, 2002-.

History, Politics, & Geography

CLEMMER, Heather, A.B.D

Adjunct Faculty

B.S., Southern Nazarene University, 1995; A.B., Southern Nazarene University, 1997; M.A., University of Oklahoma, 1998; A.B.D. (Ph.D. course work and exams completed), University of Oklahoma, 2000; Teaching Assistant, University of Oklahoma 1998; Research Assistant, University of Oklahoma, 1999-; Adjunct Professor, Rose State College, 1998-; Southern Nazarene University, 1997-.

HUGHES, Tina, J.D.

Adjunct Faculty

A.B., Southern Nazarene University, 1978; M.A., Southern Nazarene University, 1979; J.D., Oklahoma City University School of Law, 1990. Oklahoma City public schools high school teacher, 1979-87; Assistant Municipal Counselor for City of Oklahoma City, 1990-. Southern Nazarene University, 1992-.

Kinesiology & Sport Management

COUPENS, STEPHEN, M.D.

Adjunct Faculty, Athletic Training; Orthopedic Surgeon

B.S., University of Nebraska, 1982; M.D., University of Nebraska, 1986; Southern Nazarene University, 1999-.

INGRAM, KEVIN, M.A.

Adjunct Faculty; Leisure Services; Head Women's Volleyball Coach

B.S., Southern Nazarene University, 1997; M.A., Southern Nazarene University, 2000; Southern Nazarene University, 1999-.

JOHNSON, CALVIN, M.D.

Athletic Training; Orthopedic Surgeon; Adjunct Faculty

B.S., University of Oklahoma, 1980; M.D., University of Oklahoma, 1984; Southern Nazarene University, 1999-.

JOHNSON, JEREMY, M.A.

Adjunct Faculty, Exercise Science; Certified Personal Trainer

B.A, Southern Nazarene University, 2000; M.A., Southern Nazarene University.

MACEDO, CANDACE, M.A.

Adjunct Faculty; Exercise Science

B.A, Southern Nazarene University, 1992; M.A., Southern Nazarene University, 2000; Southern Nazarene University 1993-.

MATHIS, MIKE, M.E.

Adjunct Faculty, Athletic Training; Head Athletic Trainer

B.S., Southwestern Oklahoma State University, 1991; M.E., University of Central Oklahoma, 1994; Edward's Clinic of Chiropractic, 1994-1996; Oklahoma Panhandle State University, 1996-1997; Oklahoma City Clinic, 1997-1998; St. Anthony North Physical Therapy Clinic, 1998-2000; Southern Nazarene University, 2000-.

McGRADY, PAUL, M.S.

Adjunct Faculty; Horsemanship; Head Football Coach

B.S., East Central University, 1982; M.A., Southern Nazarene University, 1991; Southern Nazarene University, 1987-.

PERRY, TOD, M.A.

Adjunct Faculty; Exercise Science

Certificate, Resistance Training Specialist, Resistance University, 1997; B.S., Oklahoma State University, 1998; M.A., Southern Nazarene University, 1999; Southern Nazarene University, 2000-.

PERSONNEL

RHODES, WANDA M., P.E.D.

Kinesiology & Sport Management; Emerita Professor

B.S., Bethany Nazarene College, 1952; M.S., Oregon State University, 1957; P.E.D., University of Indiana, 1962. Teacher, Northwest Nazarene College, 1952-60. Southern Nazarene University, 1962-.

SIEMS, AMI, M.D.

Adjunct Faculty, Athletic Training; Family Medicine

B.S., Southern Nazarene University, 1981; M.S. University of Oklahoma Health Science Center, 1984; M.D., University of Oklahoma Health Science Center, 1988; Southern Nazarene University, 2003-.

TULLIS, JENNIFER, M.S.E.

Athletic Training; Athletic Trainer; Adjunct Faculty

B.S., Southern Nazarene University, 2001; M.S.E., University of Kansas, 2004; Southern Nazarene University, 2004-.

VEATCH, TRAVIS, B.S.

Athletic Training; Athletic Trainer; Adjunct Faculty

A.B., Southern Nazarene University, 1998; Southern Nazarene University 2000-.

Modern Languages

JOHNSON, FRANK, D.Min.

Spanish, Adjunct Faculty

B.A., Oklahoma Baptist University, 1972; M.Div., Boston University, 1981; MBA, Boston University, 1982; D.Min., Southwestern Baptist Theological Seminary, 1993; American Translator Association accreditation for Spanish into English Translation, 2001; Spanish Instructor, Oklahoma State University, OKC, 2002-; Southern Nazarene University, 2001-.

WALKER, NICOLE, M.A.

Spanish, French, Adjunct Faculty

Studies at Pitman College, England; B.A., University of Oklahoma, 1978; M.A., University of Oklahoma, 1985; Italian proficiency exam for the Ph.D.; Adjunct Instructor, Rose State College, 1988-90; Central State University, 1984-85; University of Oklahoma, 1975-1981. Southern Nazarene University, 1998-.

Music

MAREK, TIM, M.Mus.

Organ, Adjunct Faculty

B.S., Southern Nazarene University, 1991; B.A. in Organ Performance, SNU, 1991; M.Mus., University of Oklahoma, 1998. Southern Nazarene University, 2000-.

MOORE, HARLAN

Jazz Band, Adjunct Faculty

B.S., Southern Nazarene University, 1973; Post-graduate studies, Trevecca Nazarene University; Post-graduate studies, Point Loma Nazarene University; Masters degree studies, Institute for Worship Studies, 2004-; Minister of Music, Skyline Wesleyan Church (Lemon Grove, CA), 1973-1979; Minister of Music, College Church of the Nazarene (Bourbonnais, IL), 1979-1980; Minister of Music, Lakewood (CO) Church of the Nazarene, 1980-1986; Minister of Music, Nashville (TN) First Church of the Nazarene, 1986-1990; Ordained Deacon, Church of the Nazarene, 1989; Director, Lillenas Publishing Company, Kansas City, MO, 1990-

PERSONNEL

1995; Minister of Music and Worship, San Diego (CA) First Church of the Nazarene, 1995-1998; Minister of Music and Worship, Bethany (OK) First Church of the Nazarene, 1998-; Southern Nazarene University, 2000-.

NIELSON, JEANMARIE, M.M.
Voice, Adjunct Faculty

B.M., Dana College, 1978; M.M. in Vocal Performance, University of Nebraska-Lincoln, 1983. Faculty at UNL, 1983-1984; UNO, 1982-1985; College of St. Mary, 1983-1985; Midland Lutheran College, 1984-1985; Dana College, 1985-2004; Southern Nazarene University, 2004-.

POWELL, BRYAN, M.M.

Piano and Theory, Adjunct Faculty

B.S., Southern Nazarene University, 1998; M.M., Piano Performance, University of Colorado, 2000. Southern Nazarene University, 2001-.

RUSHING, DENSI, B.Mus.

Strings, Adjunct Faculty

B.Mus., Southern Nazarene University, 1980; Violin, Oklahoma City Philharmonic; Strings Instructor, Putnam City Schools; Southern Nazarene University, 1996-.

WALKER, K. DEAN, M.M.E.

Percussion, Percussion Ensemble, Adjunct Faculty

B.M., Oklahoma City University, 1961; M.M.E., University of Central Oklahoma, 1980. Southern Nazarene University, 1999-.

Nursing

LAWSON, SUSAN, M.S., R.N.

Adjunct Faculty

B.S., Texas Christian University, 1972; M.S., University of Oklahoma, 1986. Staff Nurse, 1973-1979; Nursing Administration/Education, Deaconess Hospital, 1979-1989; Administrative Staff: Quality Assurance and Staff Development Director, The Children's Center, 1990-. Southern Nazarene University, 1992-.

MOFFETT, SULINDA, R.N., M.S.M., M.Ed.

Adjunct Faculty

B.S.N., Texas Christian University, 1962; M.Ed., 1972; M.S., West Texas State University, 1983; University of Central Oklahoma, 1972-77; Corpus Christi University, 1977-79; Texas Department of Human Resources, 1979-82; Oklahoma Board of Nursing, 1983-99. Southern Nazarene University, 2000-.

O'NEIL, LAURA, R.N., M.S., C.N.R.N.

Adjunct Faculty

B.S.N., University of Oklahoma, 1977; M.S., University of Oklahoma, 1998; Staff Nurse, 1977-79; Assistant Head Nurse, St. Anthony Hospital, 1979-81; Neurosurgical Nurse Clinician, University of Oklahoma College of Medicine, 1981-94. Southern Nazarene University, 1999-.

 PERSONNEL
Speech Communication

GERING, LAURA, M.A.

Adjunct Faculty

A.B., Bethany Nazarene College, 1978; M.A., Southern Nazarene University, 1987; High school teacher, Mustang and Bethany Public Schools, four years; Southern Nazarene University, 1992-.

Theology and Ministry

DANIELS, T. SCOTT, Ph.D.

Adjunct Faculty

B.A., Northwest Nazarene College, 1988; M.Div., Fuller Theological Seminary, 1992; Ph.D., Fuller Theological Seminary, 2000. Lecturer, Azusa Pacific University 1994-96; Teaching/Research Assistant, Fuller Theological Seminary, 1993-96; Southern Nazarene University, 1996-2002; Adjunct Faculty SNU, 2002-.

MIDDENDORF, JONATHAN, C., M.A.

Adjunct Faculty

B.A., Southern Nazarene University, 1990; M.A., Southern Nazarene University, 1997; Associate Pastor, Church of the Nazarene, 1990-; Southern Nazarene University, 2000-.

Retired Faculty

BEAVER, W. DON, Ph.D. (1948-1991)

Emeritus Vice-President for Academic Affairs, 1991-.

BEAVER, W. JOY, Ed.D. (1959-60, 1967-2005)

Retired Director of Early Childhood, Director of the University Lab. School; Professor of Education

BIGGS, GEORGE A., M.S. (1979-2002)

Emeritus Associate Professor of Business, 2002-

BRYANT, KENNETH L., Ph.D. (1994-2005)

Retired Chair, Department of Modern Languages; Professor of Spanish

COLE, MARJORIE, M.S., R.N. (1989-1995)

Emerita Associate Professor of Nursing, 1995-.

DENNARD, LOU, Ed.D. (1991-1997)

Retired Professor of Management

DUNN, LESTER, D.Lit. (1941-1978)

Emeritus Professor of Voice, 1978-.

DUNN, MARGARET, B.F.A. (1942-1978)

Emerita Assistant Professor of Piano, 1978-.

ECKHART, DONNA J., Ed.D., CPNP, R.N. (1996-1999)

Retired Professor of Nursing

FINDLEY, CHLOE R., M.A., M.S., R.N. (1991-1998)

Retired Associate Professor of Nursing

FINKENBINDER, LEO R., Ph.D. (1968-2003)

Emeritus Professor of Biology, 2004-.

FLINNER, BEATRICE E., M.L.Sc., M.A., M.A. (1968-1996)

Emerita Associate Professor of Library Science, 1996-.

- FLINNER, LYLE P., Ph.D. (1968-1986)
Emeritus Professor of Religion, 1986-.
- GADDIS, RICHARD W., Ed.D. (1992-2004)
Emeritus Professor of Management, 2004-.
- GOULDEN, DAISY, M.S., R.N. (1981-1996)
Emerita Assistant Professor of Nursing, 1996-.
- GRAY, C. PAUL, Ph.D. (1970-1982)
Emeritus Professor of Religion, 1982-.
- HAMPTON, CHERRIE ROBERTS, M.A. (1977-2005)
Adjunct Professor of Voice 1977-1994
Retired Assistant Professor of Voice 1994-2005
- HANCE, VERA M., Ph.D. (1995-2005)
Retired Associate Professor of Psychology
- HARMON, WESLEY L., M.A., (1974-1997)
Emeritus Associate Professor of Philosophy and Missions, 1997-.
- HEASLEY, GENE, Ph.D. (1960-1999)
Emeritus Professor of Chemistry, 1999-.
- HUHNKE, GERALDINE M., L.L.D. (1950-1986)
Emerita Professor of Modern Languages, 1986-.
- JUDD, ROBERT, Ph.D. (1968-1998)
Emeritus Professor of Biology; 1998-.
- LADD, FORREST E., Ph.D. (1955-1995)
Emeritus Professor of Psychology, 1995-.
- LAUGHBAUM, ANNA BELLE, Ph.D. (1950-51, 1955-1980)
Emerita Professor of English, 1980-.
- MURROW, NILA WEST, M.T. (1968-1998)
Emerita Associate Professor of Art, 1998-.
- MURROW, WAYNE L., Ph.D. (1968-2002)
Emeritus Dean of Graduate & Adult Studies; Professor of Education and Speech Communication. 2002-.
- OVERHOLT, ELBERT D., Ed.D. (1966-1991)
Emeritus Professor of Business/Education, 1991-.
- PELLEY, SHIRLEY N., M.L.S. (1983-1995)
Emerita Associate Professor of Library Science, 1995-.
- REYNOLDS, ANITA, Ed.D (1967-1998)
Emerita Professor of Sociology; 1998-.
- RHODES, WANDA M., P.E.D. (1962-1994)
Emerita Professor of Health & Human Performance, 1994-.
- ROSFELD, JOHN E., M.Mus. (1971-2001)
Emeritus Associate Professor of Music, 2001-.
- SHELDON (Merriman), DOROTHY A., A.M. (1953-1972)
Emerita Associate Professor of Education, 1972-.

PERSONNEL

SHELLENBERGER, ELMER B., Ed.D., C.P.M. (1960-1989)
Emeritus Professor of Business, 1989-.

SLOAN, B.R., Ph.D., C.S.P. (1980-97)
Emeritus Professor of Management, 1997-.

SNELL, LAWRENCE, M., M. Comm. Ed. (1955-1979)
Emeritus Assistant Professor of Secretarial Science, 1979-.

TULLIS, LYLE, Ed.D. (1971-1993)
Emeritus Professor of Sociology, 1993-.

WARE, BETTY J., M.S., R.N. (1980-1993)
Emerita Associate Professor of Nursing, 1993-.

WATERMAN, CAROLYN, M.A. (1979-2005)
Retired Associate Professor of English

WESTMORELAND, ELEANOR, M.S. (1970-1979)
Retired Associate Professor of Library Science, 1979-.

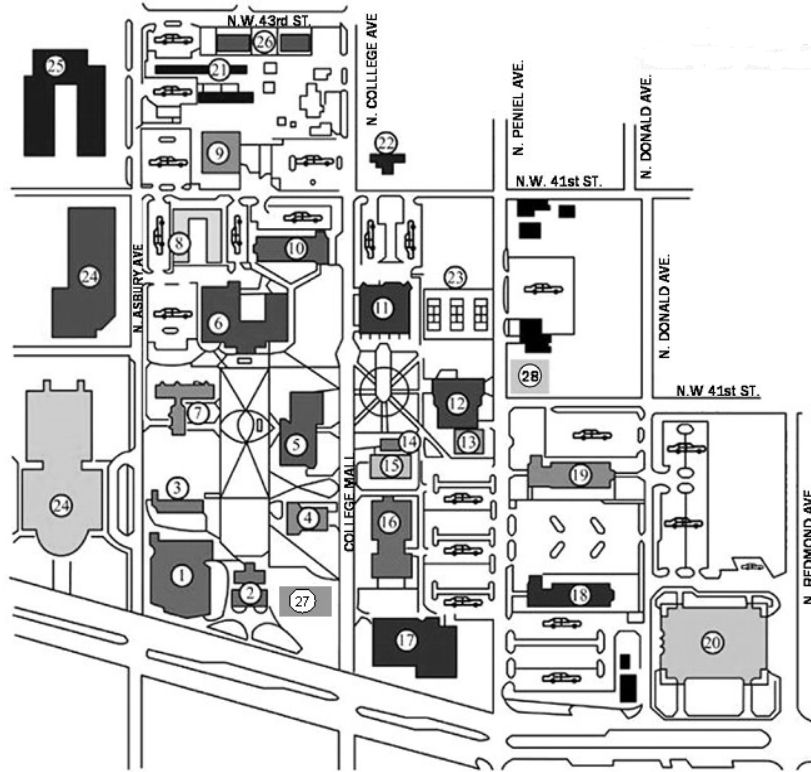
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Southern Nazarene University Campus Map



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|---------------------------------|--------------------------------------|
| 1. Herrick Auditorium | 15. Ludwig Religion Building |
| 2. Bresee Hall | 16. Royce Brown Building |
| 3. Jernigan School for Children | 17. Broadhurst Center |
| 4. Cantrell Hall | 18. Garey Hall |
| 5. R.T. Williams Library | 19. Hatley Hall |
| 6. Fine Arts Center | 20. Sawyer Athletic Center |
| 7. Bracken Hall | 21. Asbury Apts. |
| 8. Chapman Hall Apts. | 22. Cantrell Alumni Center |
| 9. Physical Plant | 23. Tennis Courts |
| 10. Snowbarger Hall | 24. Bethany First Church |
| 11. Webster Commons | 25. Bethany Elementary |
| 12. Beaver Science Building | 26. Imel Townhouses |
| 13. Greenhouse | 27. Marchant Welcome & Alumni Center |
| 14. Short Prayer Chapel | 28. SNU Counseling Center |

Southern Nazarene University Tulsa Campus Map

