

2 0 0 7 - 2 0 0 8



GRADUATE
academic
catalog

southwestern
ASSEMBLIES OF GOD university

HIGHER EDUCATION FOR A HIGHER PURPOSE

Accreditation

Southwestern Assemblies of God University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Master, Bachelor, and Associate degrees.

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

Endorsement

Southwestern Assemblies of God University is endorsed by the Commission on Christian Higher Education.

Memberships

- | | |
|---------------------------------------------------------------------|------------------------------------------------------------------|
| American Association of College Registrars and Admissions Officers | Online Computer Library Center- International Library Consortium |
| Amigos Library Services- Consortium Southwestern US | Readings for the Blind and Dyslexic |
| American Theological Library Association | Southern Association of Student Employment Administrators |
| Association of Christian Librarians- Evangelical Library Consortium | Texas Association of Institutional Research |
| Association of Christian Schools International | Texas Association of Certification Officers |
| Association of Texas Colleges and Universities | Texas Association of Colleges for Teacher Education |
| Association of Texas Professional Educators | Texas Association of College Registrars and Admissions Officers |
| Council on Adult and Experiential Learning | Texas Education Agency |
| Educause | Texas Independent College and University Libraries |
| Ellis-Dallas County Teacher Advisory Council | Texas Library Association |
| Independent Colleges and Universities of Texas | Texas Library Consortium- State of Texas |
| Metroplex Association of College Career Centers | Texas Music Educators Association |
| National Association of Assemblies of God Christian Schools | Texas Music Educators Conference |
| National Association of Colleges and Employers | |
| National Association of Foreign Student Advisors | |

Change of Catalog Information

Information provided by this catalog is subject to change without notice and does not constitute a contract between Southwestern Assemblies of God University and a student or an applicant for admission. Material included herein is based on information available as of January, 2007.

Notice of Nondiscriminatory Policy Related to Students

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

TABLE OF CONTENTS

Accreditation.....	2
General Information	6
Academic Calendar	6
Statement of Purpose	7
Statement of Faith.....	7
Statement of Core Values.....	8
Objectives.....	9
University Standards.....	9
History	10
Campus and Facilities.....	11
Student Services.....	15
Spiritual Life	16
Global Prayer Focus.....	16
Student Ministries	16
Personal Life.....	16
Student Conduct Committee	17
General Services and Policies.....	17
Accounting Office	17
Founders Bookstore	18
Mail Service.....	18
Campus Security Services	18
Career Services	18
Student Counseling Services	18
Employment for Students.....	19
Health Services	19
HEW Regulations.....	20
Student Rights with Regard to Education Records.....	20
Athletics and Intramural Program	21
Dress Code.....	22
Child Care.....	22
Student Publications.....	22
Other Publications.....	22

Financial Information23
 Costs24
 Cost Schedule24
 Payment24
 Deferred Payment Plan24
 Student Account Classification.....24
 Delinquent Accounts Policy.....25
 Refund Policies.....25
 Overpayment25
 Withdrawal/Terminations25
 Dropped Classes.....25
 Return of Institutional Grants and Scholarships26
 Return of Texas State Aid26
 Return of Title IV Federal Funds26
 Withdrawal Date.....26
 Responsibility of SAGU.....27
 Responsibility of Student27
 Financial Aid Policies.....28
 Application Dates.....28
 Late Applicants.....28
 Satisfactory Academic Progress Policy.....28
 Institutional Grants and Scholarships28
 Donor Scholarships.....28
 Federal/State Assistance Programs.....29
 Financial Aid Warning Status.....30
 Financial Aid Suspension.....30
 Financial Aid Suspension Appeal Process30
 Academic Information.....31
 Admissions.....32
 College Transfers.....33
 Transfer of Credit33
 Graduate Chairs (Program Advisors)33
 Graduate Distance Education Students.....33
 Specialized Students.....34
 International Students.....34
 Late Registration35

Student Load.....35
 Academic Policies36
 Grading System36
 Incomplete Work.....37
 Examinations37
 Academic Dishonesty.....38
 Probation and Suspension.....38
 Course Repetition38
 Class Attendance Policy39
 Withdrawal/Drop39
 Graduation40
 Graduate Programs43
 Master of Science in Counseling Psychology46
 Counseling Psychology (Clinical).....46
 Human Services Counseling (Non-Clinical)49
 Master of Education.....52
 Christian School Administration56
 Curriculum Development.....58
 Early Childhood/Elementary (EC-4)60
 Early Education Administration62
 Middle and Secondary Education64
 Principalship (Thesis and Non-Thesis)66
 School Counseling70
 Master of Arts in History.....73
 Education73
 Non-Thesis.....76
 Thesis78
 Master of Arts in Theological Studies80
 Bible and Theology.....81
 Children & Family Ministries83
 Missions84
 Practical Theology86
 Master of Divinity.....88
 Course Descriptions91
 Personnel Directory.....103

Academic Calendar

Fall Semester 2007

Returning Graduate (On Campus/DE) Online Registration	TBA
New Graduate Student Orientation On Campus & DE	August 17
Graduate On Campus Classes Begin	August 23
Late Registration Ends	September 4
Graduate Comprehensive Exams	October 1-5
Fall Break	October 11-14
Last Day to Drop	October 31
Thanksgiving	November 21-25
Grad Distance Education Semester Ends	November 28
Last Day of Grad On Campus Classes	November 28
Commencement	December 7

Spring Semester 2008

Returning Graduate (On Campus/DE) Online Registration	TBA
New Grad Student Orientation On Campus & DE	January 4
Graduate On Campus Classes Begin	January 10
Winter Break	February 22-25
Graduate Comprehensive Exams	March 3-7
Spring Break	March 15-23
Last Day to Drop	March 26
Grad Distance Education Semester Ends	April 23
Last Day of Grad On Campus Classes	April 26
Commencement	May 2

Summer Semester 2008

Returning Graduate (On Campus/DE) Online Registration	TBA
New Grad Student Orientation On Campus & DE	May 9
Graduate Session 1	May 19-30
Holiday - Memorial Day, No Class	May 26
Graduate Session 2	June 2-13
Graduate Session 3	June 16-27
Graduate Session 4	June 23-July 4
Last Day to Drop Distance Education Course	July 3
Holiday - Independence Day, No Class	July 4
Distance Education Semester Ends	July 18

Statement of Purpose

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

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

Statement of Faith

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

We Believe

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

Statement of Core Values

Bible-based Education

God is the ultimate source of all knowledge and truth and has revealed Himself in Scripture; therefore, SAGU is committed to the authority of the Bible and the integration of biblical values in all academic disciplines. The pursuit of truth and its application in every area of life comes through understanding the Word of God and knowing Christ. The university intends that students will deepen their understanding of Scripture and develop well-founded theological convictions for a life of Christian service through a carefully selected 24 hour core of Bible and theology curriculum.

Academic Excellence

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

Spiritual Formation

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

Missions-mindedness

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

Pentecostal Distinction

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

Servant Leadership and Ministry

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

Community and Personal Wellness

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

Objectives

Upon graduation students should be able to:

1. Demonstrate spiritual maturity with a priority of using their preparation at Southwestern as a foundation for further spiritual development and experiences.
2. Demonstrate competence in the area of academia. Therefore, all of Southwestern's resources, both physically and financially, are designated toward providing the students with educational studies on the undergraduate and graduate levels that will appropriately qualify them for their selected vocations.
3. Matriculate into Christian service both nationally and internationally in ministerial and professional roles.
4. Adjust politically, culturally, and spiritually to a global society by means of courses related to cross-cultural diversity, contemporary world issues, workshops, and other events supporting societal awareness and application.

University Standards

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

High Christian standards relate to all facets of university life. Though they are reflected in the spiritual development of the student, they do not end there. Christian citizenship is a Biblical obligation. Christian ethics extend into the intellectual development of an individual, and Christian morality regulates social relationships. Accordingly, the Christian will assume responsibilities in the educational community with cheerfulness and friendliness. Relationships at

Southwestern must reflect moral purity and distaste for promiscuity. High standards are imposed in the area of physical development. This results in habits and diets that contribute to good health and physical well-being.

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

History

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

The Bible school division of Shield of Faith was moved to Fort Worth in 1935. The high school division was transferred the following year. In 1940, a merger resulted in Southern Bible Institute moving to Fort Worth. The combined school, operating as South Central Bible Institute, came under the ownership and direction of the Texas District Council of the Assemblies of God.

The school in Enid merged with South Central in 1941, at which time the name was changed to Southwestern Bible Institute. In 1943, the institute was moved to its present facilities in Waxahachie, Texas.

During the 1944-45 term, a junior college curriculum was added to the school's program. The Junior College Division soon accounted for about half of the enrollment in the College.

Southwestern Bible Institute became a regional school in 1954. At that time seven districts of the Assemblies of God—Arkansas, Louisiana, New Mexico, North Texas, Oklahoma, South Texas and West Texas—owned and operated the school. The Mississippi District was added to the region in 1979.

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

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

Within a year, the graduate school was named the Thomas F. Harrison School of Graduate Studies (HSGS), as the beneficiary of the estate of the late Dr.'s Thomas F. and Louise K. Harrison. Within two years, the Thomas F. Harrison School of Graduate Studies received accreditation from SACS. By the year 2000, HSGS reached an enrollment of 114. The foundation established under the leadership of Dr. Hall provided for the continuity of the growth rate of HSGS, as well as the expansion of academic programs.

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

Campus and Facilities

Southwestern is located in the heart of the rich blacklands of North Texas in Waxahachie, the county seat of Ellis County (population circa 25,000). This unique city provides an excellent setting for a university outside of the big-city congestion, yet it affords the benefits of the Greater Dallas-Fort Worth Metroplex. The university occupies 70 acres providing ample area for its present facilities and future growth.

Barnes Student Center

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

Bridges Hall

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

Claxton Athletic Center

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

Davis Hall

F. D. Davis Hall is open during regular business hours. It houses offices for Financial Aid, Information Technology, and Human Resources.

Ellis Learning Resource Center

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

Farmer Administration Building

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

Foster Music Center

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

Harrison School of Graduate Studies

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

Information and Security Center

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

P.C. Nelson Memorial Library

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

Also located in the library is the university's Achievement Center, offering tutorial and instructional assistance to both undergraduate and graduate students.

Sheaffer Full Life Center

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

Sycamore Place

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

Teeter Hall

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

University Housing

Southwestern is a residential university. However, graduate students are not required to live on-campus. Affordable apartments are available on campus for graduate students on a first-come basis. Contact the Business Office for information.



student services

student services

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

Spiritual Life

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

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

Global Prayer Focus

SAGU serves as a Global Prayer Center representing the desire and focus of the districts of the Southwestern region to put SAGU at the center of a worldwide prayer movement. The Hugh P. Jeter World Prayer Center is open daily to inspire intercessory prayer for all regions of the world as well as personal needs. A branch of the Assemblies of God National Prayer Center functions within the Hugh Jeter Prayer Center. Student volunteers answer calls from across the nation, offering prayer and salvation to those in need of hope. The Road to Emmaus Prayer Walk features a paved walk of 1/3 mile. Administrators, faculty, staff, and students use the walk daily for prayer and exercise.

Student Ministries

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

Personal Life

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

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

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

In view of the alarming erosion of national moral standards, we reaffirm our intention of holding up Bible standards against all forms of worldliness. We urge all believers "Do not love the world or anything in the world...For anything in the world—the cravings of sinful man, the lust of the eyes and the boasting of what he has and does—comes not from the Father but from the world" (1 John 2:15-17).

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

Student Conduct Committee

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

General Services and Policies

Accounts Receivable Office

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

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

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

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

Founders Bookstore

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

Mail Service

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

Campus Security Services

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

Career Services

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

Student Counseling Services

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

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

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

Employment for Students

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

Health Services

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

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

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

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

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

Our student accident policy is a secondary policy for varsity athletics. All varsity athletes are required to provide their own primary medical coverage to meet minimum requirements as set by SAGU. Proof of primary insurance will be required before an athlete may participate in varsity athletics.

HEW Regulations

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

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

Student Rights with Regard to Education Records

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

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

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

- The student has the right to challenge the content of his/her education records. To do this, the student should request the form “Request for Education Correction” from the Registrar’s Office. After completing the form, it should be presented to the Registrar, and in the event the request is not approved, a date of hearing will be set. The student may be present during the hearing and will be notified on the day of the hearing of the action taken. A scheduled fee is charged for a copy of a transcript and \$1 for anything else in the file.
- At the beginning of each semester during registration, opportunity will be given to withhold personal “Directory Information” from the public. Pursuant to the Family Educational Rights and Privacy Act of 1974, “Directory Information” includes a student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. If one does not want the “Directory Information” made public, he needs only to sign the form, “Notice to Withhold Directory Information,” that is available in the Registrar’s Office.

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

Athletics and Intramural Program

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

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

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

Our student accident policy is a secondary policy for varsity athletics. All varsity athletes are required to provide their own primary medical coverage to meet minimum requirements as set by SAGU. Proof of primary insurance will be required before an athlete may participate in varsity athletics.

Dress Code

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

Child Care

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

Student Publications

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

The Image

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

The Lion's Roar

The Lion's Roar, SAGU's student newspaper, is written by students and printed once a month discussing current university news and events.

The Southwesterner

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

Other Publications

The Graduate Focus

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

The Update

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

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



financial information

financial information

Costs

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

Schedule of Fees

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

Payment

All charges are due and payable in full at registration.

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

Deferred Payment Plan

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

Semester	Down Payment	2nd Payment	Balance Due
Fall	Registration Day	October 15	November 15
Spring	Registration Day	March 15	April 15

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

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

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

Student Account Classifications

CURRENT: All payments made according to the payment schedule.

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

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

Delinquent Accounts Policy

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

Refund Policies

Overpayment

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

Withdrawal/Terminations

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

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

Fall and Spring Sessions

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

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

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

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

For specific dates, please see the academic calendar.

On-Campus Summer Sessions

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

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

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

Distance Education Summer Sessions

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

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

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

Return of Institutional Grants and Scholarships

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

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

Return of Texas State Aid

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

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

Return of Title IV Federal Funds

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

Withdrawal Date

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

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

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

The number of calendar days comprising the semester is divided by the number of calendar days completed as of the day the student withdrew to calculate the percentage earned. The total Title IV federal aid is multiplied by this percentage to determine the amount of grant and loan assistance earned. The amount of grant and loan awarded that has not been earned by the student is calculated by determining the complement percentage of grant or loan assistance that has been earned by the student, and applying the percentage determined to the total amount of grant and loan assistance that was disbursed (or could have been disbursed) to the student for the period of enrollment, as of the day the student withdrew. If the student has received more grant or loan assistance than the amount earned, the unearned funds shall be returned by SAGU or the student, or both as required. If the student has received less grant and loan assistance than the amount earned, SAGU shall comply with the procedures for late disbursement specified by law.

Responsibility of SAGU

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

Responsibility of Student

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

Order of Return of Title IV Federal Funds

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal Parent Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Other Title IV Federal Funds

financial aid policies

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

Application Dates

Applications for financial assistance are available after January 1 of each year for the following academic year (August - May). The Free Application for Federal Student Aid (FAFSA) can be submitted on-line at www.fafsa.edu.gov and should be completed by March 1. Priority is given to students whose FAFSA's are submitted by March 1 and whose files are accurate and complete by April 15. To have funds ready at registration, the following deadlines are suggested: Apply by May 1 and have a complete and accurate file by July 1. Students planning to attend summer school need a FAFSA filed for the academic year preceding the summer session.

Late Applicants

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

Satisfactory Academic Progress Policy

Graduate students must make satisfactory academic progress in their program of study to be eligible for financial aid. Students in the graduate program must maintain a cumulative grade point average of 3.0. The entire program must be completed within six years of initial enrollment and 54 hours attempted. Students are also required to complete 70% of all coursework attempted, both transfer credits and credits taken at SAGU. The maximum timeframe allowed may not exceed 150% of the published length of the program in order to remain eligible for Financial Aid. Grades of D, F, W, I or WF are not counted as successful completion.

Institutional Grants and Scholarships

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

Donor Scholarships

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

George and Jessie Kappaz Scholarship: This scholarship is provided by an endowment from Mr. and Mrs. Kappaz. Applicants must be graduate students enrolled in at least six hours and have a grade point average of 3.75.

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

Jeter Missions Scholarship: This scholarship is provided by an endowment from family and friends of Hugh P. Jeter. The Jeter Missions Scholarship is awarded to a Church Ministries Major with a Cross-Cultural Missions Specialization or a Theological Studies Major with a Missions Specialization. Students must have financial need and a cumulative grade point average of 2.0 for Undergraduate students and 3.0 for Graduate students. Applications are open to all classifications and degree programs (On Campus, Distance Education and Graduate school).

Federal/State Assistance Programs

Work Study: Federal and State work-study programs provide part-time employment opportunities of five to twenty hours per week. The student must be enrolled at least six hours and show need as determined by the Free Application for Federal Student Aid (FAFSA).

Tuition Equalization Grant (TEG): This program is for Texas residents only. To be eligible a student must enroll full-time, show financial need, hold no athletic scholarships, and not be enrolled in a theological or religious degree program. The TEG grant is based on the difference between state tuition and tuition at SAGU, student need, and available funds. Priority is given to full-time students. The FAFSA must be filed to determine eligibility.

LEAP (formerly SSIG) Grant: The LEAP is a matching grant to the TEG with the same eligibility requirements.

Loans

Federal Stafford Loans

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

Preparatory Coursework

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

Loan Entrance Counseling

New borrowers must attend a Loan Orientation before the first graduate loan is disbursed. Group Loan Orientation is provided at each registration.

Loan Exit Interview

Any student who receives a loan while attending Southwestern MUST complete an exit interview. Academic transcripts will be held until this requirement is met.

Financial Aid Warning Status

The first time the student fails to meet one or more of the satisfactory academic progress requirements, he or she will be placed on Financial Aid Warning status. A student may receive aid while on warning status for one semester.

Financial Aid Suspension

The second time a student fails to meet one or more requirements, he/she will no longer be making satisfactory progress and will be ineligible for financial aid until the requirements are met. Any student suspended from receipt of financial aid for failure to maintain satisfactory progress must meet the stated cumulative grade point average and completion rate in order to be reinstated on financial aid. A student who wishes to appeal a suspension status due to extenuating circumstances (i.e. medical reasons, death in the family, etc.) must submit a written appeal letter to the Director of Financial Aid. The Financial Aid Committee reviews these appeals.

Graduate students must be making satisfactory academic progress (SAP) in their program of study to be eligible for financial aid. SAP calculations will take place once annually, at the end of each Summer II semester. The entire previous year's academic history (Fall, Spring, Summer I & II) will be factored into these calculations. SAP calculation, for students placed on Financial Aid Probation after a previous semester, will take place again after the next semester of enrollment at SAGU. SAP calculations for students for whom an appeal for financial aid suspension was granted may be calculated at the end of each semester.

Any student withdrawing from school, either through official notification or administrative withdrawal, will be placed on Financial Aid Probation immediately.

Financial Aid Suspension Appeal Process

Students on Financial Aid Suspension have the right to submit a written appeal to the Financial Aid Office. Students must submit the complete appeal within 7 business days of their receipt of notification of Financial Aid Suspension. The Financial Aid Committee then reviews all complete appeals. The submission of an appeal does not guarantee that the appeal will be granted. Furthermore, the appeal should include documentation substantiating any and all mitigating circumstances that contributed to a student's failure to meet Satisfactory Academic Progress standards. Additionally, each appeal must be submitted with a letter of endorsement from an SAGU faculty/staff member. This letter should make mention of the endorser's knowledge of the student's extenuating circumstances as well as the endorser's recommendation that an appeal be granted. All appeals will be reviewed within 7 business days of the Financial Aid Office's receipt of a complete appeal (student appeal letter, endorser letter and supporting documentation). SAP for students approved for an appeal will be calculated after each semester of enrollment. Students must meet the minimum SAP standards in order to receive aid in a subsequent semester.



academic information

academic information

Admissions

Religious Experience

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

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

Entering Student

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

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

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

Early Admission Program

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

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

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

College Transfers

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

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

Transfer of Credit

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

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

Graduate Chairs

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

Graduate Distance Education

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

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

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

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

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

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

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

Guidelines for Admission as a Distance Education Student

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

Guidelines for Admission as a Special Student

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

Admission of International Students

Southwestern is authorized by the Department of Homeland Security (DHS) to educate non-immigrant students (F-1 classification). Applicants must apply no less than six months prior to the semester they intend to begin classes at Southwestern.

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

Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and score at least a 525 (computer based 197) prior to acceptance.

International students must arrange for their own financial sponsors. These sponsors must assume all expenses incurred while at Southwestern. An Affidavit of Support Form must be filled out to verify sponsorship. These forms can be downloaded online at www.uscis.gov.

When all admissions information is complete, the records will be carefully evaluated. If admission requirements are met, an Immigration Form 20 (I-20) and an acceptance letter will be issued.

In addition to being accepted, DHS requires all graduate international students to maintain full-time enrollment while studying in the U.S.

Admission of International Transfer Students

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

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

1. Present documentation (I-20) indicating valid non-immigrant status;
2. Provide official transcripts or documented proof (International Transfer Clearance Form may be obtained from the Admissions Office) verifying that the student is "in-status" and has been pursuing a full course of study during the term immediately preceding the transfer from the institution last authorized by INS for attendance.

Admission of Former Inmates of Penal Institutions

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

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

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

Late Registration

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

The Unit of Credit or Semester Hour

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

Student Load

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

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

Academic Policies

Student Participation in Promotion of University Excellence

Southwestern Assemblies of God University engages in an ongoing program assessing the effectiveness of its education programs and services. This process, under the direction of the Institutional Effectiveness Office, involves the participation of students in nationally recognized tests and surveys as well as tests and surveys developed within the University. Information from these sources is used to assist in evaluating and improving the effectiveness of its educational programs and services, and to make informed strategic planning decisions.

Although the type and frequency of assessment instruments will vary according to the needs of the University, SAGU expects each student to engage the following events periodically:

- Student Satisfaction Inventory
- National Survey of Student Engagement
- Collegiate Assessment of Academic Proficiency
- Graduating Student Survey
- Career Services Exit Questionnaire
- Residence Hall Survey
- Others as needed

Academic Records

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

Classification of Students

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

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

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

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

Grading System

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

A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3

B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59-below	0.0
CR	Credit	
NC	No Credit	
I	Incomplete	
W	Withdrawn	

Incomplete Work

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

Examinations

1. Instructors of on-campus courses give regular examinations during class hours within the semester. In order for a student to make up an announced test, approval must first be secured from the instructor.
2. Exams in Distance Education are administered in various manners. Students will take open and closed book online exams depending on the specifications provided by the instructor. Students are expected to comply with exam procedures outlined in the course syllabus. Any deviation from established guidelines will be investigated with great concern.

Academic Dishonesty

Students are expected to be honest in fulfilling all academic requirements and assignments. This pertains to examinations, writing assignments, book critiques, reading reports, and all other assignments. A student will not be allowed to withdraw from a course if he/she is under investigation for academic dishonesty. In the event that the student is determined guilty of academic dishonesty, then the student will not be allowed to withdraw from the course and will receive the grade determined by the faculty member, either an "F" for the assignment and/or an "F" for the course. Dishonesty could possibly result in further disciplinary action. Refer to Biblical Standards in the Student Handbook.

Academic Probation and Suspension

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

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

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

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

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

Course Repetition

Any course taken in residence at Southwestern or at any accredited or approved institution may be repeated in residence at Southwestern in order to improve the student's grade for that course.

The student must apply to the Registrar's Office for application to retake the course. Only the final grade and grade points will be counted in the student's grade point average. However, the original grade remains part of the permanent record. A course taken at Southwestern MUST be repeated at Southwestern.

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

Class Attendance Policy

Southwestern's on-campus academic program is designed as an in-class learning experience. In this type of instructional setting, the ability to pass examinations and complete outside projects is only a partial measure of the student's knowledge, skills, understanding, and appreciation of the subject matter. Therefore, students are required to maintain regular and punctual class attendance.

A student who is absent from a class is totally responsible to make the appropriate advance arrangements with the faculty member for possible make up work. The faculty member will have the prerogative to determine if a student may make up any examinations or outside assignments due to a student's absence, along with the time frame in which the work must be completed.

Withdrawal/Drop

Course Withdrawal (Drop)

Students desiring to withdraw from an on-campus course must file a change of schedule in the Registrar's Office. Students desiring to withdraw from a distance education course must submit a drop form online. A fee is charged; consult the current Schedule of Fees.

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

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

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

Automatic Administrative Withdrawal (Distance Education)

Because SAGU faces a lawful responsibility and a financial aid liability with regard to "unofficial withdrawals" the following policy concerning automatic administrative withdrawal is in effect: Each instructor in a distance education course will require two progress reports (by e-mail; mail;

or web-form) during the semester of study whenever a student has not turned in any work. One progress report will be due from the student during the 4th week of the semester (3rd week for summer), and the second will be due during the 8th week of the semester (6th week for summer). If no work has been received nor a progress report received by the 4th week (3rd week for summer), a report shall be made to the Registrar. If no work or progress report has been received by the 8th week (6th week for summer), a report shall be made to the Registrar for the purpose of automatic administrative withdrawal. In the event of administrative withdrawal, a grade of "W" will be assigned and a fee will be assessed. All outstanding tests must still be returned to the SDE Office. Failure to do so will result in a block on the release of transcripts and future enrollment.

School Withdrawal

Students who desire to withdraw from the Graduate School are encouraged to contact the Graduate Studies office for assistance in resolving any issues that they may be experiencing. On-campus graduate students who find it necessary to withdraw from the University must submit an official withdrawal notice with the Registrar's office. Graduate Distance Education students who find it necessary to withdraw from the University must contact the School of Distance Education.

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

Graduation

Graduation Under a Particular Catalog

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

Graduation Regulations

1. Application for graduation must be made by the end of late registration in the semester in which the student anticipates to graduate. In order to qualify for a specific graduation date, graduates must have all program and course requirements completed. All official transcripts must be on file in the Registrar's Office.
2. The student must complete all prescribed course work for the program.
3. To fulfill residency requirements the student must complete the final twenty-four hours at Southwestern. (Additional residency requirements may vary for specific graduate programs.)

4. Only courses taken within six years of the graduation date will be counted toward degree requirements.
5. The student must have attained a minimum grade point average of 3.0. In order to maintain the minimum GPA to graduate, only six hours (two courses) may be repeated for those courses in which a grade of "C" or less were received. Regardless of the GPA, a student will not be allowed to graduate with a final grade of "D" or "F" in any course.
6. The student must have successfully completed the Graduate Comprehensive Examinations which are given during the final month of the student's graduate program.
7. No credit toward a graduate degree may be earned by correspondence study.
8. Before a final transcript or diploma will be released, the student must clear with the following offices: Registrar, Accounting, Library, Financial Aid, and Career Services.
9. Requests to withdraw an application for graduation for a specific graduation date must be received by the end of late registration in that given semester. Changing one's graduation date to a later semester will require reapplication and fee. No refund is given for fees.

Master Degrees

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



graduate programs

graduate programs

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

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

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

Master of Science in Counseling/Psychology	
Counseling Psychology (Clinical)	
Human Services Counseling (Non-clinical)	
Master of Education	
Christian School Administration	
Curriculum Development.....	
Early Childhood/Elementary (EC-4)	
Middle and Secondary Education	
Principalship (Non-Thesis)	
Principalship (Thesis)	
School Counseling	
Master of Arts in History	
Education	
Thesis.....	
Non-Thesis.....	
Master of Arts in Theological Studies	
Bible and Theology	
Practical Theology	
Missions.....	
Master of Divinity	

Counseling Psychology (Clinical)

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

Objectives

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

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

Prerequisites

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

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

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

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

COUNSELING PSYCHOLOGY

Counseling Psychology (Clinical)

RESEARCH COMPONENT: 3 hours

PSY 5733 Psychological Methods and Research Design

PROFESSIONAL COMPONENT: 39 hours

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

PRACTICUM COMPONENT: 6 hours - 300 Clock hours

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

TOTAL PROGRAM HOURS 48*

4. Students must submit an a three-page handwritten essay describing their interests and objectives along with professional career goals for pursuing a degree in this program. Guidelines for the essay can be obtained by contacting the Graduate Enrollment Counselor.

Formal Program Admittance

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

Additional Requirements

*Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously

earned, any student who has not taken a course in hermeneutics must take the course BIB 5123 Biblical Hermeneutics.

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

Special Insurance Requirement

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

Play Therapy

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

Human Services Counseling (Non-Clinical)

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

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

Objectives

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

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

Prerequisites

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

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

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

3. Students must achieve a minimum score of 400 on the verbal and 3.0 on the analytical writing section on the General Test of the Graduate Record Examination (GRE).

COUNSELING PSYCHOLOGY

Human Services Counseling (Non-Clinical)

PROFESSIONAL COMPONENT: 27 hours

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

PRACTICUM COMPONENT: 3 hours - 150 Clock hours

COU 5833 Practicum in Human Services Counseling

TOTAL PROGRAM HOURS 30*

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

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

- Students must submit an a three-page handwritten essay describing their interests and objectives along with professional career goals for pursuing a degree in this program. Guidelines for the essay can be obtained by contacting the Graduate Enrollment Counselor.

Formal Program Admittance

By the time a student completes twelve hours in the Harrison School of Graduate Studies, the grad-

uate faculty in Counseling Psychology will complete an evaluation of a student's ability to integrate graduate experience cognitively, clinically, and spiritually. Upon successful completion of this evaluation process students gain formal admittance into the counseling psychology academic program.

Additional Requirements

*Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take the course BIB 5123 Biblical Hermeneutics.

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

Special Insurance Requirement

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

Education

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

Objectives

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

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

Prerequisites

The following prerequisites or their equivalents must be met for acceptance into the graduate Education programs:

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

STATE EDUCATOR CERTIFICATION

Students on the Graduate EC/Elementary track are eligible to apply for state certification and must be formally accepted into the Teacher Education Program, which is separate from admittance into the Graduate Education Program. Certification eligibility is reserved for students who meet admissions requirements, make application to, and are approved into the Teacher Education Program. Students must also successfully complete their academic program, all state exams, as well as, fulfill all field experience and student teaching requirements.

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

The candidate is responsible for initiating the application to the Teacher Education Program. Applications are available in the Office of Teacher Certification or on the Online Forms page of the Education website at www.sagu.edu/education. All applications must be accompanied by:

1. A recent photo.
2. A statement of purpose – a one-page, typed essay describing reasons for desiring a profession in the teaching field.
3. Two recommendations from individuals who can verify moral character and child/youth related experience or other work experience. The Education Committee will not accept recommendations from relatives, SAGU faculty members, or fellow students. Recommendation forms are available on the SAGU Education Department website or in the Teacher Education Office.
4. Recommendation from the University's Counselor, based on results of the Taylor-Johnson Temperament Analysis (TJTA). The purpose for taking the TJTA is to identify strengths possessed by the potential teacher. If the TJTA indicates areas that may need strengthening, the Teacher Education Committee may prescribe counseling which must be completed before admission to the Education program. The Counseling Office administers the TJTA, and the results are sent to the Certification Officer upon completion.

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

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

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

From time to time, the state of Texas in compliance with No Child Left Behind (NCLB) will amend its requirements for certification. While the SAGU Teacher Education Department does everything necessary to prevent major alterations to a student's degree, it must ultimately comply with state requirements. Therefore, the Teacher Education Department reserves the right to alter

degrees and certification requirements as they are compelled by the Federal and State governments.

Student Teaching Requirements

A student seeking state certification through the Post-Baccalaureate Program will be required to complete one of the following:

1. Enrollment in EDU 4499 Student Teaching (Early Childhood – Grade 4) and successfully complete twelve consecutive weeks of full days in an accredited school.
2. Employment by an accredited school as a teacher of record in Early Childhood through Grade 4 level with either a one year probationary certificate or emergency certificate.
3. Two years experience in an accredited school as a teacher of record in Early Childhood through Grade 4 level.

Due to the added responsibilities during student teaching, graduate students are discouraged from taking more than six graduate hours during their student teaching practicum. Students who wish to take over six graduate hours of course work while student teaching will need the approval of the Graduate Education Chair.

EDUCATION**Christian School Administration
Specialization****PROFESSIONAL COMPONENT: 12 hours**

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

CORE COMPONENT: 12 hours

EDU 5323 Educational Leadership and Supervision
 EDU 5423 Christian School Administration Finance and Legal Issues
 EDU 5523 Foundations of Christian School Administration
 EDU 5623 Issues in Christian School Administration

RESOURCE AREA COMPONENT: 6 hours

6 hours from the following:

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

BIBLE/ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

Objectives

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

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

Prerequisites:

HDV 2113 Child Growth and Development

PSY 3353 Psychology of Education
 RDG 3233 Introduction to Reading Instruction

Additional Requirement

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

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

EDUCATION**Curriculum Development Specialization****PROFESSIONAL COMPONENT: 15 hours**

EDU 5113 Research Literature and Technology
 EDU 5243 Differentiated Learning Strategies
 EDU 5613 Teaching Students of Diverse Cultures
 EDU 5713 Studies in Classroom Management
 EDU 5923 Instructional Leadership in Curriculum and Assessment

CORE COMPONENT: 12 hours

EDU 5213 Language Arts/Reading Curriculum
 EDU 5313 Mathematics Curriculum
 EDU 5413 Social Studies Curriculum
 EDU 5513 Science Curriculum

RESOURCE AREA COMPONENT: 3 hours

3 hours from the following:

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

BIBLE/ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

Objectives

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

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

Prerequisites:

HDV 2113 Child Growth and Development
 PSY 3353 Psychology of Education
 RDG 3233 Introduction to Reading Instruction

Additional Requirement

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

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

EDUCATION**Early Childhood/Elementary Specialization****PROFESSIONAL COMPONENT: 12 hours**

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

CORE COMOPONENT: 12 hours

EDU 5213 Language Arts/Reading Curriculum
 EDU 5313 Mathematics Curriculum
 EDU 5413 Social Studies Curriculum
 EDU 5513 Science Curriculum

RESOURCE AREA COMPONENT: 6 hours

EDU 5723 Principles and Practices of Early Childhood Education*
 EDU 5733 Advanced Strategies in Reading*
 *Courses required for Certification

BIBLE/ELECTIVE COMPONENT: 6 hours**TOTAL PROGRAM HOURS 36****Objectives**

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

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

Prerequisites:

HDV 2113 Child Growth and Development
 PSY 3353 Psychology of Education
 RDG 3233 Introduction to Reading Instruction
 EDF 3363 *Christian Philosophy of School Education (for ACSI certification only)*

Additional Requirement

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

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

Early Education Administration

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

Objectives

Upon completion of the program students will be able to:

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

sional relationships and spiritual leadership.

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

Prerequisites

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

- ECE 1113 Foundations of Early Childhood Education
- PSY 3353 Psychology of Education
- RDG 3233 Introduction to Reading Instruction

Additional Requirement

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

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

EDUCATION

Early Education Administration

PROFESSIONAL COMPONENT: 12 hours

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

CORE COMPONENT: 12 hours

- EEA 5113 Strategic Planning in Early Education Programs
- EEA 5123 Administrative Leadership in Early Education Programs
- EEA 5143 Instructional Leadership in Early Education Programs
- EEA 5153 Leadership Development in Early Education Programs

RESOURCE AREA COMPONENT: 6 hours

Pick from the following:

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

BIBLE/ELECTIVE COMPONENT: 6 hours

TOTAL PROGRAM HOURS 36

Middle and Secondary Education

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

Objectives

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

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

EDUCATION

Middle and Secondary Education

Professional Component: 18 Hours

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

Resource Area Component: 12 Hours

12 hours from the following:

- EDP 5123 Advanced Studies in Teaching English as a Second Language
- EDU 5213 Language Arts Curriculum
- EDU 5313 Mathematics Curriculum
- EDU 5413 Social Studies Curriculum
- EDU 5513 Science Curriculum
- EDU 5733 Advanced Strategies in Reading
- EDU 5923 Instructional Leadership in Curriculum and Assessment

TOTAL PROGRAM HOURS 30

Prerequisites

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

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

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

Additional Requirement

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

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

EDUCATION

Principalship

Professional Component: 12 hours

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

Core Component: 9 hours

- EDU 5323 Instructional Leadership and Supervision
- EDU 5633 School Legal Issues
- EDU 5643 Principalship

Resource Area Component: 9 Hours

Please choose from the following:

- EDU 5213 Language Arts/Reading Curriculum
- EDU 5723 Principles and Practices of Early Childhood Education 3 Hours
- EDU 5733 Advanced Strategies in Reading
- EDU 5743 Advanced Strategies in Learning

Practicum Component: 6 Hours

- EDU 5656 Internship in Administration

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

- EDU 5126 Thesis

TOTAL PROGRAM HOURS 36

Objectives

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

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

Prerequisites

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

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

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

Additional Requirement

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

Addendum

SBEC Certification Stipulations Attached to M.Ed. in Principalship

1. Applicants must be formally admitted to the Graduate Education program.
2. Applicants must have a 2.75 GPA to enter Education program.
3. Students must complete two years teaching experience in an accredited and approved school by the end of the degree program.
4. Students must complete supervised field experience in a school setting.
5. All applicants will be required to take and pass the TExES test for the Standard Principalship in which they are seeking certification before completion of the program.

Additional Academic Polices and Advising Points pertaining to the Degree

1. When determining what courses students should take for the following semester, priority needs to be placed on courses in this order:
 - a. Pre-requisites and Leveling Courses
 - b. Professional Component Courses
 - c. Resource Area Courses
2. Before formal admittance into Graduate Education program, students will be required to fulfill the knowledge base in areas of adolescent development, educational foundations, and educational psychology. Students who do not have a sufficient background in education

either through course work or experience will be required to take the following courses as the education department deems necessary.

HDV 2313 Adolescent Growth and Development

EDU 2253 Foundations of Education

PSY 3353 Psychology of Education

3. In addition, it is expected that applicant demonstrate competency in the content area of principalship for which they are seeking certification. Applicants will need to contact the Education Certification Officer for information regarding this. The Teacher Education Department reserves the right to refuse admittance to the Teacher Education Certification program for students who do not pass the initial TExES content exam.
4. Completing a M.Ed. from the Education Graduate Studies does not guarantee eligibility for the Principalship Certification program or state certification candidacy. Students must complete all certification requirements stipulated in this catalog and through advisement with the Certification Officer.
5. From time to time the state of Texas in compliance with No Child Left Behind (NCLB) will amend their requirements for certification. While the SAGU Education Department does everything necessary to prevent major alterations to a student's degree, it must ultimately comply with State requirements. Therefore, the Education Department reserves the right to alter degrees and certification requirements as the Federal and State governments compel them.
6. SAGU does not offer dual track or dual specialization options within a major (M.Ed., M.S., M.A.) on the graduate level. Students may take course work from another track if it is available and their degree plan allows. These courses will appear on their transcripts along with their required course work. However, unless they file a change of major, both their diploma and transcripts will list the track/specialization they initially indicated.
7. Students who change tracks/specializations or majors after taking 12 hours of graduate course work towards another specialization or major will need to take courses for their new specializations or majors as they become available. In these circumstances, SAGU is not obligated to bring up courses irregularly to satisfy students' intended graduation date from their previous specialization or major.

EDUCATION

School Counseling

Research Component: 3 hours

ESC 5113 Research Literature and Technology

Professional Component: 9 hours

ESC 5323 Educational Leadership and Supervision

ESC 5613 Teaching Students of Diverse Cultures

ESC 5923 Instructional Leadership in Curriculum and Assessment

Core Component: 12 hours

ESC 5133 School Guidance and Counseling

ESC 5243 Differentiated Learning Strategies

ESC 5713 Studies in Classroom Management

PSY 5423 Crisis Intervention

Resource Area Component: 6 Hours

Please choose from the following:

COU 5533 Play Therapy for Special Populations

ESC 5723 Principles and Practices of Early Childhood Education

PSY 5413 Personal Lifestyle and Career Development

Practicum Component: 6 hours – 100 Clock hours

ESC 5126 Practicum in School Counseling

TOTAL PROGRAM HOURS 36

Objectives

Upon completion of the program:

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

Prerequisites

Before formal admittance into Graduate Education program, students will be required to fulfill the knowledge base in areas of adolescent development, educational foundations, and educational psychology.

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

Additional Requirements

Students who have not completed twenty-four hours of Bible/Theology at the undergraduate level will be required to take BIB 5123 Biblical Hermeneutics and THE 5223 Christian Worldview in a Pluralistic Society. Regardless of the number of Bible/Theology hours previously earned, any student who has not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have met these Bible requirements may take elective courses that have been approved by the Graduate Education Chair.

Addendum**SBEC Certification Stipulations Attached to M.Ed. in School Counseling**

1. All applicants will be required to take and pass the TExES test for the Standard School Counseling in which they are seeking certification before being admitted to the program.
2. Applicants must be formally admitted to the Graduate Education program.
3. Applicants must have a 2.75 GPA to enter Education program.
4. Students must complete two years teaching experience in an accredited and approved school by the end of the degree program.
5. Students must complete no less than 100 hours of supervised field experience, 40 of which must be in direct contact in a school setting.

Additional Academic Polices and Advising Points pertaining to the Degree

1. When determining what courses students should take for the following semester, priority needs to be placed on courses in this order:
 - a. Pre-requisites and Leveling Courses
 - b. Professional Component Courses
 - c. Resource Area Courses
2. Before formal admittance into Graduate Education program, students will be required to fulfill the knowledge base in areas of adolescent development, educational foundations, and educational psychology. Students who do not have a sufficient background in education either through course work or experience will be required to take the following courses as the education department deems necessary.

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

3. In addition, it is expected that applicant demonstrate competency in the content area for which they are seeking certification. Applicants will need to contact the Education Certification Officer for information regarding this. The Teacher Education Department reserves the right to refuse admittance to the Teacher Education Certification program for students who do not pass the initial TExES content exam.
4. Completing a M.Ed. from the Education Graduate Studies does not guarantee eligibility for the School Counseling Certification program or state certification candidacy. Students must complete all certification requirements stipulated in this catalog and through advisement with the Certification Officer.
5. From time to time the state of Texas in compliance with No Child Left Behind (NCLB) will amend their requirements for certification. While the SAGU Education Department does everything necessary to prevent major alterations to a student's degree, it must ultimately comply with State requirements. Therefore, the Education Department reserves the right to alter degrees and certification requirements as the Federal and State governments compel them.
6. SAGU does not offer dual track or dual specialization options within a major (M.Ed., M.S., M.A.) on the graduate level. Students may take course work from another track if it is available and their degree plan allows. These courses will appear on their transcripts along with their required course work. However, unless they file a change of major, both their diploma and transcripts will list the track/specialization they initially indicated.
7. Students who change tracks/specializations or majors after taking 12 hours of graduate course work towards another specialization or major will need to take courses for their new specializations or majors as they become available. In these circumstances, SAGU is not obligated to bring up courses irregularly to satisfy students' intended graduation date from their previous specialization or major.

History

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

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

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

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

History (Education Track)

PREREQUISITES

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

HISTORY Prerequisites

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

BIBLE/THEOLOGY/RELIGION Prerequisites

Students who have not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have not completed twenty-four hours of Bible/Theology must

HISTORY**History (Education Track)****PROFESSIONAL COMPONENT: 21 hours**

HIS 5113 Research Literature and Technology

HIS 5133 Biblical Backgrounds

HIS 5143 Historiography

12 hours from the following:

HIS 5153 American South *

HIS 5163 American West *

HIS 5173 Medieval Europe*

HIS 5183 Religion in America

HIS 5193 Ages of Faith

HIS 5213 Military History

HIS 5223 Modern Europe 1848-1945*

HIS 5233 Selected Topics

HIS 524X Historical/Cultural Study Tour

*Required for students seeking Secondary Ed. Certification in History.

EDUCATION/ELECTIVE COMPONENT: 12 hours

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

EDU 5243 Differentiated Learning Strategies

EDU 5613 Teaching Students of Diverse Cultures

EDU 5713 Studies in Classroom Management

EDU 5743 Advanced Strategies of Learning

TOTAL PROGRAM HOURS 33

take THE 5223 Christian Worldview in a Pluralistic Society. Students who have not taken a course in History of Christianity must take HIS 5193 Ages of Faith as one of their courses in the Professional Component.

EDUCATION Prerequisites

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

Additional Requirement

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

Teaching Certificate

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

History (Non-Thesis Track)

PREREQUISITES

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

HISTORY Prerequisites

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

BIBLE/THEOLOGY/RELIGION Prerequisites

Students who have not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have not completed twenty-four hours of Bible/Theology must take THE 5223 Christian Worldview in a Pluralistic Society. Students who have not taken a course in History of Christianity must take HIS 5193 Ages of Faith as one of their courses in the Professional Component.

Additional Requirement

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

HISTORY

PROFESSIONAL COMPONENT: 27 hours

HIS 5113 Research Literature and Technology
 HIS 5133 Biblical Backgrounds
 HIS 5143 Historiography

18 hours from the following:

HIS 5153 American South
 HIS 5163 American West
 HIS 5173 Medieval Europe
 HIS 5183 Religion in America
 HIS 5193 Ages of Faith
 HIS 5213 Military History
 HIS 5223 Modern Europe 1848-1945
 HIS 5233 Selected Topics
 HIS 524X Historical/Cultural Study Tour

RESEARCH COMPONENT: 3 hours

HIS 5313 Research Project (Non-Thesis option)

TOTAL PROGRAM HOURS 30

History (Thesis Track)

PREREQUISITES

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

HISTORY Prerequisites

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

BIBLE/THEOLOGY/RELIGION Prerequisites

Students who have not taken a course in hermeneutics must take BIB 5123 Biblical Hermeneutics. Students who have not completed twenty-four hours of Bible/Theology must take THE 5223 Christian Worldview in a Pluralistic Society. Students who have not taken a course in History of Christianity must take HIS 5193 Ages of Faith as one of their courses in the Professional Component.

Additional Requirement

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

HISTORY

PROFESSIONAL COMPONENT: 24 hours

HIS 5113 Research Literature and Technology
 HIS 5133 Biblical Backgrounds
 HIS 5143 Historiography

15 hours from the following:

HIS 5153 American South
 HIS 5163 American West
 HIS 5173 Medieval Europe
 HIS 5183 Religion in America
 HIS 5193 Ages of Faith
 HIS 5213 Military History
 HIS 5223 Modern Europe 1848-1945
 HIS 5233 Selected Topics
 HIS 524X Historical/Cultural Study Tour

RESEARCH COMPONENT: 6 hours

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

TOTAL PROGRAM HOURS 30

Theological Studies

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

Objectives

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

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

Prerequisites

1. The following prerequisites or their equivalents must be met for acceptance into the graduate Theological Studies program:
 - THE 2213 Introduction to Theology
 - THE 2333 Pentecostal Doctrine and History
2. In addition to the above, students in the Practical Theology track must also have had CMN 3333 Biblical Preaching or its equivalent at the undergraduate level.
3. The student must present a cumulative grade point average (GPA) of 2.5 or higher.
4. The Graduate Record Examination (GRE) is not required for the Master's in Theological Studies.
5. Those who have not taken BIB 1113 Survey of the New Testament and BIB 1123 Survey of the Old Testament (or their equivalent) at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
6. Those who have not taken BIB 3383 Interpreting the Bible or its equivalent must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
7. Those who have not taken CMN 3353 Church Administrative Leadership or its equivalent must take PTH 5213 Church Administration as part of their graduate program.

THEOLOGICAL STUDIES

Bible and Theology Specialization

PROFESSIONAL COMPONENT: 24 hours

PTH 5323 Leadership in Ministry
 PTH 5513 Pastoral Care
 THE 5113 Research Literature and Technology

9 hours from the following courses:

BIB 5123 Biblical Hermeneutics
 BIB 5133 Biblical Backgrounds
 BIB 5213 Studies in the Lucan Writings
 BIB 5223 Unity of the Bible
 BIB 5313 Studies in the Historical Books
 BIB 5323 Studies in the Prophets
 BIB 5413 Studies in the Pauline Epistles

6 hours from the following courses:

THE 5123 Issues in Contemporary Theology
 THE 5223 Christian Worldview in a Pluralistic Society
 THE 5313 Biblical Theology: New Testament
 THE 5323 Biblical Theology: Old Testament
 THE 5413 Systematic Theology I
 THE 5423 Systematic Theology II
 THE 5513 Reformation Theology

ELECTIVES COMPONENT: 12 hours

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

TOTAL PROGRAM HOURS 36

Additional Requirement

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

Children and Family Ministries

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

Objectives

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

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

Additional Requirement

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

THEOLOGICAL STUDIES

Children and Family Ministries

PROFESSIONAL COMPONENT: 24 hours

CFM 5113 Advanced Leadership of Children and Family Ministries
CFM 5123 Ministering to Children with Challenging Issues
CFM 5133 Strategies for the Spiritual Development of Children
PTH 5113 Research Literature and Technology
PTH 5123 Family Ministry in the Church

9 hours from the following courses:

COU 5413 Marriage and Family Counseling
EDU 5713 Studies in Classroom Management
EDU 5723 Principles & Practices of Early Childhood Education
EDU 5743 Advanced Strategies of Learning
PTH 5473 Ministry Within Cultural Diversity

ELECTIVES COMPONENT: 12 hours

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

TOTAL PROGRAM HOURS - 36

Missions

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

Objectives

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

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

THEOLOGICAL STUDIES

Missions Specialization

PROFESSIONAL COMPONENT: 24 hours

CCM 5113 Research Literature and Technology
 CCM 5163 Administrative Leadership in a Missions Context
 CCM 5213 Spiritual Dynamic in Ministry Today
 CCM 5473 Ministry within Cultural Diversity
 PTH 5323 Leadership in Ministry
 PTH 5513 Pastoral Care

3 hours from the following:

PTH 5213 Church Administration
 PTH 5243 Church Growth and Evangelism Strategies

3 hours from the following:

PTH 5483 Nurture Ministries of the Church
 PTH 5613 Persuasive Preaching

ELECTIVES COMPONENT: 12 hours

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

TOTAL PROGRAM HOURS 36

Prerequisites

1. The following prerequisites or their equivalents must be met for acceptance into the graduate Theological Studies program:

THE 2213 Introduction to Theology
 THE 2333 Pentecostal Doctrine and History

2. The student must present a cumulative grade point average (GPA) of 2.5 or higher.
3. The Graduate Record Examination (GRE) is not required for the Master's in Theological Studies.
4. Those who have not taken BIB 1113 Survey of the New Testament and BIB 1123 Survey of the Old Testament (or their equivalent) at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
5. Those who have not taken BIB 3383 Interpreting the Bible or its equivalent must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
6. Students must have had CMN 3333 Biblical Preaching or its equivalent at the undergraduate level.

Additional Requirement

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

Practical Theology

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

Objectives

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

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

Prerequisites

1. The following prerequisites or their equivalents must be met for acceptance into the graduate Theological Studies program:
 - THE 2213 Introduction to Theology
 - THE 2333 Pentecostal Doctrine and History
2. The student must present a cumulative grade point average (GPA) of 2.5 or higher.
3. The Graduate Record Examination (GRE) is not required for the Master's in Theological Studies.
4. Those who have not taken BIB 1113 Survey of the New Testament and BIB 1123 Survey of the Old Testament (or their equivalent) at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.
5. Those who have not taken BIB 3383 Interpreting the Bible or its equivalent must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
6. Students must have had CMN 3333 Biblical Preaching or its equivalent at the undergraduate level.
7. Those who have not taken CMN 3353 Church Administrative Leadership or its equivalent must take PTH 5213 Church Administration as part of their graduate program.

Additional Requirement

Students must apply for graduation and successfully complete the Graduate Comprehensive Examinations prior to being approved for graduation by the Registrar's office. Contact the Graduate Studies office for more information.

THEOLOGICAL STUDIES

Practical Theology Specialization

PROFESSIONAL COMPONENT: 24 hours

- PTH 5113 Research Literature and Technology
- PTH 5323 Leadership in Ministry
- PTH 5473 Ministry Within Cultural Diversity
- PTH 5513 Pastoral Care
- PTH 5623 Practical Theological Issues in Ministry
- THE 5213 Spiritual Dynamic in Ministry Today
- 3 hours from the following:
 - PTH 5213 Church Administration
 - PTH 5243 Church Growth and Evangelism Strategies
- 3 hours from the following:
 - PTH 5483 Nurture Ministries of the Church
 - PTH 5613 Persuasive Preaching

ELECTIVES COMPONENT: 12 hours

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

TOTAL PROGRAM HOURS 36

Master of Divinity

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

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

Objectives

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

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

Prerequisites

1. The following prerequisites or their equivalents must be met for acceptance into the Master of Divinity program:
 - THE 2213 Introduction to Theology
 - THE 2333 Pentecostal Doctrine and History
2. Students who are graduates of Southwestern with a 2.5 grade point average (gpa) will be conditionally admitted to the Harrison School of Graduate Studies without taking the Graduate Record Examination (GRE). After completing twelve hours of graduate work with gpa of 3.0 or higher, the student would then be accepted unconditionally into the graduate school.
3. Those who have not taken BIB 1113 Survey of the New Testament and BIB 1123 Survey of the Old Testament (or their equivalent) at an undergraduate level must take BIB 5133 Biblical Backgrounds as a part of their graduate program.

THEOLOGICAL STUDIES

Master of Divinity

REQUIRED COURSES for MAJOR 54 HOURS

18 Hours Theology

- THE 5113 Research Literature and Technology
- THE 5123 Issues in Contemporary Theology
- THE 5313 Biblical Theology: New Testament
- THE 5323 Biblical Theology: Old Testament
- Six hours of Theology Electives

15 Hours Bible

- Fifteen hours of Bible Electives

6 Hours Practical Theology

- PTH 5513 Pastoral Care
- PTH 5823 Preaching with Purpose

6 Hours Cross-cultural Ministries

- CCM 5223 Religion in Contemporary World Society
- CCM 5473 Ministering Within Cultural Diversity

6 Hours Counseling

- COU 5413 Marriage and Family Counseling
- COU 5423 Crisis Intervention

3 Hours Practicum

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

ELECTIVE COMPONENT: 18 HOURS

- 18 Hours BIB/THE/PTH/CCM/COU

Concentrations are available when students select 12 hours in one area.
12 Hours Concentration from BIB/THE/PTH/CCM/COU
6 Hours General Electives from BIB/THE/PTH/CCM/COU

COU hours must be approved by the Graduate Chair in Counseling Psychology.

TOTAL PROGRAM HOURS 72 Hours

4. Those who have not taken BIB 3383 Interpreting the Bible or its equivalent must take BIB 5123 Biblical Hermeneutics as part of their graduate program.
5. Those who have not taken CMN 3333 Introduction to Biblical Preaching must take PTH 5823 Preaching with Purpose.

Additional Requirement

Students must apply for graduation and successfully complete the Graduate Comprehensive Examinations prior to being approved for graduation by the Registrar's office. Contact the Graduate Studies office for more information.



course descriptions

course descriptions

Special Courses

Independent Studies courses are designed to fulfill curriculum requirements of 1, 2, or 3 hours.

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

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

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

Bible

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

BIB 5133 Biblical Backgrounds 3 Hours
A study of the history, literature, and cultural back-

ground materials which provide a context for understanding the Old and New Testaments, including major religious and ideological trends represented in extra-biblical writings. The course will also include studies in archaeology, chronology, and geography. (Same as HIS 5133)

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

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

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

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

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

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

Biblical Language

GRK 5713 Introduction to Biblical Greek I 3 Hours
A beginning course in Biblical Greek, designed to prepare the student for elementary translation in the New Testament, including an introduction to accidence, orthography, and syntax.

GRK 5723 Introduction to Biblical Greek II 3 Hours
A continuation of Introduction to Biblical Greek I. (Prerequisite: GRK 5713 or equivalent)

GRK 5793 Biblical Greek Translation I 3 Hours
A continuation of Greek grammar and an introduction to Greek translation. This course uses selected New Testament passages to develop translation skills of students who have had one year of introductory Greek. (Prerequisite: GRK 5723 or equivalent)

GRK 5893 Biblical Greek Translation II 3 Hours
A continuation of GRK 5793. An emphasis is placed on translating select New Testament passages and developing exegetical research skills. Exegesis paper required. (Prerequisite: GRK 5793)

Children and Family Ministries

CFM 5113 Advanced Leadership of Children and Family Ministries 3 Hours
This course will involve an overview study of the various aspects of children and family ministries, with particular attention given to leadership and administration. The scope of children's ministry will be analyzed in the contexts of Scripture, history, culture, family, and church. The role of the director / pastor in the lives of volunteers, staff, parents, and families will be explored in light of the principles and practices necessary to successfully lead an entire ministry program for children and families.

CFM 5123 Ministering to Children with Challenging Issues 3 Hours
This course is designed to give students exposure to the many challenging issues that children face and ways to minister to them within the settings of church, family, community, and cross-cultural missions. Particular attention will be given to the pastoral care of children and families impacted by one or more of the many challenging issues explored in

the course (such as loss, abuse, poverty, and special needs).

CFM 5133 Strategies for the Spiritual Development of Children 3 Hours
This course is a study of the basic principles necessary for effectively disciplining children who represent a variety of developmental and interest groups. Special attention will be given to the spiritual development of children and the training necessary for each to develop a Christian worldview. This course also includes the practice of professional standards in preparing thematic units and lessons, using creative methods, and creating learning episodes designed to translate biblical principles into Christian behavior.

Counseling Psychology

COU 5113 Ethical and Legal Issues 3 Hours
A study of ethical and legal standards related to counseling psychology. This course is required within the first year of study.

COU 5133 Counseling in a Pluralistic Society 3 Hours
An examination of the various social and cultural contexts which influence the counseling process as related to self-understanding and interpersonal relations.

COU 5213 Methods and Techniques in Counseling 3 Hours
An advanced study of those active listening skills which communicate qualities of empathy, genuineness, and unconditional positive regard. The course will include role-playing and videotaped exercises. Other selective interventions will be included.

COU 5313 Methods of Group Counseling 3 Hours
A study of the activities of counselors and institutions involved in group counseling. Includes theory and research relevant to providing leadership for various types of groups. Didactic and experiential activities and techniques will be included. (Prerequisite: COU 5213)

COU 5413 Marriage and Family Counseling 3 Hours
A focus on the changing roles of men, women, and children; problems of family life; similarities and differences in familial life styles.

COU 5423 Crisis Intervention 3 Hours
A study of the major theoretical models of crisis

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

COU 5513 Introduction to Play Therapy 3 Hours
An overall view of Play Therapy with emphasis on: defining play therapy; play therapy assumptions; appropriate play therapy toys and materials; the play therapy room; limits and boundaries of play; characteristics of the therapist; the therapeutic relationship in play therapy; the role of the play therapist; elements and stages within the play therapy relationship; understanding the person of the play therapist and how it impacts the therapeutic relationship through transference and countertransference; and the healing process of play.

COU 5523 History and Theories of Play Therapy 3 Hours
This course reviews the history and development of play therapy, theories, and techniques specific to each therapeutic approach; essential people, theorists, and organizations that shaped play therapy; appreciate and understand the most widely accepted models of play therapy and their formats.

COU 5533 Play Therapy for Special Populations 3 Hours
This course examines different populations that can benefit from play therapy, developing treatment plans for each population, and the application of play therapy; exposing students to principles and applications of play therapy with adolescents, adults, and elderly; understanding the developmental stages of children and children's play; to conceptualize the client's presenting clinical problem(s) developmentally and theoretically; to demonstrate basic play therapy skills; appreciate legal and ethical issues that are unique to play therapy and shared with other modalities; and understand issues of diversity and how they impact play therapy.

COU 5543 Therapy 3 Hours
This course exposes students to the systemic applications of play therapy for use within the home, office, foster homes, churches, shelters, and hospitals.

COU 5833 Practicum in Human Services Counseling 3 Hours

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

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

PSY 5143 Integrative Issues in the Behavioral Sciences 3 Hours
This course of study sets forth the essential components of human personality from a biblical perspective. Biblical guidelines are established in view of the therapeutic encounter in counseling and psychotherapy. Contrasting a natural science approach with a human science approach that takes into account a Godward referent. Finally, the implications of a phenomenological approach for Christian-based counseling will be considered, focusing on therapeutic intervention.

PSY 5323 Theories of Counseling and Psychotherapy 3 Hours
A comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy. Includes experiences in micro-counseling and other simulations to develop counseling skills.

PSY 5413 Personal Lifestyle and Career Development 3 Hours
Methods and processes of collecting, organizing, evaluating, and interpreting educational, occupational, and life style/social information. Theories of career development are included. Career interest inventories and other measures are reviewed with reference to their utility in career counseling.

PSY 5423 Crisis Intervention 3 Hours
A study of the major theoretical models of crisis intervention and the application of crisis counseling across a broad range of contexts. Students will examine major theories of crisis intervention, helping skills unique to crisis situations, and applications to diverse settings. In addition to the general application of crisis intervention, special emphasis is given to suicidology, family crisis, and disaster psychology. (Same as COU 5423)

PSY 5513 Human Growth and Life Span Development 3 Hours

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

PSY 5523 Tests and Assessment 3 Hours
An overview of psychological testing techniques and objective measures and their usefulness in human evaluation and assessment.

PSY 5623 Clinical Psychopathology 3 Hours
A course that examines the etiology, symptoms, diagnosis, prognosis, and therapeutic methods applicable to the major psychological disorders of children, adolescents, and adults. Use of the DSM IV is an integral part of the course.

PSY 5713 Statistics for the Behavioral Sciences 3 Hours
Students will have an opportunity to become familiar with descriptive and inferential statistics, correlations, probability, and regression, with applications in behavioral sciences.

PSY 5733 Psychological Methods and Research Design 3 Hours
This is a general research course in psychology, with an emphasis on a variety of research designs and control factors. Other topics will include: use of human participants in research, reliability and validity, observational methods, data collection, and record keeping methods in research. (Prerequisite: PSY 5713)

PSY 5813 Practicum in Counseling Psychology 3 Hours
Supervised laboratory experiences in individual and group counseling with emphasis upon methods and techniques. While this course meets in a class setting, the student may also be involved in limited off-campus or on-campus assignments focusing on supervised counseling experiences. 150 clock hours will be required. (Prerequisite: 30 hours, COU 5113, COU 5313, PSY 5623)

PSY 5823 Advanced Practicum in Counseling Psychology 3 Hours
Extensive supervised experiences in individual and group counseling experiences in on-campus and off-campus settings. 150 clock hours will be required.

(Prerequisite: PSY 5813)

Cross-Cultural Missions

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

CCM 5163 Administrative Leadership in a Missions Context 3 Hours
Administrative organizational techniques for ministerial and educational institutions will be examined in this course. Methodological leadership and pedagogical procedures for Bible Schools in a cross-cultural setting will be considered and implementation within a foreign context will be emphasized.

CCM 5213 Spiritual Dynamic in Ministry Today 3 Hours
A biblical, theological, and practical examination of the supernatural in the church today. This course will include an in-depth study of the presence, power, and guidance of the Holy Spirit, signs and wonders, healing, revivals, etc. A major component will be the role of prayer in the working of spiritual dynamics. (Same as THE 5213)

CCM 5223 Religion in Contemporary World Society 3 Hours
This course will present a missiological perspective of the major religions of the world affecting contemporary society. The primary objective is to equip the student with the necessary knowledge to intelligently approach the non-evangelical world with the message of Jesus Christ.

CCM 5323 Perspectives in Cross-Cultural Missions 3 Hours
This course will review the biblical and historical background of missions with the purpose of comparison to modern evangelical missions. Current issues and contemporary strategies in missiology, including the philosophy and practice of indigenous principles, will be examined facilitating world evangelization.

CCM 5473 Ministry Within Cultural Diversity 3 Hours

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

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

Education

EEA 5113 Strategic Planning in Early Education Programs 3 Hours
Designed to build competencies in Christian school short and long term planning skills. Course content includes defining vision, developing mission statements, creating assessment tools, and determining core values and elements of a Christian school. Participants will gain insights into evaluation and development of action plans to achieve expected outcomes. (Formerly ACSI SSS course.) (Pre-requisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EEA 5123 Administrative Leadership in Early Education Programs 3 Hours
An in-depth look at effective administrative strategies necessary for the business and ministry of Christian child care facilities. Management and financial factors are carefully reviewed as well as the practical skill, biblical perspective, and procedures necessary for a quality center. (Formerly ACSI SSS course.) (Pre-requisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EEA 5133 Instructional Leadership in Early Education Programs 3 Hours
Offers insight into a Christian worldview as a basis for curriculum. It explains the different approaches and factors in choosing curriculum. It also discusses how to plan a core curriculum that includes the various subject areas and the vital importance of developmentally appropriate curriculum and assessment. (Formerly ACSI SSS course.) (Pre-requisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in

prerequisite knowledge.)

EEA 5143 Leadership Development in Early Education Programs 3 Hours
Provides understanding into personal development of necessary leadership skills as well as strategies that build leadership skills in others. Supervision and evaluation strategies are included as well as the role of job descriptions and the evaluation processes needed to build excellence in the staff. Communication is a focus, as well as to build a biblical foundation for supervision and motivate teachers toward improvement. (Formerly ACSI SSS course.) (Pre-requisites: Students must complete all prerequisites and EDU 5113 or demonstrate competency in prerequisite knowledge.)

EDP 5123 Advanced Studies in Teaching English as a Second Language 3 Hours
Studies in strategies and methods of teaching English as a second language. Students will learn the theories and pedagogies related to teaching English in a linguistically diverse classroom. Texas State Educator standards are emphasized.

EDP 5813 Technology in Educational Settings 3 Hours
Use of technology and instruction in various curricular areas. This course focuses on the research and implementation of technology in EC-12 educational settings. There is also an emphasis on funding educational technology through grants.

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

EDU 5126 Thesis 6 Hours
Applied individual research in an educational area. Students will form research questions and use appropriate methodology and techniques in the development of an approved topic.

EDU 5213 Language Arts/Reading Curriculum 3 Hours
A study of strategies of teaching language arts and reading to children early childhood through grade four. Instruction that encompasses developmentally appropriate reading and writing skills is analyzed. The course will acquaint students with the impact

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

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

EDU 5313 Mathematics Curriculum 3 Hours
Consideration of teaching developmentally appropriate mathematics to children early childhood through grade four. Math concepts and technology will be applied to children in diverse classrooms. State mathematics standards and assessments will be emphasized.

EDU 5323 Educational Leadership and Supervision 3 Hours
An overview of leadership and supervision competencies necessary for Christian school administration. Emphasis is given to long-range planning, personnel selection, supervision, evaluation procedures, and staff development. The course discusses strategies needed to develop appropriate relations with faculty, boards, and parents. The development of policy manuals, various forms, and applications will be addressed. (Same as ESC 5323)

EDU 5413 Social Studies Curriculum 3 Hours
An overview of citizenship education for children early childhood through grade four. Democratic ideals and institutions in a diverse society will be stressed. In writing developmentally appropriate thematic units and lesson plans, students will become acquainted with recent trends in the social studies, including materials and technology available. State social studies standards and assessments will be emphasized.

EDU 5423 Christian School Administration Finance and Legal Issues 3 Hours
A study of financial management, legal and ethical issues related to all aspects of the Christian school. Budgeting procedures and the administration of

church-school funds are carefully explored.

EDU 5513 Science Curriculum 3 Hours
An examination of the science learning environment for children early childhood through grade four. The course will translate the traditional content areas (chemistry, physics, and biology) into developmentally appropriate educational practice and strategies. Assessment, the state science standards, and diversity will be emphasized.

EDU 5523 Foundations of Christian School Administration 3 Hours
A broad overview of the role of the administrator in Christian elementary and secondary schools. The Christian school movement is reviewed from a historical and philosophical perspective, and steps are examined for starting a Christian school. Attention is given to organizational structure, curriculum design, and a survey of Christian school curriculum. Publicity and recruitment strategies are discussed.

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

EDU 5623 Issues in Christian School Administration 3 Hours
An examination of testing and evaluation procedures and other important issues related to the daily administration of Christian schools. Training in the theory and application of measurement techniques and assessment of students will be discussed. Attention is given to physical facilities and equipment, extra-curricular activities, and auxiliary services such as food service, maintenance, and transportation.

EDU 5633 School Legal Issues 3 Hours
Education law basis for education institutions at national, state, and local levels. Legal rights of school personnel and major court decisions.

EDU 5643 Principalsip 3 Hours
Framework of roles and responsibilities, including

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

EDU 5656 Internship in Administration
6 Hours

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

EDU 5713 Studies in Classroom Management
3 Hours

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

EDU 5723 Principles and Practices of Early Childhood Education 3 Hours

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

EDU 5733 Advanced Strategies in Reading
3 Hours

An in-depth course on reading principles. This course focuses on emergent literacy as well as reading and writing across the curriculum issues and strategies. State language arts/reading standards and assessments will be emphasized. (Prerequisite: RDG 3213)

EDU 5743 Advanced Strategies of Learning
3 Hours

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

EDU 5923 Instructional Leadership in Curriculum and Assessment 3 Hours

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

ESC 5113 Research Literature and Technology
3 Hours

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

ESC 5126 Practicum in School Counseling
3 Hours

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

ESC 5133 School Guidance and Counseling
3 Hours

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

ESC 5243 Differentiated Learning Strategies
3 Hours

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

ESC 5323 Educational Leadership and Supervision 3 Hours

An overview of leadership and supervision competencies necessary for Christian school administration. Emphasis is given to long-range planning, personnel selection, supervision, evaluation procedures, and staff development. The course discusses strategies needed to develop appropriate relations with faculty, boards, and parents. The development of policy manuals, various forms, and applications will be addressed. (Same as EDU 5323)

ESC 5613 Teaching Students of Diverse Cultures
3 Hours

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

ESC 5713 Studies in Classroom Management
3 Hours

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

ESC 5723 Principles and Practices of Early Childhood Education 3 Hours

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

ESC 5923 Instructional Leadership in Curriculum and Assessment 3 Hours

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

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

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

posed and will be used as part of the pending Master Reading Teacher (MRT) program. (Prerequisites: RDG 3233 or equivalent course)

History

HIS 5113 Research Literature and Technology
3 Hours

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

HIS 5133 Biblical Backgrounds 3 Hours

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

HIS 5143 Historiography 3 Hours

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

HIS 5153 American South 3 Hours

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

HIS 5163 American West 3 Hours

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

interaction with Native Americans, and interaction with Mexico and the European powers.

HIS 5173 Medieval Europe c. 300-1450 3 Hours
The emergence of medieval civilization through the blending of Roman, Christian, and Germanic institutions, customs, and beliefs. Topics will include the flowering of medieval civilization, with emphasis on the medieval church and the origins of the modern state and the modern economy.

HIS 5183 Religion in America 3 Hours
A historical and social overview of the development of religion in America from the colonial period to the present. Special attention will be devoted to the origin and development of major denominations, slave religion and the black church, the contribution of women to various religious movements across America, revivalism and fundamentalism, the interaction of religion and society, new religious movements, and various world religions.

HIS 5193 Ages of Faith 3 Hours
An in-depth study of the major eras of Christianity, from the beginnings of the Church to the post-modern period. Significant leaders; important writings; doctrines; organization; the role of Christianity in political, economic, and social developments; and the relationship between Church and State receive particular attention.

HIS 5213 Military History 3 Hours
A study of the spectrum of military history from ancient times to the present. The course includes the classic writings of military history; coverage of important military campaigns and leaders, material on developments in military technology; and emphasis on the various tactics and forces used in battle throughout history. The role of military strategy in a nation's foreign policy also receives special attention.

HIS 5223 Modern Europe 1848-1945 3 Hours
An in-depth study of the economic, nationalistic, and political forces that shaped European nations and events during the hundred year period from 1848 to 1945. The revolutions of 1848, the period of national unification and alliances, imperialism, and the two world wars receive concentrated coverage.

HIS 5233 Selected Topics 3 Hours
An examination of topics significant to understanding human history. Course content and subject varies; may be taken for up to six hours= credit.

HIS 524X Historical/Cultural Study Tour (vari-

able hours travel credit)

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

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

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

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

A major individual project involving detailed primary and secondary research and the production of an extensive written report on that research. The Thesis differs from the Research Project (HIS 5313) in depth and length more than substance. It provides extensive training in historical research especially suited to students interested in further graduate work beyond the master's degree.

Practical Theology

PTH 5113 Research Literature and Technology 3 Hours

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

PTH 5123 Family Ministry in the Church 3 Hours

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

PTH 5213 Church Administration 3 Hours

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

PTH 5243 Church Growth and Evangelism Strategies 3 Hours

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

PTH 5323 Leadership in Ministry 3 Hours

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

PTH 5473 Ministry Within Cultural Diversity 3 Hours

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

PTH 5483 Nurture Ministries of the Church 3 Hours

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

PTH 5513 Pastoral Care 3 Hours

A course which studies the supportive ministries of the church. Students will explore common issues of pastoral concern, such as aging, illness, guilt, reconciliation, and grief. The role of pastoral resources within the body of Christ will be examined as they relate to giving care and concern to people with needs.

PTH 5613 Persuasive Preaching 3 Hours

An analysis and application of homiletical and rhetorical techniques pertaining to persuasive preaching. Emphasis is placed upon delivery as well as construction techniques of the sermon. The incorporation of ethos, pathos, and logos in preaching will receive major considerations. (Prerequisite: BIB 5123 or its equivalent)

PTH 5623 Practical Theological Issues in Ministry 3 Hours

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

PTH 5713 Christian School Administration 3 Hours

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

PTH 5723 Post-Secondary Teaching 3 Hours

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

PTH 5743 Military Chaplain 3 Hours

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

PTH 5823 Preaching with Purpose 3 Hours

A course for construction and delivery of expository biblical sermons with special emphasis given to preaching sermons true to the meaning of the original authors of biblical text. It includes the dynamics of effective communication, preaching to meet human needs in the context of the worship service, and anticipating results in terms of transformed human behavior. (Prerequisite: BIB 5123 or its equivalent)

PTH 6443 Practicum 3 Hours

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

Theology

THE 5113 Research Literature and Technology 3 Hours

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

THE 5123 Issues in Contemporary Theology 3 Hours

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

THE 5213 Spiritual Dynamic in Ministry Today 3 Hours

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

THE 5223 Christian World View in a Pluralistic Society 3 Hours

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

THE 5313 Biblical Theology: New Testament 3 Hours

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

THE 5323 Biblical Theology: Old Testament

3 Hours

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

THE 5413 Systematic Theology I 3 Hours

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

THE 5423 Systematic Theology II 3 Hours

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

THE 5513 Reformation Theology 3 Hours

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

THE 6443 Practicum 3 Hours

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



directory of personnel

Board of Regents

Arkansas

Rev. Larry Moore*
Rev. Dane Hall
Rev. Tom Carpenter
Rev. Ronnie Morris

Louisiana

Rev. Douglas E. Fulenwider**
Rev. Rob Blakney
Rev. Walt Rose
Rev. Alan Chapin

Mississippi

Rev. Walter L. Davis*
Rev. Raymond L. Mizelle
Rev. P. T. Palmer
Rev. Robert Wilburn

New Mexico

Rev. R. Kenneth George***
Rev. Marcus W. McClain
Rev. Micheal E. Dickenson
Rev. Darrell Kelley

North Texas

Rev. Victor J. Schober*
Rev. E. Wayne Hanks
Rev. James Jackson
Rev. Jon Catron

Oklahoma

Rev. H. Franklin Cargill****
Rev. Tom Goins
Rev. Robby McClure
Rev. Jim McNabb

South Texas

Rev. Joseph P. Granberry*
Rev. Gary Chapin
Rev. Robert Hogan
Rev. Marty Burroughs

West Texas

Rev. Robert G. Slaton*
Rev. Glenn R. Beaver
Rev. Thomas D. Lakey
Rev. Chris Murdoch

Members at Large

Rev. David Barnett
Rev. Lawrence Barnett
Dr. James K. Bridges
Rev. Maury Davis
Rev. Rick Dubose
Rep. Gary Elkins
Dr. Alton Garrison
Rev. J. Don George
Rev. Michael Goldsmith
Rep. Horace Hardwick
Rev. Darius Johnston
Rev. Rod Loy
Mr. Rick McCrary
Rev. Ron Meador
Mr. Rex Reavis
Mrs. Tina Richardson
Mrs. Linda Stamps-Dissmore
Mr. Gary Sutton
Mr. Darrel Teeter

Honorary Members

Rev. Howard Burroughs
Rev. Derwood Dubose
Dr. Armon Newburn
Dr. Daniel T. Sheaffer
Rev. E. Joe Wilmoth

Organizational Members

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

Extra-Regional District Officials

Rev. Robert Cook
Rev. Stephen Harris
Rev. Gary Jones
Rev. Terry L. Yancey

Executive Presbyter

Rev. J. Don George

Member, Executive Committee*

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

Administration

(Date indicates year of initial service)

KERMIT BRIDGES 1994, *President*

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

PAUL BROOKS 1991, *Vice President for Academics*

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

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

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

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

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

MIKE ROBERTSON 2006, *Vice President for Advancement*

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

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

B.S., University of Arizona

H. GLYNN HALL 1974-1978, 1996, *Associate Dean for Institutional Effectiveness*

Ed.D., New Orleans Baptist Theological Seminary
Ed.S., New Orleans Baptist Theological Seminary
M.R.E., Phillips University
B.S., Southwestern Assemblies of God University

School of Graduate Studies

ROBERT HARDEN 1988, *Dean*

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

College of Arts and Professions

LARRY GOODRICH 1997, *Dean*

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

College of Bible and Church Ministries

LEROY BARTEL 1984, *Dean*

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

Academic Services

DONNY LUTRICK 1996, *Dean*

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

JOSEPH HARTMAN 1994, *Assistant Dean for Distance Education*

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

Faculty

JACKIE ALLAIN 2007

Adjunct Instructor, Social Work
M.A.M.F.C., Southwestern Baptist Theological Seminary
M.A. Southwestern Baptist Theological Seminary
B.A., Dallas Baptist University

WILLIAM ARMISTEAD 2001

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

LEROY BARTEL 1984

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

LARRY BOGLE 1989

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

GLENDA BOONE 2004

Associate Professor, Education
Ed.D., University of Georgia
M.Ed., Central State University
B.S., Bethany Nazarene

PAUL BROOKS 1991

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

CALVIN CARMEN 1995

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

DUANE COLLINS 1998

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

DARREN DAUGHERTY 2005

Assistant Professor, Practical Theology
Ph.D., University of Minnesota
M.A., University of St. Thomas
B.A., North Central University

KAREN EGGER 2007

Adjunct Instructor, Education
Ph.D., University of North Texas
M.Ed., University of North Texas
B.A., Grove City College

LARRY GOODRICH 1997

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

H. GLYNN HALL 1974-1978, 1996

Professor, Practical Theology
Ed.D., New Orleans Baptist Theological Seminary
Ed.S., New Orleans Baptist Theological Seminary
M.R.E., Phillips University
B.S., Southwestern Assemblies of God University

ROBERT HARDEN 1988

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

LARRY HESTER 1996

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

MARY JACKSON 1993

Professor, History
Ph.D., University of Texas, Arlington
M.A., University of Texas, Arlington
B.A., University of Texas, Arlington

DAN LANGSTON 1992

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

JEFF MAGRUDER 1999

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

ROBERT MAPES 1986, 1991

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

GARY MCELHANY 1998

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

TIM MYERS 2001

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

THELISA NUTT 2000-2001, 2004

Associate Professor, Counseling/Psychology
Ph.D., Texas A & M
M.A., University of Houston-Clear Lake
B.S., Southwestern Assemblies of God University

GARLAND OWENSBY 1998

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

BRUCE ROSDAHL 2000

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

GARY ROYER 1996

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

JOHN SCHIMMER 2001

Adjunct Instructor, Education
Ed.D., Nova/Southeastern University
M.A., Secondary School Administration
B.S., Religious Education
B.A., Elementary Education

DONNA TOWNSEND 1996

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

LOYD UGLOW 1987

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

JOHN WYCKOFF 1966-1968, 1976

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

Administrative Staff

ED BASS 1998

Senior Director, Information Technology
M.S., Southwestern Assemblies of God University

JAMES DAVIS 2000

Senior Director, Physical Plant

BRADY DURLING 1992

Dean of Students
M.A., Assemblies of God Theological Seminary

HEATHER FRANCIS 1998

Registrar
M.S., Southwestern Assemblies of God University

DENNIS GILBERT 2004

Director, Physical Plant

EUGENE HOLDER 1994

Director, Library Services
M.S., University of North Texas

ELIJAH JONES 2005

Director, Custodial Services

JIMMIE LAMB 2004

Director, Business Services

ALEX MATHEW 2004

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

RYAN MCELHANY 2000

Director, Public Relations
M.B.A., Texas A & M

MICHAEL MINTER 2003

Director, Security and Safety Services

TIM MYERS 2001

Director, Student Counseling
D.Min., Eastern Baptist Theological Seminary

SARA PHILLIPS 2004

Director, Alumni Relations
M.S., Southwestern Assemblies of God University
B.A., Drury University

SIDNEY REDD 1998

Director, Media Services
Ph.D. (ABD), Regent University
M.A., Regent University

CRAIG RINAS, 2002

Director, Accounts Receivable
B.S., Southwestern Assemblies of God University

RUTH ROBERTS 2001

Director, Human Resources

BEVERLY ROBINSON 1998

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

TREVOR SUMMERS 1990-2002, 2004

Senior Director, Financial Aid

STEVE TIGER 1994

Director, Student Activities
M. Ed., Southwestern Assemblies of God University

MARK WALKER 1998

Director, Campus Software

JANICE WHITAKER 1995

Director, Educator Certification
M.Ed., Southwestern Assemblies of God University

Emeritus

Barnes, James, Ed.D., Dean Emeritus, 1974-1992
Kendrick, Klaude K., Ph.D., Professor Emeritus, President, 1940-1955, 1960-1965, 1980-1983