



**University
Undergraduate
Catalog
2015-2016
Adult and Graduate Studies**

Table of Contents

INTRODUCTION	3
UNIVERSITY CATALOG RIGHT TO CHANGE POLICY	6
ACADEMIC CALENDAR	7
OKWU DISTINCTIVES	8
Mission	8
Statement of Purpose.....	8
Doctrinal Statement	9
Institutional Objectives.....	10
Philosophy of Christian Liberal Arts Education.....	11
General Education Objectives	13
Diversity and Unity	15
Statement on Human Sexuality	16
GENERAL GRIEVANCE POLICY	18
OUT-OF-STATE DEGREE REQUIREMENTS	20
STUDENT LIFE	21
ADMISSIONS INFORMATION	22
FINANCIAL AID INFORMATION	30
STUDENT ACCOUNTS INFORMATION	34
UNIVERSITY ACADEMIC POLICIES.....	37
ACADEMIC PROGRAMS	56
School of Arts and Sciences	57
Department of Humanities.....	58
Department of Science and Math.....	60
Department of Social and Behavioral Sciences	62
Chesapeake Energy School of Business.....	68
School of Education.....	74
School of Nursing.....	83
School of Ministry and Christian Thought	94
COURSE DESCRIPTIONS	101
PERSONNEL DIRECTORY	121

The official Adult and Graduate Studies Undergraduate Catalog of Oklahoma Wesleyan University is the online Adult and Graduate Studies Undergraduate Catalog available on the University's website, www.okwu.edu. A printed version may be used for convenience. However, in case of a conflict, the printed version is subject to the official Adult and Graduate Studies Undergraduate Catalog published on the website.

Introduction to OKWU

HISTORY

The Wesleyan Church founded Oklahoma Wesleyan University in order to provide higher education within a Christian environment primarily for Wesleyan youth. Its predecessor, Bartlesville Wesleyan College, was established on the Bartlesville campus as a result of a series of mergers, which included Colorado Springs Bible College (founded in 1910 in Colorado Springs, Colorado), Pilgrim Bible College (founded in 1917 in Pasadena, California), and Holiness Evangelistic Institute (founded in 1932 in El Monte, California and later named Western Pilgrim College).

In 1959, the Bartlesville campus was purchased, and Colorado Springs Bible College was moved to Bartlesville, Oklahoma. The college, renamed Central Pilgrim College, held its first classes in September 1959. The following fall, Western Pilgrim College was merged with Central Pilgrim College. The name Bartlesville Wesleyan College was adopted in 1968 after the merger of the Wesleyan Methodist and Pilgrim Holiness churches. In the fall of 1972, Miltonvale Wesleyan College (founded in Miltonvale, Kansas by the Wesleyan Methodist Church in 1909) was consolidated with BWC on the Bartlesville campus. During this process of consolidation, a decision was made to create a four-year liberal arts college. In 1974 the Oklahoma State Regents for Higher Education accredited Bartlesville Wesleyan College as a four-year liberal arts, degree-granting institution. BWC received accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools in 1978. Planning to expand its offerings to include graduate degrees, BWC changed its name to Oklahoma Wesleyan University in August of 2001.

ACCREDITATION AND RECOGNITION

Oklahoma Wesleyan University holds institutional accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools. OKWU's Bachelor of Science in Nursing is accredited by the Commission on Collegiate Nursing Education. We are pursuing accreditation by the Commission on Collegiate Nursing Education (CCNE) for our MSN degree. The University's business programs are accredited by the International Assembly for Collegiate Business Education.

OKWU's education programs are accredited by the Oklahoma State Regents for Higher Education and the National Council for Accreditation of Teacher Education. OKWU's teacher education graduates meet the academic requirements for licensure by the Oklahoma State Department of Education in elementary education (1-8), music education (K-12), physical education (K-12), and secondary English, math, science, and social studies education (6-12).

All programs of Oklahoma Wesleyan University are approved by the Oklahoma State Accrediting Agency for the Training of Veterans under Public Law 550. The University is approved by the United States Department of Justice for training of international students. All programs delivered online through Adult and Graduate Studies are approved by the Arkansas Department of Higher Education and the Kansas Board of Regents. This institution is authorized by the Indiana Board for Proprietary Education, 101 W. Ohio St., Suite 670, Indianapolis, IN 46204-1984. Additionally, programs delivered in Independence, Kansas, through our Adult and Graduate Studies division, are approved by the Kansas Board of Regents. Oklahoma Wesleyan University is a member of the Council for Christian Colleges and Universities and the American Association of Colleges of Nursing.

LOCATION

Bartlesville, Oklahoma (population 36,068) is located 40 miles north of Tulsa and 20 miles south of the Kansas state line. Because Bartlesville served as the long-time global headquarters of Phillips Petroleum Company (now ConocoPhillips and Phillips 66), the city hosts more cultural opportunities than one would expect for its size, including a symphony, ballet, and an international music festival, known as OK Mozart.

CAMPUS

OKWU's scenic 27-acre campus is located in a quiet residential area of the city. An eight-acre athletic facility and a 70-acre nature study area are located 1/4 mile north of the main campus. Currently, the University also offers non-traditional programs at multiple sites throughout the state of Oklahoma, including Afton, Enid, Hugo, McAlester, Miami, Midwest City, Muskogee, Norman, Oklahoma City, Okmulgee, Sallisaw, and Tulsa. We also have sites in Kansas including Independence.

ACADEMIC CALENDAR

The traditional programs of the University operate on a semester basis and offer a summer school program. The non-traditional programs (offered through the Office of Adult and Graduate Studies) operate on a year-round, term basis.

CURRICULUM

Credit courses are offered in five schools: Arts and Sciences, Business, Education, Nursing, and Ministry and Christian Thought.

DEGREES

The University grants the Master of Business Administration (MBA), the Master of Education (MEd), the Master of Nursing (MSN), the Master of Science in Strategic Leadership (MSL), the Master of Arts in Theology and Apologetics (MTA), the Bachelor of Arts (BA), the Bachelor of Science (BS), the Bachelor of Science in Nursing (BSN), the Associate of Applied Science (AAS), and the Associate of Arts (AA) degrees. Graduate degree programs are listed in the OKWU Graduate Catalog.

ENROLLMENT

More than 1200 students from across the United States and around the world are currently enrolled in undergraduate programs at OKWU.

FACULTY

OKWU's highly-qualified, full-time faculty are augmented by adjunct faculty who are specialists in their areas of instruction.

FINANCIAL AID

An excellent scholarship program has been established at Oklahoma Wesleyan University. Substantial financial aid in the form of grants, loans, and employment is available to those who qualify through the Free Application for Federal Student Aid and are willing to work in appropriate assignments. Approximately 98% of OKWU undergraduate students receive some form of financial aid.

LIBRARY

The library houses over 100,000 items and has been aggressively growing the University's electronic resource collection.

INTERCOLLEGIATE ATHLETICS

The following intercollegiate sports are available at OKWU: baseball (men's), basketball (men's and women's), cross country (men's and women's), golf (men's and women's), soccer (men's and women's), softball (women's), tennis (men's and women's), track and field (men's and women's), and volleyball (women's). The University also has an active intramural and recreational program. OKWU is a member of the National Association of Intercollegiate Athletics (NAIA) and the National Christian College Athletic Association (NCCAA).

ALUMNI

The Alumni Association includes all former students (who took 24 credit hours or more at OKWU) and all graduates of Oklahoma Wesleyan University (including all schools which have merged with OKWU to form the present institution).

University Catalog Right to Change Policy

The University reserves the right to make changes of any nature to the calendar, admission requirements, degree requirements, fees, regulations, course offerings, programs or academic schedules whenever they are deemed necessary or desirable, including changes or modification of course content, class scheduling, offering patterns, cancelling of scheduled classes or other academic activities.

The Oklahoma Wesleyan University Catalog does not establish a contractual relationship; rather it sets forth academic and other requirements that students must meet to be granted a degree and, in some circumstances, to continue to be enrolled at the institution. While advisors and other Oklahoma Wesleyan University personnel are available to guide students with respect to requirements, students ultimately bear the responsibility of following the requirements.

Students should view the University Catalog for college and program specific information.

The University Catalog is published annually. It provides information and procedures. It is the student's responsibility to become familiar with and adhere to the procedures contained within the University Catalog.

Oklahoma Wesleyan University
2015-2016 Academic Calendar
Adult and Graduate Studies Undergraduate

2015 Summer Term

Summer Term begins July 1, 2015
Graduation Applications due for October 27 Conferral August 1, 2015
Summer Term ends October 27, 2015

2015 Fall Term

Fall Term begins October 28, 2015
Graduation Applications due for March 2 Conferral December 1, 2015
Commencement December 12, 2015
Fall Term ends March 2, 2016

2016 Spring Term

Spring Term begins March 3, 2016
Graduation Applications due for June 30 Conferral April 1, 2016
Commencement May 14, 2016
Spring Term ends June 30, 2016

NOTE: Due to the nature of delivery for AGS courses, both online and evening, holidays are not always observed. Please check your Core Registration Form (CRF) to confirm.

OKWU Distinctives

Oklahoma Wesleyan University believes that its Mission, Statement of Purpose, Diversity and Unity, Institutional Objectives, Philosophy of Christian Liberal Arts Education, General Education Objectives, and Doctrinal Statement reveal the distinctive advantages students will enjoy when they choose to attend this institution.

Our Mission

As an evangelical Christian university of The Wesleyan Church, Oklahoma Wesleyan University models a way of thought, a way of life, and a way of faith. It is a place of serious study, honest questions, and critical engagement, all in the context of a liberal arts community that honors the primacy of Jesus Christ, the priority of Scripture, the pursuit of Truth, and the practice of Wisdom.

Statement of Purpose

Foundation — Oklahoma Wesleyan University, an educational institution of The Wesleyan Church, has its roots in the Wesleyan theological tradition. This foundation rests on the Lordship of Jesus Christ, emphasizes a Christian worldview, and promotes a life of service.

Scholarship — The mission encompasses the integration of faith and learning in educational experiences designed to enhance scholarship, life-long learning, career opportunities, and Christian discipleship.

Character — The mission and values that OKWU promotes reflect the aim to develop genuine Christian character in all members of the University community.

Integrity — We promote and expect ethical and responsible behavior based on Biblical standards from all members of the University community.

Servanthood — We encourage care and compassion in order to foster in our students the desire to live out lives of service to both God and people everywhere.

Community — In order to achieve our mission, we operate as a caring, evangelical, Christian community with an academic focus.

Stewardship — We manage resources entrusted to us in a respectful and responsible manner in order to advance the work of God's Kingdom.

Doctrinal Statement

THIS WE BELIEVE:

1. That the Bible, composed of the Old and New Testaments, is the inspired and inerrant Word of God and is the supreme and final authority in faith and life.
2. That there is one God, eternally existing in three Persons: Father, Son, and Holy Spirit.
3. In Jesus Christ as truly God and truly man, His virgin birth, His vicarious death, His bodily resurrection, and His promised second coming.
4. In the personality of the Holy Spirit and that the Spirit's ministry is to reveal Christ unto mankind.
5. That God created mankind and the universe by special operation of divine power.
6. In the fall of mankind and the consequent sinful nature of all humanity which necessitates a divine atonement.
7. In justification by grace through faith and in regeneration by the Holy Spirit, who makes the penitent believer a new creature in Christ; and that, although God holds tenaciously to His own, it is possible for believers to repudiate faith in Christ, and unless they turn back to saving faith, be eternally lost. But by the grace of God such persons may by true repentance and faith find forgiveness and restoration.
8. That entire sanctification is an act of divine grace wrought in the believer through an act of the Holy Spirit whereby the Spirit takes full possession, cleanses, and equips for service on condition of total surrender and obedient faith.
9. That the gifts of the Spirit are given to believers as God wills for the purpose of edifying and strengthening believers and are not the evidence of the Spirit's fullness, nor are they necessary for salvation. We affirm the miraculous use of languages and the interpretation of languages in its Biblical and historical setting; however, speaking or praying in an unknown language is not the evidence of the baptism with the Holy Spirit (or of the entire sanctification which the baptism accomplishes) and is therefore not to be promoted among us.
10. In the personal existence of Satan.
11. That the Scriptures plainly teach the bodily resurrection of the just and the unjust, the everlasting happiness of the saved, and the everlasting and conscious suffering of the lost.
12. That all true Christians, assisted by the Holy Spirit, give evidence of a true faith by their good works and social concern.

Institutional Objectives

Institutional Objectives align with each of the four pillars of the OKWU Mission statement, as captured below. Each Institutional Objective is supported and measured by University-wide goals and Departmental Plans.

Mission Pillar	Institutional Objective
The Primacy of Jesus Christ	Promote an understanding of and commitment to Jesus Christ as the incarnate Son of God, the Alpha and Omega, the Beginning and the End.
The Priority of Scripture	Produce knowledge of the Bible as the inerrant, infallible, authoritative Word of God.
The Pursuit of Truth	Develop creative thinking, cultural appreciation and the objective understanding of knowledge relevant to each discipline of study.
The Practice of Wisdom	Inspire Godly conscience, responsible exercise of freedom and commitment of service to others.

Philosophy of Christian Liberal Arts Education

The purpose of OKWU's Christian liberal arts education is to help students fulfill the divine mandate to explore and bring under dominion the whole range of knowledge for the glory of God and the good of humankind and nature (Gen. 1.28; Matt. 22.37-40). This purpose is founded upon the conviction that all truth is God's truth and that truth, therefore, is one. **In order to fulfill the Genesis mandate, we believe that students must master significant content and knowledge of a Christian worldview, of God's created order and of human tradition. We believe that students must also master the skills needed to responsibly interpret and practice the truths derived from this content base. These skills include the ability to integrate and apply critical thinking, communicate effectively and collaborate with others.**

The formal courses of study in each degree program at OKWU contain two main elements. The first of these elements, the general education program, is designed to introduce students to OKWU's scriptural philosophy of Christian liberal arts education, to expose students to God's truth in its breadth, and to train students to effectively recognize and communicate that truth. **Courses in Biblical and Christian studies provide students with a strong knowledge of a Christian Worldview. Courses in the natural sciences, mathematics and physical education, for example, give students the opportunity to study the intricate workings of the created order. Courses in history, humanities and social sciences help expose students to the important traditions of religious, artistic, and historical knowledge. General education requirements create a strong foundation for both critical thinking skills and cultivating the ability to collaborate with others.**

Furthermore, courses in composition and speech equip students with the ability to communicate their knowledge in a manner that will benefit their neighbors. It is only thus equipped that students are prepared to significantly benefit from the second element of OKWU's Christian liberal arts education—i.e., courses in a major field. These major-field courses have two basic functions: 1) to contribute to the wholeness of knowledge by providing content depth not practicable in the broad general education program; 2) to prepare students to make a living or, more properly, to prepare students for a life of service to God and mankind. OKWU's philosophy of education does not stop, however, at the classroom door. Indeed, all University experiences should allow students to show their love for God with their whole hearts, souls, minds, and strength. This integrated approach allows students to bring knowledge they have learned from the Music Theory classroom to the selection of worship songs for chapel or the skills learned in the Speech classroom to the presentation of an invocation or testimony in chapel. This unified approach allows students to view even the most tedious homework assignment as an opportunity to show their love for God with their whole minds. Dorm quiet hours can become an act of loving one's neighbor as oneself. The intramural soccer game can be transformed into a vehicle for honoring one's body as "the temple of the Holy Spirit" (1 Corinthians 6:19). The serving of meals in the local homeless shelter can be understood not only as ministering to one's brothers and sisters, but as ministering directly to our Lord Jesus Christ (Matt. 25:34-40).

The philosophy of Christian liberal arts education at OKWU, then, honors the primacy of Jesus Christ, the priority of scripture, and the pursuit of truth through its two formal educational elements and encourages the practice of wisdom through its informal educational experiences. Combined, these provide the lens for all learning and the foundation for all living at OKWU. Oklahoma Wesleyan University honors four pillars: **The primacy of Jesus Christ**...as the incarnate Son of God – the Alpha and Omega, the Beginning and the End – who is the lens for all learning and the Lord of our daily lives. **The priority of Scripture** ... as the inerrant and authoritative written Word of God that guides us in all matters of faith, learning, and living. **The pursuit of Truth**... as an objective, attainable reality, grounded in the person and example of Jesus Christ and anchored in the Bible. **The practice of Wisdom**... as the goal for all members of the University community, who work to promote healing and wholeness in a broken culture and hurting world.

General Education Objectives

Oklahoma Wesleyan University aims to enable students to love God with the whole heart, soul, mind, and strength and to love their neighbors as themselves. **The objective of the University's general education program, therefore, is to equip students with the knowledge and skills that will enable them to do this.**

OKWU graduates should be able to demonstrate a useful knowledge of a Christian worldview, God's created order and human tradition.

1. Knowledge of a Christian Worldview

- a. Demonstrate knowledge of the major theological, philosophical, historical, and political themes of the Bible.
- b. Demonstrate knowledge of the exemplary life and major teachings of Christ.
- c. Demonstrate the ability to articulate a Christian worldview in regards to the primacy of Jesus Christ, the priority of Scripture, the pursuit of truth and the practice of wisdom.

2. Knowledge of God's Created Order

- a. Mathematics: demonstrate an understanding of rules of logic, deduction and inference in formal analyses of common and classical algebraic, geometric and probabilistic problems; demonstrate proficiency in solving basic equations; and recognize the Christian worldview of mathematics as an approach to truth and a reflection of the wisdom and perfections of God.
- b. Natural Sciences: demonstrate an understanding of the natural sciences and recognize the Christian worldview of the natural sciences as a human approach to God's truth through the integration of scientific understanding based in scriptural truth.

3. Knowledge of Human Tradition

- a. History: demonstrate an understanding of significant political, economic, social and historical trends; demonstrate an understanding of government in the United States; and recognize the Christian worldview of God's work in history.
- b. Arts and Letters: demonstrate knowledge of the important artists, works, and meaning of at least one art form (e.g., literature, music, visual arts); demonstrate a knowledge of the interaction of form and content in art; and demonstrate knowledge of scriptural reasons and methods for engaging art.
- c. Social Sciences: demonstrate an understanding of the study of both the individual and society as a whole; recognize the Christian worldview of the complexity of persons made in the likeness of the Creator and the Christian foundation for spiritual, psychological, and relational health.

OKWU graduates should be able to think critically, communicate effectively and collaborate with others.

4. Integrate and Apply Critical Thinking

- a. Reason: be able to effectively apply Christian Logic (e.g. knowledge of scripture, the life/teaching of Christ) and created order (e.g. human reason, traditional interpretations and methodology) and personal experience to analyze problems, to support arguments, and thereby to critically discern truth, be able to apply sound rules of deduction and inference in formal analyses that draw connections between specific observations and generalizations derived from these observations, and be able to make predictions about what should be observed starting from general statements.
- b. Research: be able to demonstrate information literacy by effectively collecting and evaluating resources and data in order to incorporate evidence smoothly and convincingly into original work.
- c. Argumentation: be able to persuasively argue one's position by supporting advantages and refuting objections, while demonstrating an ability to distinguish between fact and opinion and between specific evidence and general claims.

5. Communicate Effectively

- a. Written Communication: be able to write an essay on an assigned topic that demonstrates an awareness of audience, that is coherently governed by a focused thesis, and that is organized, specifically supported, clear, logical, concise, formal, stylistically varied and original, mechanically clean, and properly documented.
- b. Presentational Communication: be able to prepare and deliver an oral presentation on an assigned topic which has all the characteristics of a written essay (above) and which is competently delivered.

6. Collaborate with Others

- a. Teamwork: be able to effectively collaborate with others towards specific academic and non-academic goals.
- b. Leadership: be able to effectively collaborate with others while exhibiting characteristics of leadership when needed (based upon scriptural guidance).
- c. Followership: be able to effectively collaborate with others while exhibiting a willingness to follow leaders when needed (based upon scriptural guidance).

Diversity and Unity

Diversity at Oklahoma Wesleyan University can best be described in the words of the Apostle Paul as he challenged his parishioners in Rome, Corinth, and Galatia to pursue unity rather than division. By definition St. Paul's ministry was diverse and multi-cultural in that he spoke multiple languages, embraced multiple races, and navigated multiple socio-economic realities. In all this Paul was consistent: He included all, excluded none, and celebrated many members while always emphasizing one body.

- He instructed the Romans to embrace synergy not separation: "For as in one body we have many members... so we, though many, are one..." (Romans 12:4,5).
- He told the Galatians to beware of balkanization: "There is neither Jew nor Greek... for you are all one in Christ Jesus." (Galatians 3:28).
- And he taught the Corinthians to embrace inclusion: "The eye cannot say to the hand, 'I don't need you!'... Now you are the body of Christ, and each one of you is a part of it." (1 Corinthians 12: 21,27).

So it is at Oklahoma Wesleyan University. Diversity for us is a verb more than a noun. It is the act of pursuing unity in the midst of differences. It is *E Pluribus Unum* – Out of many one. It is judgment that sees the content of a man's and woman's character not the color of their skin. It is the celebration of the *university* - *uni-verities* – *uni-veritas*: The unity of truth.

In this context, Oklahoma Wesleyan University opens its doors to all people who desire an education grounded in the *pursuit of truth*, the *practice of wisdom*, the *primacy of Jesus Christ* and the *priority of Scripture*. As a university, we seek to be a reflection of the racial, socio-economic and other demographic realities of our basic region while simultaneously equipping the students we serve to adapt professionally to changes in a global society.

Statement on Human Sexuality

At Oklahoma Wesleyan University we are committed to a biblical worldview that seeks to glorify God, recognizing and affirming Christ as King in every aspect of the created order and in every sphere of human endeavor. There is nothing over which he is not pre-eminent and to which the Bible is irrelevant. As such, our mission as a Christian University is to equip students in mind and character, to help them connect the rigorous work of the mind to the Word's renovating work in the heart – thus facilitating an intellectual and spiritual transformation. The desired outcome is an inherently consistent inner life manifested in a lived-out spirituality that we call character.

In order to facilitate this process of Christ-like character development, we knowingly and voluntarily embrace and commit to community standards of conduct that we believe are congruent with Biblical standards and conducive to a life of intellectual, physical and spiritual integrity. We aspire to be a University community where thoughtful engagement with the deepest questions of life can be examined in light of the realities of our common human sinfulness and brokenness. These (as found in our Student and Employee Handbooks) reflect and express our desire and commitment to help the members of our community to live a Biblical life that is also in full compliance with the teachings and doctrines of The Wesleyan Church (<http://www.wesleyan.org/2275/a-wesleyan-view-of-gender-identity-and-expression>) and to, thereby, develop a Christ-like maturity in their daily practices, and to encourage a healthy, vibrant Christian University community.

In keeping with our mission and our commitment to Biblical fidelity, all members of the University community are expected to follow the teachings of Scripture. We believe that the final authoritative and trustworthy norm for proper moral judgments is what God has revealed in His Word. Therefore, OKWU affirms that sexual intimacy is designed by God to be expressed solely within a marriage between one man and one woman. This view of sexuality and marriage is rooted in the Genesis account of creation, reflected in the teachings of Jesus Christ himself, and is maintained consistently throughout Scripture. It is a view based on the Biblical teaching of monogamy – that God designed sexual union for the purpose of uniting one man and one woman into a permanent, lifelong, one flesh union in the context of marriage. God created two complementary forms of humans, male and female, to bear His image together (Gen. 1:27-28), and ordained that the first human pair was to become one flesh (Gen. 2:23-24). These and other similar passages show that God views sex, procreation and marriage as good, and that male and female are necessary counterparts – differentiated partners – in a sexual complementarity. Sexual intimacy and the sexual union of intercourse between a man and a woman are intended for a purpose – to join one husband and wife together into one flesh in the context of marriage (I Cor. 6:16).

Our marriages on earth model the relationship between Christ and His bride, the church (Ephesians 5:31-33), a melding that the Apostle Paul calls "a profound mystery." This God-initiated oneness, as detailed in Genesis, is clearly recognized and affirmed by Jesus in terms of the marital union of husband and wife (Matt 19:4-6). Any sexual intimacy outside of such marriage violates God's design for marriage, and is thus to be understood as one of the disruptive consequences of the fall (Romans 1:18-32).

Thus, God's design for marriage and sexuality is the foundational reason for viewing acts of sexual intimacy between a man and a woman outside of marriage, and any act of sexual intimacy between two persons of the same sex, as unbiblical and illegitimate moral options for the confessing Christian. Sexual relations of any kind outside the confines of marriage between one man and one woman are inconsistent with the teaching of Scripture, as understood and affirmed by Christian churches throughout history. On the other hand, chastity in the form of sexual purity for the unmarried person and chastity in the form of sexual faithfulness in marriage are blessed and affirmed. Therefore, as part of living out a consistent, Biblical life, one dedicated to the pursuit of Christ-likeness, all members of the University are expected to avoid sexual intimacy outside of heterosexual marriage and to never encourage or promote the same in others. Indeed, whatever one's personal inclinations or proclivities, our identity and personhood in Christ is the same: sexual purity manifest among the married as complete faithfulness and by those who are unmarried by living a chaste life (1 Thessalonians 4:3-8).

Sexual purity honors God. For those in our community who are attracted to persons of the opposite sex and struggle to maintain sexual purity, as well as for those in our community who struggle with same-sex attraction, we pledge to hold each other accountable to choose behaviors consistent with Christian teaching and all concurrent Oklahoma Wesleyan University policies. We believe, in accordance with Scripture, that we are all sinful and that we are all prone to sin in different ways. We believe that God who knows us intimately, all of our thoughts and deeds, provides not only redemption through Christ, but also promises forgiveness for all of our sins and the freedom to choose to live above the power of sin. Therefore, a primary goal is to help each student and member of the OKWU community to grow in Christ in the midst of his or her unique history and struggles and discern how to walk righteously with Him and others along the way.

Finally, OKWU holds to the Biblical principle that all human beings are "fearfully and wonderfully made" with a clear and distinct biological gender that identifies them as male or female. Therefore, consistent with Biblical teaching and with The Wesleyan Church Disciplines, the University does not permit any members of its community (faculty, staff or student) to choose behaviors that disregard or discourage such gender distinctions. Behaving in ways that compromise or confuse one's biological gender identity as given by God at birth is considered a personal choice that is inconsistent with Biblical precepts and the doctrine of The Wesleyan Church, and, accordingly, is not permitted by OKWU's codes of conduct.

General Grievance Policy

Regulations associated with the federal student financial aid program include the following requirements: "The institution must make available for review to any enrolled or prospective students upon request, a copy of the documents describing the institution's accreditation and its State, Federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint." The following paragraphs and links fulfill these obligations.

Accreditation

Information concerning OKWU's institutional and specialized accreditations is available on the accreditation page of the website (<http://www.okwu.edu/accreditation/>).

State Authorizations

OKWU complies with Title 70 O.S §4103 and may operate educational programs beyond secondary education in Oklahoma. For more information related to OKWU's state authorizations, please contact the Office of the Provost at 918-335-6225 or provost@okwu.edu.

Federal Authorizations

Title IV of the Higher Education Act of 1965 governs the federal student aid programs. OKWU is authorized to participate in federal Title IV programs. Application is made through the Title IV Program Participation Agreement. Should a student wish to review the PPA, he or she should contact the Financial Aid Office at financialaid@okwu.edu or 918-335-6282.

Grievance Policy and Process

Complaints regarding any aspect of OKWU operations should be filed in writing to the appropriate OKWU office. Complaints should be filed internally to the OKWU authorities first and then, if necessary, to external authorities. Students seeking to make an appeal to an external source should use the information below to contact the correct office.

For academic issues, the student should refer to the Academic Grievance Policy on page 53.

For non-academic issues, students would seek resolution with the Director of the particular office first. If not satisfied with the resolution, a formal written complaint can be sent to Dean of AGS Operations, care of Patricia Leggett, pleggett@okwu.edu.

External Contacts for Student Complaints

- On-ground students taking classes in Oklahoma: Oklahoma State Regents for Higher Education <http://www.okhighered.org/current-college-students/complaints.shtml>
- On-ground students taking classes in Kansas: Kansas Board of Regents http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process
- Online students*: Oklahoma State Regent's Office or, where applicable by state law, the state department of higher education in the student's home state of residence
- Accreditor (Higher Learning Commission): <http://www.ncahlc.org/General/contact-us.html>

*For online students who are residents of the state of Kansas or students taking courses at a Kansas location: if you feel that your complaint was not completely resolved at the institution level, a complaint can be filed with the Kansas Board of Regents.

*For online students who are residents of the state of Maryland whose issue is not resolved at the institutional level: OKWU is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to the Maryland Attorney General Consumer Protection Division 200 St. Paul St., Baltimore, MD 21202, 410-528-8662 or 888-743-0823 (toll free).

*For online students who are residents of the state of New Mexico: if you feel that your complaint was not completely resolved at the institution level, a complaint can be filed with the New Mexico Higher Education Department at <http://www.hed.state.nm.us/Institutions/complaints.aspx>

Out-Of-State Degree Requirements

ARKANSAS:

For Arkansas residents enrolled in an online RN to BSN program through Oklahoma Wesleyan University, the following Curriculum requirements apply:

Curriculum Requirements

- Students must have a valid RN license and an Associate Degree in Nursing with at least 60 transferable college credit hours.
- Students with a diploma in nursing may transfer in 40 semester credit hours.

These special Arkansas requirements apply to online programming only; students enrolled in on-ground programs in the state of Oklahoma or other OKWU non-Arkansas campuses are not subject to these requirements.

Every attempt is made to provide current information relating to state requirements. Nonetheless, changes may have occurred since printing and additional or different requirements may apply. Students need to consult with an Academic Advisor regarding their particular situation.

Student Life

As a community committed to Biblical thought, behavior, and Christ-centered relationships, Oklahoma Wesleyan University has certain student life expectations and opportunities. One of the primary reasons leading students to come to Oklahoma Wesleyan University is the Christian community that is offered within the context of earning a university degree. OKWU students are encouraged to make personal choices that will reflect their desire to grow in their relationship with Christ. If students need help in developing an effective devotional life, they are encouraged to visit with a member of the Student Life staff.

The following paragraphs highlight a few of the more important student life policies and opportunities for undergraduate students at OKWU. All students are urged to familiarize themselves with the *Student Handbook* as a more complete resource for student life policy.

Student Services

Academic Advisement — Each student is assigned an Academic Advisor upon matriculation to the University. The advisor is the student's constant contact for all academic and student service matters.

Bookstore — OKWU Bookstore is located in the Haltom Campus Center. Students may purchase required and recommended text materials as well as school supplies, athletic wear, small gift items, and OKWU memorabilia. The Bookstore is designed to be a "service center" for the campus. Personal checks, VISA, MasterCard, American Express, and Discover are all accepted. The Bookstore also provides special order services as well as itemized receipts for students who are employed by a company that reimburses for textbooks.

Dining — OKWU strives to provide its students with a variety of quality foods in an atmosphere conducive to good dining. While nothing can replace home cooking, the food service staff is committed to providing a balanced diet served in an attractive manner. A food committee, chaired by the Food Service Manager, includes students and staff who are available to represent student food service concerns.

Computer Labs — Computers are available for student use in Drake Library. Printing is also available in the Library for students.

Library

The Library staff works closely with students to provide reference assistance, to help develop information literacy, and to help students fulfill class assignments. More information on library services is available on OKWU's extensive library website.

Student Health Office

The University provides a Registered Nurse who assists with the routine medical needs of the campus community. Hours are posted on the door of the Student Health Services Office, located in La Quinta Mansion. Local physicians act as consultants and referral sources for those who need special attention. A limited amount of first aid supplies are available in the Student Health Office.

UNDERGRADUATE ADMISSIONS INFORMATION

In compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972, Oklahoma Wesleyan University does not discriminate on the basis of race, color, national origin, or sex in any of its policies, practices, or procedures. Students are admitted to Oklahoma Wesleyan University provided that they agree, in general, to the academic and social standards of the University. The University does consider character and personal maturity, as well as intellectual ability and scholastic achievements, as criteria in accepting students.

Admission Classifications

All applications will be reviewed by the Enrollment Services staff. Acceptance is granted under one of the following classifications:

Regular Acceptance — First-time freshmen are granted regular acceptance if they have achieved any two or more of the following: high school GPA of 2.0 or higher, 18 on ACT or 860 on SAT, or ranked in the upper half of their high school graduating class. Transfer students are granted regular acceptance if they have an overall college GPA of 2.0 or higher.

Probationary Acceptance — Those first-time freshmen who do not meet two or more of the criteria for regular acceptance and those transfer students who have an overall college GPA below 2.0 or who are on suspension at their most recent academic institution may be admitted under probationary acceptance. For those granted probationary acceptance, continued enrollment at OKWU will depend upon their performance during the first semester of attendance.

Special Acceptance – Non-degree seeking students and concurrently enrolled high school students are granted special acceptance. Students admitted under this classification must apply for regular acceptance if they desire to enter a degree program.

Admission to Oklahoma Wesleyan University is guided by the best available predictors of academic success of an applicant. Admission is based on the careful review of all credentials presented by applicants. Due to the unique design of the non-traditional programs, students who are enrolled in a traditional program at Oklahoma Wesleyan University are not eligible for admission to Adult and Graduate Studies programs. In compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendment of 1972, Oklahoma Wesleyan University does not discriminate on the basis of race, color, national origin, or sex in any of its policies, practices, or procedures.

The University reserves the right to admit only students who hold promise of academic success and whose personal character and lifestyle are consistent with the mission and purpose of the institution.

General Admission Criteria

All prospective undergraduate students must have earned a high school diploma or a certificate of graduation equivalency. General Education Development Test (GED) is a recognized high school diploma equivalency exam. Admission to the University does not guarantee admission into any specific majors and/or programs. The University recognizes the following categories of undergraduate prospective students:

- (1) Those entering with a high school diploma
High school graduates must submit an official high school transcript with graduation date and meet *2 out of 3 criteria*:
 - 1. High School GPA of 2.0 or higher
 - 2. SAT/ACT scores of 860/18 or higher
 - 3. Ranked in upper half of graduating class
- (2) With an official GED credential
- (3) Those entering from another college or university*
 - 1. With fewer than 24 attempted semester credits, official college transcripts and either a. or b.
 - a. Official high school transcript, showing graduation date (must meet 2 out of 3 criteria):
 - 1) High School GPA of 2.0 or higher
 - 2) SAT/ACT scores of 860/18 or higher
 - 3) Ranked in the upper half of graduating class
 - b. Those entering with a GED
 - 1) Official GED credentials
 - 2) SAT/ACT scores of 860/18 or higher OR tests for placement if no scores are available
 - 2. With 24 or more attempted semester credits must have a college GPA of 2.0 or higher.

*Students who are on suspension at their most recent college or University will be considered for probationary admission only.

- (1) Concurrent Enrollment, Non-Degree Seeking, and Audit
 - a. Concurrent Enrollment (must meet all 4 criteria)
 - 1. Application form
 - 2. SAT/ACT score of 860/18 or higher
 - 3. Minimum of junior class high school standing
 - 4. High School GPA of 2.5 or higher
 - b. Non-Degree Seeking and Audit
 - 1. Application form
 - 2. Non-degree seeking students may take up to 9 credit hours before submitting formal admission documentation.
 - 3. Students desiring to audit a Nursing course must petition the Nursing Faculty Council for approval before enrolling.

Students Applying for Readmission

Former students of OKWU who have withdrawn from the university or who have been Administratively Withdrawn, suspended, or dismissed from the university must make an application for readmission. Students who were Administratively Withdrawn or Suspended must file a written appeal to the Readmission Committee and cannot be admitted until an approved appeal has been granted.

As part of the Readmission Application, students must submit all official transcripts of all institutions attended since last date of enrollment at OKWU.

Students returning to the University after an absence of more than 24 months will continue under the requirements of the newest *University Catalog*.

International Student Admission Criteria

In addition to meeting the appropriate set of criteria listed above, those whose first language is not English must have a suitable TOEFL score (69 internet-based, 190 computer-based, or 525 paper-based), and all prospective international students must have proof of financial support and a specified cash deposit in U.S. dollars.

No international applications for admissions will be considered until all required documents have been received, including proof of financial support and current copies of the I-94, passport, F-1 Visa, and I-20. International applicants may not consider themselves admitted to the University until they have received an official letter of acceptance and, if applicable, an I-20 issued by OKWU. International transcripts must to be evaluated by an approved organization, i.e. World Education Services (www.wes.org), AACRAO (www.aacrao.org) or National Association of Credential Evaluation Services (<http://www.naces.org/members.htm>) and an official copy of the international transcript needs to be submitted to the Admissions Office.

If using WES ICAP, the transcript evaluation service that sends authenticated academic transcripts along with the WES evaluation report, OKWU will accept the authenticated academic transcripts received via WES ICAP as OFFICIAL.

All international students must provide 50% of the payment due by the first day of class each term. In addition, the balance must be paid in full prior to beginning the next term. International students will not be allowed to carry a balance into an upcoming term.

Admission of an international student into an online program is not permitted by law. Therefore, online programs are not available to international students.

Undocumented Student Admission Criteria

These students are foreign-born students who lack documentation to establish their immigration status.

In addition to meeting the appropriate set of criteria listed under General Admission Criteria, undocumented students must:

- Be a graduate from a US high school.
- Provide proof of financial support and a specified cash deposit in U.S. dollars.
- Submit an Affidavit of Intent.
- Provide 50% of the payment due before the start of classes.
- Remain current with the payment plan that is established after initial deposit is made.

Undocumented students are not eligible for federal sources of financial aid. Oklahoma residents may be eligible and should contact the Oklahoma State Board of Regents to determine eligibility. Individuals may qualify for OKWU aid but must apply and meet eligibility requirements.

Undocumented students must provide 50% of the payment due by the first day of class each semester and the balance must be paid in full prior to beginning the next semester. Students will not be allowed to carry a balance into an upcoming semester.

Foreign Student Admission Criteria

Applicants who are not US Citizens or Permanent Residents who reside outside the United States may be considered for enrollment in an OKWU online program as a Foreign Student. This arrangement does not require a visa or other immigration documentation as the student is not visiting nor residing in the United States but rather is participating in the program from his/her home country. A Foreign Student must meet admission guidelines as well as make student account arrangements, since Title IV and other US government financial aid is not applicable. Additionally, the application for admission must be reviewed for approval by the Dean of Online Learning.

In addition to meeting the appropriate set of criteria listed above, those whose first language is not English must have a suitable TOEFL score (69 internet-based, 190 computer-based, or 525 paper-based), and all Foreign students must have proof of financial support and a specified cash deposit in U.S. dollars.

No Foreign Student applications for admissions will be considered until all required documents have been received, including proof of financial support and official transcripts. Foreign applicants may not consider themselves admitted to the University until they have received an official letter of acceptance. International transcripts must be evaluated by an approved organization, i.e. World Education Services (www.wes.org), AACRAO (www.aacrao.org) or National Association of Credential Evaluation Services (<http://www.naces.org/members.htm>) and an official copy of the international transcript needs to be submitted to the Admissions Office.

If using WES ICAP, the transcript evaluation service that sends authenticated academic transcripts along with the WES evaluation report, OKWU will accept the authenticated academic transcripts received via WES ICAP as OFFICIAL.

All Foreign students must provide 50% of the payment due by the first day of class each term. In addition, the balance must be paid in full prior to beginning the next term. Foreign students will not be allowed to carry a balance into an upcoming term.

A Foreign Student must meet admission guidelines as well as make student account arrangements, since Title IV and other US government financial aid is not applicable. Additionally, the application for admission must be reviewed for approval by the Dean of Online Learning.

Admission on Academic Probation

Students who do not meet the admissions criteria may be considered for admission on academic probation. When admitted on academic probation, undergraduate students will be granted enrollment in 6 credit hours as probationary enrollment. In addition to the 6 credits granted with probationary enrollment, the student will be enrolled in one additional class. If the academic requirements are met within the first 6 credits, the student will continue with that next class and the full schedule will be added. If the academic requirements are not met within the first 6 credits, the student's class will be dropped and the student will be withdrawn from the University. The student must have an average 2.0 GPA (for undergraduate Business, General Studies, and Ministry programs) or an average 3.0 GPA (for Nursing) for the courses taken in probationary enrollment.

Program-Specific RN-BSN Undergraduate Admission Criteria

Nursing applicants must meet additional requirements in order to be admitted to any specific undergraduate major or programs. Admission to the RN to BSN degree-completion program requires a college GPA of 2.5, an unencumbered valid RN license, and an Associate Degree with a major in Nursing from a regionally accredited institution with at least 60 transferable college credit hours. Applicants with a Diploma from a hospital school of Nursing may transfer in 40 credit hours. For more detail, see the School of Nursing RN-BSN section of the Catalog.

In order to be eligible to meet the RNBSN graduation requirements, students admitted on academic probation must achieve a high enough GPA to raise his/her cumulative GPA to the 2.5 cumulative GPA required for graduation. Therefore within the student's first 12 hours at OKWU, an average GPA of 3.0 must be achieved. Failure to meet this standard may result in dismissal from the program. Additional course progression standards apply. For more detail, see the School of Nursing RN to BSN section of the catalog.

Undergraduate Application Process

To apply for admission to an undergraduate Adult and Graduate Studies program, students must submit the following:

1. A completed application, with a \$25 non-refundable application fee. Application fees are considered one-time fees; application fees are waived for those who apply online and at the discretion of the Director of Enrollment Services.
2. Completed applications and resulting assessment records are valid for 15 months; if students have not started a program within 15 months, a new application for reassessment under the new *University Catalog* will be required. Undergraduate and graduate application fees are considered one-time fees; application fees are waived for those who apply online.
3. Official transcripts from all previous college-level work and/or official high school transcript or GED credential. Failure to provide a complete record of all academic work may result in students not being accepted into the University or if already enrolled, being administratively withdrawn from the University.
4. An official high school transcript with graduation date or official GED credential must be provided by applicants with 24 or fewer semester credits from previous college-level work or with military-only credits.
5. A copy of current United States RN licensure must be provided by Nursing applicants.

Applicants must be respectful of the Christian mission of Oklahoma Wesleyan University. Individual consideration will be given to applicants who may not meet all of the specific requirements. Withdrawal may be required should an applicant intentionally withhold or falsify information.

Christian Worldview Core (CHAL) Courses

- Students pursuing a Bachelor degree will take 12 credits of Christian Worldview Core (CHAL) courses: CHAL 1613 Old Testament Survey, CHAL 1733 New Testament Survey, CHAL 2303 Methods of Bible Study, and CHAL 3103 Christian Worldview and Apologetics.
- Students entering with junior standing (60 or more semester hours) will be required to take two of the following: CHAL 1613 Old Testament Survey, CHAL 1733 New Testament Survey, CHAL 2303 Methods of Bible Study, or CHAL 3103 Christian Worldview and Apologetics.
- Students entering OKWU with senior standing (90 or more semester hours) will be required to take one of the following: CHAL 1613 Old Testament Survey, CHAL 1733 New Testament Survey, CHAL 2303 Methods of Bible Study, or CHAL 3103 Christian Worldview and Apologetics.

Acceptance of Transfer Credits

Transfer courses from other institutions that are members of regional or faith-based accrediting organizations that are recognized by the Council for Higher Education, must be evaluated for approval as meeting OKWU general education or elective requirements.

Transfer of D's: OKWU will post to student transcripts only courses in which a "C-" or higher has been earned. Students may petition the Registrar to transfer in up to 6 hours of "D" or "D+." Grades of "D" or "D+" may not be used to satisfy requirements in Written Communication 1 or 2. Posted credits may not necessarily satisfy major or program requirements.

Transfer credits are generally not applied to the courses in the major. In very rare cases, exceptions up to a maximum of two courses (with approval of the appropriate Dean and the Vice President of Adult and Graduate Studies) may be made in individual cases, but only when the content of the course is equivalent to a major sequence course for the baccalaureate degree and only three hours (one course) for the associate degree.

Transfer credits will be entered on the student's OKWU transcript only after the successful completion of at least one course.

Associate Degree Transfer Policy

In order to facilitate the seamless transfer of students into Bachelor programs, Oklahoma Wesleyan University adheres to the guidelines below for our Associate in Arts, Sciences and Applied Science degrees:

1. Students must have earned their associates degree from a college or university that holds regional accreditation with one of the six regional accrediting agencies (North Central, Southern, Middle States, Northwestern, Western, or New England). This policy does not cover degrees earned from international universities that do not hold US regional accreditation.
2. The courses in the curriculum for an A.A., A.S., or A.A.S. degree plan will be accepted as satisfying the general education for bachelor's degrees Oklahoma Wesleyan University ("OKWU").
 - a. Provided the student follows the academic plan for both the associate degree programs and the baccalaureate degree program, the student will be able to complete the baccalaureate degree program in 126 credit hours, the same number as required for a student who's earned their A.A., A.S. or A.A.S. at OKWU (native student).
 - b. All students must complete Ministry and Christian Thought courses that are part of the OKWU general education requirements.
 - c. Students may have to complete some general education or prerequisite courses in cases where such coursework is required.
 - d. Individual state general education stipulations that apply to our online programs must be met.
3. Students will be able to complete the baccalaureate program in the same number of hours as required for a native student, provided the student follows the academic plan of both the associate degree program and the baccalaureate degree program.

ADVANCED STANDING

Advanced standing will be determined from all transcripts received according to the following conditions:

Junior Colleges: Credits will be accepted from junior colleges to meet lower division requirements only.

Senior Colleges: Generally, credit is accepted without condition from a four-year college or university that is a member of a regional or faith-based accrediting organization that is recognized by the Council for Higher Education, provided there is no duplication among major courses, general education requirements and electives eligible for transfer. Acceptance of a course (or courses) does not necessarily mean that those courses can/will be applied to the student's graduation requirements.

Non-Collegiate Work: Credit for veterans' training and other non-collegiate work is given in accordance with the credit recommendations published by the American Council on Education (ACE). For life-learning credits to be placed on an OKWU transcript, the student must have completed 12 or more hours at OKWU with a GPA of 2.0

Correspondence Courses: To insure transferability of a course taken by correspondence, a student must have prior written approval from the OKWU Registrar. Up to six hours of coursework may be taken via correspondence.

Testing: Credit by examination of OKWU approved tests is awarded through Oklahoma Wesleyan University with official test scores from an official testing center.

Non-Accredited Schools: Work from non-accredited schools (schools not a member of a regional or faith-based accrediting organization that is recognized by the Council for Higher Education) may be considered for transfer credit subject to the following conditions:

1. The satisfactory completion of 12 credit hours of course work at OKWU with a grade point average of 2.0 or better.
2. The credit is applicable toward an OKWU degree or program the student is pursuing. The work will be evaluated by the appropriate School Dean.
3. No more than half of the hours required for an OKWU degree may be transferred from such a non-accredited institution.
4. Work from technical schools, career schools and schools for which we already have an articulation agreement will be considered within that school's articulation agreement.

Non-Traditional Credits: Non-traditional credits earned at another institution are evaluated through the portfolio process, using the American Council of Education (ACE) guidelines, and are treated in the same manner as transfer credits. It is the student's responsibility to obtain the necessary documentation for such credits from the institution where they were awarded. Such documentation should include course title and description, hours awarded, method of assessment, assessment criteria, performance level, evaluator credentials, and evaluator comments. A maximum of 40 semester credit hours of military credit may be applied to the degree requirements as elective credit.

FINANCIAL AID INFORMATION

The Financial Aid Office at Oklahoma Wesleyan University is committed to assisting students in meeting their educational expenses. Both need-based and non-need-based aid are available in the forms of grants, scholarships, loans, and work-study. Financial need, fund availability, student classification and academic performance are factors that help determine the type and amount of aid awarded to each student.

Each year, students must submit the Free Application for Federal Student Aid (FAFSA) to qualify to receive Federal and State Aid. Oklahoma Wesleyan University (Code #003151) must be listed as a college to receive the FAFSA information. By listing OKWU on the FAFSA, the Financial Aid Office will be able to determine a student's eligibility for Federal Student Aid.

The FAFSA should be processed by March 1 to be considered for aid from all available programs for the fall term. Applications received after March 1 will be considered for available funds.

Return of Title IV Funds Policy

The Higher Education Amendments of 1998 defines the formula for calculating the amount of aid a student and school can retain when the student withdraws from all classes. Students who withdraw from all classes prior to completing more than 60 percent of an enrollment term will have their eligibility for aid recalculated based on the percent of the term completed. The Financial Aid Office encourages students to read the Return of Title IV Funds Policy carefully. This policy is available in the Financial Aid Office. **Students considering withdrawing from all classes should contact the Financial Aid Office to discuss how this will affect his/her further financial aid.**

Example: A student is enrolled in 2 courses that are 5 weeks in length. To calculate the percentage of aid, the Financial Aid Office will count the days attended and divide it by the total days scheduled in the term (two 5-week courses = 70 days). The student will be eligible for that percentage of federal aid.

Satisfactory Academic Progress Financial Aid Procedures

Federal regulations (CRF 668.16) require that a student maintains satisfactory academic progress in the course of study being pursued, according to the standards and practices of the institution in which he/she is enrolled, in order to receive aid under the Higher Education Act. These programs at OKWU include Federal Pell Grant, Federal Work-Study, Federal Supplemental Educational Opportunity Grant, Oklahoma Tuition Aid Grant, Oklahoma Tuition Equalization Grant, Oklahoma's Promise, Federal Direct Loans (subsidized and unsubsidized), and the Federal Plus Loan Program. OKWU has also adopted the following (Title IV) Satisfactory Academic Progress Policy to govern its institutional-based financial aid.

Satisfactory academic progress (SAP) will be measured at the end of each semester or term. All students participating in the Title IV program will be evaluated to determine if SAP is being maintained. SAP will be measured on both a qualitative and quantitative standard. If a student is not meeting Satisfactory Academic Progress at the end of a term or semester, that student is not eligible for financial aid.

Qualitative Standard

A cumulative GPA must be maintained according to the following scale.

- 2.0 Cumulative GPA for non-Nursing degree students
- 2.5 Cumulative GPA for Nursing degree students

Quantitative Standard

Students must maintain pace of progression and be on track according to the maximum time-frame at the end of each semester or term.

Pace of Progression: Student must earn 67% of credits attempted cumulatively. To calculate, the credits earned will be divided by the credits attempted. For example: a student earns 5 credits out of the 7 credits attempted ($5/7=71\%$). This student would be at an acceptable pace of progression.

Maximum Time-Frame: Student must earn his/her degree in 150% of the published credit requirement. To calculate, the credits required for the degree will be multiplied by 150%. This is the maximum number of hours for which a student is eligible for aid. For example: a student's degree requires 126 credit hours for graduation. That student must complete the degree within 189 credit hours ($126 * 150\% = 189$).

Financial Aid Warning

A student who fails to meet the SAP standard(s) will be placed on "Financial Aid Warning" at the end of the semester or term. If the student meets both the quantitative and qualitative standards, satisfactory academic progress will be restored. However, if the student again fails to meet one or both of the standards, the student will be placed on Financial Aid Suspension and will be ineligible for aid until SAP is restored or a SAP appeal is approved.

- A student may still receive federal financial aid during the Warning status.
- This status will only last **one** semester or term.
- There is no appeal necessary.

Financial Aid Probation

If a student has been on Financial Aid Warning and fails to meet SAP standard(s) that student will be ineligible for federal aid. Financial Aid Probation is for students who have failed to meet the standards after the warning period and been granted a successful appeal of their ineligibility. To appeal, students must complete a SAP appeal within 14 days from the date of notification. This appeal will go before an appeal committee. If granted, the appeal committee will create an academic plan which will define the required components of continued eligibility and will specify the length of the academic plan. If the student maintains the requirements of the plan or if SAP standards are met, the student will regain eligibility. If a student fails to meet the requirements of the academic plan, the student will be ineligible for aid until SAP is restored.

Financial Aid Suspension

Suspended students are ineligible to receive financial aid from OKWU. Eligibility may be restored by attempting and earning credits to meet the minimum SAP standards or by having an appeal granted. A student will be placed on Financial Aid Suspension for the following reasons:

- A student who earns a 0.0 GPA in any one term or semester (excluding activity credits).
- A student who fails to meet the requirements of his/her Probation status.
- A student who fails to meet SAP after their warning will be suspended.
- An upper division student who fails to meet a 2.0 semester GPA for 3 consecutive semesters.

Appeal Process

Students have the right to appeal their suspension of financial aid if they have mitigating circumstances that prevented them from making SAP. Mitigating circumstances may include a death in the family, a severe injury or illness to the student or other special circumstances. The appeal must explain why he/she failed to make Satisfactory Academic Progress and what has changed that will allow him/her to make satisfactory progress at the next evaluation. The appeal form may be obtained by emailing the Financial Aid Office at finaidws@okwu.edu or by calling 918-335-6282.

A student who wishes to appeal must do so in writing with supportive documentation. The written appeal must be completed using the SAP appeal form and must be completed at least 7 calendar days prior to starting class. This appeal will go before an appeal committee which consists of a representative from the following: a Graduate School representative (for a graduate level student), an Office of Academic Affairs representative, the Director of Financial Aid, the Registrar, and an Enrollment Services representative. The Appeal Committee's decision is final.

If granted, the student will be placed on Financial Aid Probation and will be eligible for aid for one semester or term. His/her academic progress will be evaluated at the end of the next term or semester. In addition the appeal committee may create an academic plan which will define the required components of continued eligibility and will specify the length of the academic plan. If the student maintains the requirements of the plan or if SAP standards are met, the student will regain eligibility. If a student fails to meet the requirements of the academic plan and the student does not meet the SAP standards, the student will be ineligible for aid until SAP is restored.

Incompletes (I) have no GPA implication until graded and will be treated as attempted but not earned credits.

Withdrawals (W) and Withdrawal Passing (WP) grades have no GPA implication and will be treated as attempted but not earned credits.

Withdrawal Failing (WF) grades have GPA implication and will be treated as attempted but not earned credits.

Remedial work

These will be treated as attempted and earned credits but not total credits.

Repeated Courses

Effective July 1, 2011, Federal Financial Aid regulations limit the number of times a student may repeat a course and receive federal financial aid for that course. The regulations state that a student may receive federal aid when repeating a course that was previously failed regardless of the number of times the course was attempted and failed. Once the passing grade is received, the student may receive federal financial aid for only one repeat of the course. However, if a program within a school has a minimum passing grade policy, the program's policy will be used to determine if a grade is considered failing for repeat coursework purposes.

Examples of repeated coursework that may be counted towards enrollment status:

- Student receives a failing grade. He/she may repeat a failed course until it is passed.
- Student receives a 'D' grade in a course which requires a 'C' grade for his/her major. He/she may repeat the course one time.

Example of repeated coursework that may not be counted towards enrollment status:

- Student receives a grade of 'D' then repeats the course and receives another grade of 'D'. If the student decides to repeat the course a second time, the course would not count towards his/her enrollment status.

Repeated Courses will remain as an attempted but not earned course for Satisfactory Academic Progress purposes.

Transfer Credit

Only courses in which a C- or higher have been earned will be posted to the transcript, provided that such courses apply towards the student's declared major. Transfer credits will be treated as attempted and earned. Transfer work is considered toward the above requirements.

Life Learning and Credit by Exam

These credits are not considered toward the above required earned hours in a term.

Non-degree Coursework

If a course is not required for the student's degree, these hours cannot be used to determine enrollment status. Therefore, it is important to review degree requirements with an advisor and notify financial aid if taking less than full-time required coursework.

Enrollment Status

For undergraduates: Full-time status is 12 or more hours. Three-quarter status is 9-11 hours. Half-time status is 6-8 hours. Less than half-time status is 5 or fewer hours. OKWU financial aid will adjust a student's financial aid based upon a change in enrollment status when notice is received.

STUDENT ACCOUNTS INFORMATION

General Information

Once students have completed the registration process (or have started attending classes), they are considered “enrolled” for financial purposes and, thus, are responsible to pay related charges at the beginning of each term or session or make other satisfactory arrangements. This is required for continued enrollment at Oklahoma Wesleyan University (the “University”). Payments and other financial arrangements are to be made in the Student Accounts Office. Students who find it necessary to withdraw from the University before the end of a course or term must follow withdrawal procedures and arrange with The Financial Aid Office and Student Accounts Office for payment of all bills in order to secure honorable dismissal.

Withdrawal

Students wishing to withdraw from classes must notify the Academic Advisor by completing an official withdrawal form or withdrawing online and submitting for advisor approval. All charges continue until the date of the student’s written notification or online withdrawal. In addition, the student must notify The Financial Aid Office (if receiving financial aid) in person or in writing after withdrawing from classes. Withdrawal from a class or classes may affect the amount of the financial aid a student is entitled to receive. Arrangements must be made with Student Accounts for payment of all remaining charges. If there is a credit balance on the student’s account, the balance will be credited according to the Credit Priority Policy.

Administrative Withdrawal

Students who cease to attend all cohort classes will be administratively withdrawn from their cohort when the student and the Registrar’s Office have been notified of the non-attendance by the professor(s). The withdrawal will be effective as of the day after the last date of attendance. Grades assigned, credit of charges, and financial aid will be completed according to University policy.

Credit Policy

OKWU has established a credit policy within the guidelines provided by section HEA 484B of the Higher Education Act. The regulations of the Act are available for review in the Financial Aid Office.

When a student withdraws from a course or program, credits of applicable charges will be applied to the student’s account. All fees will not be credited after the first day of classes. Students who receive financial aid may have aid removed from their account in accordance with OKWU’s policy and the federal Title IV formula. The federal Title IV refund policy calculates a refund by percentage based upon the timeframe within the semester that a student withdraws. If a student withdraws at any time during the term, all institutional aid will be reduced. However, if a student is dismissed at any time during the term for any reason, that student forfeits all OKWU institutional aid for that term. This means that the dismissed student will have all OKWU institutional aid removed from his/her account and will be responsible for payment of that balance. Detailed information regarding this policy may be found in the Financial Aid Office.

Applying Credit Priority

Credits for any courses in which students are enrolled at the time of withdrawal will be adjusted (if applicable) and handled according to policies outlined in their respective programs’ Refund Policy. For students who are recipients of Title IV financial aid, money will be returned to those Title IV sources (in the order of priorities determined by federal regulations at the time of withdrawal) before any disbursement is made to students.

Refund amounts must be applied in the following order:

- | | |
|-----------------------------|------------------------------|
| 1. Federal loans | 4. Institutional aid |
| 2. Federal grants | 5. Student’s account/student |
| 3. Outside scholarships/aid | |

Credit Appeals Process

Written appeals regarding extenuating circumstances may be submitted in writing to the Vice President for Business Affairs within 30 days of the extenuating circumstance. Credit appeals will not be considered after 30 days.

Tuition Credit Scale

In the event a student withdraws from classes, tuition for credit-bearing courses will be credited based on the following scale:

- If a student withdraws through WebAccess or gives written notification to Student Services prior to the first class session, the full tuition will be credited (Online=by the 1st Sunday of each course by 11:59 p.m.).
- No tuition is credited to students who withdraw after the first class session of each course.

Credit for Fees

Fees are not credited after the first day of classes/sessions, with the exception of the educational resource fee. This fee will be credited if the course is dropped at least 30 days prior to the course start date. If the course is dropped fewer than 30 days before the course starts, the fee is not credited, even if the materials are returned to OKWU.

Student Accounts – Policies and Procedures

The following procedures govern the payment of student tuition and fees:

1. All tuition and fee payments may be made online through the online student portal or by cash, check, cashier's check, credit card, or money order made payable to Oklahoma Wesleyan University, 2201 Silver Lake Road, Bartlesville, OK 74006.
Note: Please mark any envelope containing payment "Attention: Cashier."
2. All students eligible for financial aid must have all paperwork completed prior to registration.
3. All students are required to sign a Registration Contract.
4. Students who register less than 30 days before of the start of a course will be charged a late registration fee.
5. Students whose accounts are in arrears will not be allowed to register for additional courses.
6. Tuition and fees for College After Hours (elective) courses must be paid at the time of registration for those courses if financial aid has already been disbursed for the term and is not enough to cover the additional cost.
7. All tuition and fees must be paid before a student can re-enter Oklahoma Wesleyan University.
8. The issuing of transcripts and release of diplomas are contingent upon student accounts being paid in full. This includes all tuition, all fees, and any late fees and/or penalties.
9. Students will be charged full tuition when a course is retaken.

Educational Resources

Textbooks for On-ground courses are included in the course resource fee. Online students must purchase their own textbooks. Credits are not given on books or other educational materials unless the course is cancelled by Oklahoma Wesleyan University.

Locked-In Tuition

Tuition charges are frozen at the time of enrollment for the balance of core classes required for the program/major selected as long as the student remains enrolled in their original cohort. Exceptions to this policy would be any elective or general education hours not taken as part of the cohort core. These elective or general education hours, often referred to as gap hours, would be charged at the rate of the cohort in which it is taken or at the current College After Hours (CAH) rate.

Participation in Commencement

Students will not be permitted to participate in Graduation ceremonies if there is a balance on their student account.

Oklahoma Wesleyan University 2015-2016 Financial Information

Tuition (per credit)

Online and Hybrid¹

Undergraduate Lower Division Classes: AEC, STEP	\$295
Undergraduate Upper Division Classes:	
BS in Psychology, Criminal Justice, OM, RN to BSN	\$415
M and L	\$250
Elective Credit Seminars	\$275

On-ground

Undergraduate Lower Division Classes: AEC, STEP	\$295
Undergraduate Upper Division Classes: BSBA, BS in Psychology, OM, RN to BSN	\$415
HR Minor (Degree seeking)	\$415
M and L Program	\$250
Elective Credit Seminars	\$275

Military: Active Duty, National Guard, Reserves²

All Undergraduate Lower or Upper Division Classes (per credit hour)	\$250
---	-------

Fees³

Registration Fee (per program).....	\$50
Late Fee for Course Registration (less than 30 days)	\$25
Educational Resource Fees (per credit hour)	
All online classes	\$20
On-ground classes (not BUSI)	\$45
Business (BUSI prefix)	\$55
BUSI 4503 Human Resource Development.....	\$155
Trimester Technology Fee (per term)	\$65
Audit Fee (per credit hour).....	\$55
Directed Study Fee (per credit hour)	\$100
Undergraduate Graduation Fee: AA, AAS, BS	\$80
Late Graduation Application Fee (all degrees)	\$25
Transcript Processing Fee (each).....	\$5
Faxed Transcript Fee (each)	\$10

¹Hybrid programs require some residency.

²15% Military spouse discounts are available; some exceptions apply.

³All fees are non-refundable.

UNIVERSITY ACADEMIC POLICIES

Introduction

Adult and Graduate Studies degree programs have been designed for adult learners who must maintain professional and personal commitments while returning to school. These programs offer working adult students an opportunity to complete their major courses in approximately 13 months. Electives and general education courses may also be necessary to complete the total of 126 hours required for a bachelor's degree. Adult and Graduate Studies staff will assist students in discovering the best options for completing all requirements in a timely fashion.

Mission

To fulfill the mission of Oklahoma Wesleyan University, the Office of Adult and Graduate Studies exists to meet the educational needs of adults.

Statement of Purpose

The purpose of the Office of Adult and Graduate Studies is to be the best organization at meeting the educational needs of adults. To accomplish that goal, Adult and Graduate Studies will:

1. Deliver the University's academic programs to people whose family responsibilities, employment situations, or personal preferences do not permit them to obtain a college degree through residence on a campus.
2. Deliver academic programs that require mastery of learning outcomes appropriate to the academic level of a degree sought by the student.
3. Facilitate an understanding and application of Christian principles in personal and professional environments.

Official Documents

All educational records are maintained under the student's full legal name. Official documents and transcripts and diplomas will be issued only under this name.

Transcripts

Students who desire a transcript of their University work must submit a request through Transcripts on Demand at <https://iwantmytranscript.com/okwu>. A transcript fee of \$5 per transcript via credit card will be charged. Students who want a transcript faxed must pay an additional transcript fax fee.

Transcripts and diplomas will be released only when student accounts are paid in full, loan payments are current, and students have completed all necessary exit interviews.

Academic Freedom

Students and faculty of the OKWU academic community are encouraged to explore and discuss ideas freely, fully, and responsibly in the context of the University mission. Students and faculty are also encouraged to integrate all aspects of a Christian worldview under the Lordship of Jesus Christ. OKWU believes that in the context of this responsible exercise of academic freedom, faith mandates and illuminates learning, and learning clarifies and expands faith.

Release of Student Information and Access to Student Records

Oklahoma Wesleyan University controls access to student information in a manner consistent with the Family Educational Rights and Privacy Act (FERPA).

The University complies with the Family Education Rights and Privacy Act of 1974 as it appears in its final June 1976 form. This law protects the rights of students to review their own records and to challenge any of the content of those records. Public Law 93-380 (also known as the Buckley Amendment, the Privacy Rights of Parents and Students—Section 438 of the General Education Provisions Act) permits the release of directory information without the student's consent. It further provides that any student may, upon written request, restrict the printing of such information as is usually included in campus directories.

The law also protects students from the unlawful disclosure of information concerning their academic performance, personal campus discipline, or financial status. The law allows the disclosure of directory information as follows:

Name, addresses (campus, home, email), telephone number, dates of attendance, class, previous institution(s) attended, major field of study, awards, honors and degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes.

For any personal information other than directory information the law requires the written consent of the student for release to anyone, except those persons and agencies provided by law. These exceptions include OKWU personnel whose job requires access to such information, certain government agencies, and the parents of dependent children. Federal law, therefore, does permit the release of academic, financial, and disciplinary information to the parents/guardians of students who are financially dependent. Financial dependency will be determined via the Free Application for Federal Student Aid (FAFSA).

Under the law, all students have the right to inspect and challenge their own educational file with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required prior to such examination and the student is not guaranteed the right of privacy in examining the records or the right to remove them.

For more information, visit the following websites:

OKWU Registrar's Office – Confidentiality of Student Records (FERPA)

<http://www.okwu.edu/registrar/confidentiality-of-student-records-ferpa/>

US Department of Education–Family Educational Rights and Privacy Act (FERPA)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Academic Honesty

Oklahoma Wesleyan University seeks to develop mature Christian leaders and scholars who produce their own scholastic work, who acknowledge their dependence on the work of other scholars and resources, and who demonstrate integrity under all conditions. Failure to meet these standards is regarded by the OKWU academic community as a most serious offense against God's desire that we refrain from stealing and that we live honest lives (Ex. 20.15-16). The practice of academic honesty is a high priority in our community, and the faculty expects responsible scholarship and conduct. All academic dishonesty, cheating, and plagiarism are prohibited. Any instance of plagiarism or cheating may result in having to redo an assignment, a substantial reduction of the grade for that assignment, an "F" for that assignment, failure of the course, or suspension or expulsion from the University.

Plagiarism — This is defined as offering the work of another as one's own. It is an attempt to deceive by implying that one has done work that was actually done by another. Faculty and students are honor bound to show that ideas and words match with the sources used and thus demonstrate that honest research has been done. Examples of plagiarism include (but are not limited to) the following:

1. Copying all or part of a theme, examination, paper, library reading report, or other written work from another person's production
2. Submitting as one's own work that which was wholly or partially done by another so as to appear to one's professor to be more accurate or skilled in one's work than one actually is
3. Quoting material from any source without proper documentation
4. Summarizing or paraphrasing from any source without proper documentation
5. Misrepresentation of documentation or resources
6. Using in collateral reports or book reviews the opinion of a professional literary critic or of a campus friend as though it were one's own original thought
7. Submitting workbook answers copied from another person or working in a group and submitting an identical set of answers for each member of the group without explicit permission from the professor

Cheating — Examples of cheating include (but are not limited to) the following:

1. Use of unauthorized prepared materials (cheat sheets) for answering test questions
2. Giving aid to another student during a test or quiz
3. Gaining answers to test questions from others during testing periods
4. Signing another person's name to the attendance record
5. Claiming to have done laboratory work or outside reading that was not done
6. Submitting the same work for more than one course without the prior approval of the professors involved

Procedure — Once a professor discovers a case of academic dishonesty, the professor will begin the following process:

1. The professor will respond to the first instance of dishonesty by clarifying academic expectations and endeavoring to help the student grow. The professor has the right to have the student redo the assignment, reduce the grade of the assignment, or fail the assignment. The professor will notify in writing, the Dean of the School in which the course was offered, the Dean of the School to which the student belongs, and the Office of Academic Affairs outlining the incident and its resolution.

2. Typically, the professor will decide upon disciplinary action for the first infraction of a given student. For the second (and any subsequent infractions) the professor, the Dean of the School in which the course was offered, and the Dean of the School to which the student belongs will make a disciplinary decision while also informing the Office of Academic Affairs. In general, students should expect to fail the assignment for their first conscious offense at OKWU, to fail the course for a second offense, to be suspended for a full semester for a third offense, and to be expelled for a fourth offense. If the disciplinary action involves suspension or expulsion, the Chief Student Life Officer must also be involved in the decision making process.
3. If a student wishes to appeal s/he may appeal to the Office of Academic Affairs, which is the final appeal
4. When plagiarism or cheating is discovered after grades have been assigned, grades will be adjusted as appropriate and disciplinary action can be taken as long as the student is enrolled at OKWU.

Academic Load

The term "academic load" refers to the number of credit hours students carry in a given term. A regular full-time load is considered to be 12 or more credits per term (Spring, Summer, Fall).

Only those students who maintain a high standard of scholarship will be permitted to register for up to 20 hours in a given semester (or eight hours in a summer session). Permission is granted by the Dean of the School in which the student is enrolled. Courses taken concurrently, by correspondence, extension, online or televised instruction count as part of the total academic load.

A credit hour is defined in the policy entitled, "Credit Hour Definition Policy."

In order to be the best possible stewards of their time, energy, and finances, students should carefully consider their course loads when planning any outside work schedules. Typically, the University expects students to spend an average of two hours studying for every one hour spent in the classroom. Therefore, carrying a 15-credit load is roughly equivalent to assuming the responsibilities of a 45-hour work week.

The following schedule should be used to understand the relationship between class load, study time, and work load:

Class Load	Avg. Study Hours	Suggested Work Load	Total Hours
15-17 credits	30-35	10 hours (or fewer)	55-61
12-14 credits	24-28	15 hours (or fewer)	51-57
9-11 credits	18-22	20 hours (or fewer)	47-53
6-8 credits	12-16	25 hours (or fewer)	43-49

CREDIT HOUR DEFINITION POLICY

"One credit hour" shall be defined as: an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalence that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, field trips, independent study, and other academic work leading to the award of credit hours.

In courses, such as those offered online, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as defined in the intended learning outcomes for the course.

CREDIT HOUR DEFINITION PRACTICE

While the definition of “credit hour” references the traditional calculation of credit, i.e. approximately one hour of classroom seat time and two hours of outside class work per hour of credit, nothing in the policy is intended to eliminate or impede OKWU’s flexibility in delivering course content, so long as they result in institutional equivalencies of measurable outcomes that reasonably approximate the traditional calculation of a credit hour. Factors such as non-traditional delivery methods, measurements of student work, academic calendars, disciplines, and degree levels can be considered.

The practice of determining credit hours for a new course includes the review of breadth and depth of the subject material, course content, the workload represented by that coursework, the intended learning outcomes, and the comparability of the credit-hour value of the course with other peer institutions. Through this process, the required “equivalence” component of the definition is achieved. The course credit determination is approved by the faculty and dean of the school(s) involved in the course.

Course Numbering System

Each course is assigned a four-digit course number. The first digit indicates when students might be expected to take the course. For example, a 1000-level course is typically taken in the freshman year, a 2000-level course in the sophomore year, etc.

Remedial Courses

Remedial courses may not be used to meet graduation requirements. All remedial courses begin with a zero as the first digit of the course number. A student who fails a remedial course will not be allowed to re-enroll in the next semester. Grades for remedial courses are included in the semester GPA but not in the cumulative GPA.

Class Standing

For convenience in organization, students are classified at the beginning of each semester according to the following categories:

Freshmenstudents having completed 1-29 credit hours
Sophomoresstudents having completed 30-59 credit hours
Juniorsstudents having completed 60-89 credit hours
Seniorsstudents having completed at least 90 credit hours (senior status does not necessarily assure graduation with that class)
Specialstudents having completed a baccalaureate degree or those not wishing to pursue a degree program

Upper Division Standing

Colleges and universities that grant bachelor degrees typically distinguish lower division studies (freshman and sophomore level) from upper division studies (junior and senior level). At OKWU, admission to upper division standing is required by selected divisions before students are permitted to accumulate more than 9 credit hours in upper division courses in their major. Upper division courses are defined as those which have a 3 or 4 as the first digit of their course number. Details for upper division admission requirements can be obtained from the School Dean of the academic school which offers the major or program of interest.

Learning Philosophy

The Adult and Graduate Studies curricular format is accelerated. Interaction among participants is emphasized, and teamwork plays an important role in the learning process. This approach to learning is founded on the philosophical assumption that adult students have significant skills to draw upon and significant experience from which to share.

Motivation — Adults who choose to return to school after a time in the work force are typically motivated to give the effort needed to benefit from classes for which they are sacrificing. Because of this motivation, learning proceeds much more quickly, and faculty do not have to spend valuable time urging students to attend to their assignments.

Discipline — From being in the work force and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well. Assignments can be completed within tight periods despite busy schedules and heavy work, family, and/or church responsibilities.

Experience — Educational theory teaches that students learn best by relating abstractions to concrete experiences. For this reason, a person who has experienced a work environment and been placed in leadership positions in the past is better able to absorb abstract concepts of management and leadership.

Independence — To succeed in life, adults have learned to seek information on their own from a variety of sources. Consequently, degree programs rely on student ability to independently gather and process information, without having to rely on a “teacher” as the only fountain from which all information flows. Reading and research outside the classroom allow students to fill in the gaps between their current knowledge and the knowledge necessary to meet the objectives of courses that are part of the degree programs.

Activity — The more active people are in their own learning, the better the learning. When students interact in small groups, engage in role-play, prepare projects, and apply techniques in the workplace, the learning is deep, and retention is long.

Teamwork — Group learning is widely recognized as an effective learning technique. Peers tutor each other in groups. There is emotional support in groups. Warm friendships develop in groups, resulting in a positive climate for learning. Learning, which would not have occurred individually, happens in groups as a synergy is created. Weaknesses in one student are offset by strengths of others in the group. Teamwork, cooperation, and leadership skills are fostered within learning teams.

Community Expectations

Oklahoma Wesleyan University is committed to the ideal of intellectual, spiritual, physical, and social wellness. The University does not condone the use of tobacco, alcohol, or illegal drugs. Students are expected to refrain from smoking or chewing tobacco products in all OKWU classrooms. Smoking or chewing tobacco products, alcoholic beverages, illegal drugs, and firearms are not permitted on OKWU premises, including remote classroom locations or any building or parts of buildings owned or operated by Oklahoma Wesleyan University.

The University expects students to adhere to federal, state, and local laws. Students are expected to exhibit behavior in all OKWU classrooms (on or off the Bartlesville campus) that is considerate of other students in the program and in keeping with the Christian mission of the institution.

Oklahoma Wesleyan University is a Christian University of higher education which upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning experience and a professional instructional climate. Students are encouraged to conduct themselves in a professional manner with respect for the rights of other students and faculty. The University or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures or may lead to suspension from the program and/or the University. Only regularly enrolled students may attend class unless granted permission by the University administration and arrangements are made with the instructor.

Programs: Master, Baccalaureate, Associate

The degree programs offered through the Office of Adult and Graduate Studies are designed for working adults who may have acquired learning through college or university courses, through career experiences, through professional or military schools, or through in-service training. The curriculum is designed and delivered to enable graduates to deal effectively with an increasingly complex work environment. The programs stress development of the leadership skills necessary to be successful in the professional world. Currently, Adult and Graduate Studies delivers a baccalaureate degree in Business (Bachelor of Science with a major in Business Administration and concentrations in Accounting, Finance, Healthcare Administration, Management and Marketing), a baccalaureate degree in Organizational Management, two in Arts and Sciences (Bachelor of Science with choice of a major in Criminal Justice or Psychology Studies), in Ministry and Christian Thought (Bachelor of Science with a major in Ministry and Leadership) and in Nursing (Bachelor of Science in Nursing). On the graduate degree level, OKWU offers a Master in the following degree programs: Business Administration, Education, Nursing, Strategic Leadership, Theology and Apologetics. (For detailed information about graduate programs, please consult the Graduate Catalog.)

In order for students to complete the 126 credit hours required for a baccalaureate degree, the University offers a variety of courses—to fulfill general education or elective requirements—through the STEP and College After Hours (CAH) programs. Some CAH courses may be taken concurrently while students are completing their major course sequence. Due to the accelerated nature of Adult and Graduate Studies programs, the University allows students to take no more than one College After Hours course concurrently with a major course. University policy does not allow students to compress or double up major courses to accelerate the existing completion or graduation schedules. Students are urged to contact their advisor to register for a course, to ensure that a course has enough students to be offered, and to receive course materials in ample time.

For more details on any Business program, students should see the Chesapeake Energy School of Business section of this *University Catalog*. For more details on any Education program, students should see the School of Education section. For more details on the Nursing program, students should see the School of Nursing section. For more details on the Ministry program, students should see the School of Ministry and Christian Thought section. For more details on the STEP program, students should refer to the end of this section of the *University Catalog*.

Learning Teams

Oklahoma Wesleyan University recognizes that key employers want employees who can effectively function in teams, who understand the value of teamwork, and who assume responsibilities for accomplishments in the workplace and for continued professional development. Therefore, OKWU has designed a professional, cutting-edge curriculum in which learning teams play several essential roles. Learning teams provide educational synergy; more learning takes place in less time, thus providing much of the acceleration found in Adult and Graduate Studies programs. Learning team responsibilities, when dictated by course content, may involve activities outside of class and some in-class presentations. No more than two family members may be on the same learning team.

Three different types of Adult and Graduate Studies courses involve three different levels of team activity:

1. Skill courses (e.g., Written Communication, Math, and Speech) will typically have no study team activities.
2. Other general education or general elective courses may have some moderate level of study team activity. The acquisition of some material by interaction with class members outside of class sessions may be a part of course requirements.
3. Business and Nursing major courses will have extensive group involvement, consisting of projects that last throughout a course. Outside class activities will be required and usually will culminate in team presentations to the entire cohort.

Registration Contract

Students are required to sign a Registration Contract for their entire program. A non-refundable fee, reserving space in a cohort, also must be paid by all students at the time of registration. Students who have been out of the program for three months or more will be required to reapply and sign a new registration contract when they re-enter.

Educational Resources

Textbooks and course materials are delivered directly to students enrolled in courses held on-ground before the beginning of a new course. If a student misses the delivery dates, it is the student's responsibility to contact the Adult and Graduate Studies office to make arrangements for delivery or pick up of textbooks and course materials. Students pay a reduced resource fee for any online course and are responsible to order their own textbooks.

Enrollment Status Changes

Students can initiate two kinds of enrollment status changes:

Withdrawal: Students should apply for withdrawal when they find it necessary to discontinue their program on either a temporary or permanent basis.

Program Re-Entry: Students should apply for program re-entry when they wish to be readmitted into a program following a withdrawal of 90 days or more.

Students are responsible for all financial obligations up to the date of withdrawal. If students are receiving financial aid, changes in enrollment status may change aid eligibility. Therefore, before initiating a change in status, students receiving aid should contact the Financial Aid Office on the main campus to determine the impact on aid eligibility (financialaid@okwu.edu or 918/335-6282).

Dropping a Course

Students may drop a course prior to the start of the second class session only. Prior to the beginning of the term, students may drop a course by logging into Web Access and submitting a drop request to the advisor for approval. After the term has started, students must contact their academic advisor in order to request a course be dropped.

Dropping a course during the first week of the course allows for the credit of tuition charges and no grade is entered for the course.

Withdrawal Policy

Students may voluntarily withdraw from a course after the start of the second session of a course through the start of the last two sessions of the course. A 'W' grade will be recorded on the transcript as attempted but not earned; GPA is not affected. No withdrawal is permitted in the last two weeks of any AGS course.

(Withdrawals are subject to fees and tuition as outlined in the Student Accounts Information section.)

An AGS student who consecutively receives any two of the following: Administrative Drop, Voluntary Withdrawal (W), Incomplete (I), and/or Failing (F) grade, will be Administratively Withdrawn from the program.

To be reinstated in a program, a student who has been administratively withdrawn from a program must apply for readmission to OKWU. Upon readmission, the student must work with an academic advisor to register for courses according to policy.

Military Active Duty

In the event of deployment, active duty military personnel may request to be withdrawn from a course and/or program up to 30 days post deployment date with no penalties and may re-enter their program at any time without penalty.

Academic Dismissal

Dismissal from the University is meant to be permanent. Any student who has demonstrated a deficiency that makes it unreasonable to anticipate eventual completion of degree requirements will be subject to academic dismissal. Any student who has been academically suspended for the second time may be subject to academic dismissal.

Grading Policy

Students have access to their grades through the University website. In accordance with the Family Rights and Privacy Act, grades are confidential information. Under no circumstance will a grade be disclosed over the phone or via email.

Only the instructor of the course can make a grade change. If a student believes that the grade has been improperly given, the instructor should be contacted no later than 6 weeks after the end of the course. If the instructor decides that a grade change is warranted, the instructor will submit an appropriate change of grade form to the Registrar.

Grading System

The quality of a student's performance in a course is recognized by a letter grade. Except in cases of clerical error or academic dishonesty, no instructor may change a grade that has been submitted and recorded on the official transcript. A student who believes a grade miscalculation has occurred should consult the professor who taught the course. A student must file an appeal to change a grade within 6 weeks after the last day of classes. At the end of the 6 week appeal period the student has lost the privilege of the appeal process.

Grade points (or quality points) are the numerical equivalent of letter grades and are assigned for each credit earned according to the grading scale (below). For example, an "A" in a three-hour course would give the student 12 grade points. These points express the quality of a student's performance in terms of numbers for the purpose of determining academic achievement, rank in class, and semester or graduation honors.

Grades, with their explanations and grade points (per credit hour), are as follows:

A..... (Superior)	4.0 grade points
A-.....	3.7 grade points
B+.....	3.3 grade points
B..... (Above Average)	3.0 grade points
B-.....	2.7 grade points
C+.....	2.3 grade points
C..... (Average).....	2.0 grade points
C-.....	1.7 grade points
D+	1.3 grade points
D..... (Below Average)	1.0 grade point
D-	0.7 grade points
F..... (Failing)	0.0 grade points
I..... (Incomplete)	Becomes "F" if not completed within five weeks
P..... (Passing).....	Chapel grade only (not computed in grade-point average or hours earned)
AW (Administratively Withdrawn)....	Not computed in grade point average
W..... (Withdrawn)	Not computed in grade point average
WP (Withdrawn Passing).....	Not computed in grade point average
WF (Withdrawn Failing)	0.0 grade points per semester hour
S..... (Satisfactory).....	Not computed in grade point average
U..... (Unsatisfactory)	0.0 grade points per semester hour
CR.....	Credit by Examination or Life Learning Credit (not computed in grade point averages)

A student's **grade point average** (GPA) is figured each semester and cumulatively calculated. GPA is determined by dividing grade points earned by number of credit hours completed, less neutrals, plus failed courses.

OKWU Grading Scale

A = 100.00-93.00%	C = 76.99-73.00%
A- = 92.99-90.00%	C- = 72.99-70.00%
B+ = 89.99-87.00%	D+ = 69.99-67.00%
B = 86.99-83.00%	D = 66.99-63.00%
B- = 82.99-80.00%	D- = 62.99-60.00%
C+ = 79.99-77.00%	F = Below 60.00%

Incomplete Grades

An incomplete ("I") may be given when a student has done satisfactory work in a class but has been unable to complete all the required work because of extenuating circumstances, such as extended illness. An "I" may not be given to allow a student additional time for the purpose of raising a grade.

In order to receive an "I," the student must complete the Incomplete Grade Request form with all appropriate signatures, which then must be submitted to the Registrar. Under such circumstances, the work shall be made up within five full weeks from the end of the term during which the incomplete occurred. If the work is not completed in the prescribed time, the Registrar will change the grade to an "F."

Repeated Course

Students may repeat courses according to the university's grade repeat policy. If a student repeats a course, the higher grade received will be used in computing the GPA. Both grades will remain a part of the student's permanent record. A student may not repeat courses that OKWU has discontinued or canceled, nor can courses be repeated after the student's degree has been awarded. If a student has transfer credit on the OKWU transcript and wishes to repeat the course, the course can only be repeated at OKWU, if applicable.

Academic Honors

All students who complete 12 or more credit hours for courses which bear grade points (i.e., for courses which give the following grades "A", "B", "C", "D", "F", "U", or "WF") are eligible for academic honors. Those who meet these criteria and whose semester GPA is 4.00 are placed on the **President's List**. Those who meet these criteria and whose semester GPA is between 3.50 and 3.99 are placed on the **Dean's List**. No student with an "incomplete" grade will be listed.

Academic Probation and Suspension

All students must maintain a minimum GPA to remain in good academic standing. Students in undergraduate Business, General Studies, or Ministry programs must maintain a cumulative GPA of 2.0. Students in Nursing programs must maintain a cumulative GPA of 2.5. If the GPA falls below these minimums, students will be placed on academic probation.

After being placed on academic probation, undergraduate Business, Education, General Studies, and Ministry students must raise their cumulative GPA to 2.0 by the completion of their next term at Oklahoma Wesleyan University. Nursing students must raise their cumulative GPA to 2.5 within the next term. Students who fail to remove themselves from probation will be subject to academic suspension.

Academic suspension results from a failure to meet the terms of academic probation. A student on academic suspension will not be allowed to enroll in a course for a minimum of six months and must apply for readmission to the University.

Suspended students who wish to apply for readmission to the University should send a letter of appeal to the Office of Academic Affairs, indicating reasons that readmission might lead to academic success. (The Chief Academic Officer will rule on the appeal after consulting the Vice President of Adult and Graduate Studies and the appropriate Dean.) Students granted readmission will be admitted on academic probation for the next term.

Students who have two grades of "I" (Incomplete), or a combination of one "I" and one "F" will not be allowed to continue in the program until the grades of "I" are satisfactorily removed and/or the course in which grades of "F" were received are successfully retaken. In the case of two consecutive "F" grades, the student will be administratively withdrawn from his/her program.

Progression Requirements for Nursing Program

The following are the requirements for continuing in the RNBSN program:

- The Nursing program is designed in a lock-step sequence. If a 2.0 is not achieved for each individual major course, the student must repeat the course before progressing to the next course.
- Students whose cumulative GPA falls below 2.5 will be placed on academic probation for the next term.
- Students must be licensed in the state in which they are implementing their Applied Learning Project.
- Students must comply with the program attendance policies to continue in the program.
- Students who are unable to achieve a 2.0 in any two Nursing courses will be suspended from the Nursing program.
- A Nursing course may be repeated only one time. Any student who fails to meet the progression grade requirement for two Nursing courses may not continue in the program of Nursing.
- A "WF" will be considered a failure.

Academic Grievance Process

If a student deems it appropriate to appeal a final course grade, the following grievance process must be followed:

1. The student should seek a solution with the concerned instructor within six weeks of the end of the course.
2. If there is no satisfactory resolution with the instructor, the review appeal must be made in writing to the contact below who will work with the Dean of the course to issue a ruling in writing to the student. Contact the Dean of Adult & Graduate Studies Daily Operations, care of Patricia Leggett, pleggett@okwu.edu
3. If that appeal is not satisfactorily resolved, the final appeal may be pursued with the Office of Academic Affairs. The Chief Academic Officer will seek a resolution or may refer the matter to an ad hoc committee on academic standards. The decision of the Chief Academic Officer, or the ad hoc committee if so empowered, is the final word in this grievance process.

Attendance, Absence and Class Participation

As an academic institution, Oklahoma Wesleyan University places the highest priority on learning. Class participation - whether online or in an evening face-to-face class - is an essential component of undergraduate and graduate learning. To ensure that the educational experience of all students is robust and constructive, students are expected to actively participate in classes. This includes engaging in class discussions and activities. Thus, although attendance is not tracked, active participation is a part of academic grading for all AGS courses.

Students who do not participate in class sessions should be aware of the academic or grading consequences. If a student's schedule hinders participation, the student is responsible for contacting his/her academic advisor for schedule changes. Students who are receiving financial aid should be aware of possible implications for their aid packages resulting from changes in registration or enrollment hours. Students are advised to consult the financial aid office and their advisor before failing to participate in a course, dropping a course, or withdrawing from a course once it has started.

Class Sessions

Evening program – A class session in the evening program is the designated time in which the course physically meets on campus. In the AGS evening program, class sessions normally occur once each week for 4 hours.

Online program – A class session in the online program is defined as a calendar week beginning on Monday, 12:01 am (Central Time) and concluding seven (7) consecutive days later on Sunday, 11:59 pm (CT).

Use It or Lose It Enrollment Policy for AGS Students

Students enrolled but not participating in the first session of an AGS course are identified and processed out of the course (after the first week of the course) in a way that provides full tuition reversal and no failing grades. They will be administratively dropped from the course with no record.

Students who will not be able to participate for the first class session of an evening course must contact their instructor and academic advisor prior to the first class session to express their intent to take the course and request that they not be dropped from the course. Students will be graded according to the syllabus on all assignments, including class participation or discussion.

Majors

Complete tables of course requirements for each major may be found in the appropriate academic section of this *University Catalog*.

Minors

Various schools have identified areas in which students may minor. Additionally, students may work out a customized minor with the appropriate Dean. If students elect to minor, they must complete a minimum of 18 hours.

Double Majors

For a double major, students must complete the major requirements for both majors. This will necessarily require the completion of at least 24 hours in the second area that were not common to the first major. A minimum of 150 total credit hours must be earned. To receive a double major, a student must complete both majors before the degree is conferred. In general, double majors are not available within the same school.

Approval of Transfer Courses

To ensure that credit will be accepted, students pursuing a degree program at OKWU will need *prior* approval from their advisor and the Registrar for any courses taken at another institution after entering OKWU. Request for Approval of Transfer Course Forms are available on the Registrar's Office website at www.okwu.edu/registrar.

Course Substitutions

Substitutions require completion of the Course Substitution Approval form with all necessary signatures and course description if transferred from another college.

Directed Study Policy

Directed studies provide individualized educational experiences for students under the supervision of OKWU faculty members. Directed studies shall not be approved unless there is strong evidence that delay in taking a course would cause an academic hardship for the student. Due to the nature of some courses, not all courses will be available by directed study, nor is a professor obligated to teach via this method. Directed studies are only available to students who have a cumulative GPA of 3.0 or higher and may be granted only in very rare circumstances. Major program courses will not be available by directed study. The decisions concerning academic hardship and/or rare circumstances are at the sole discretion of the Dean of the School of the student's program of student, Dean of AGS Daily Operations, or, in the case of an online student, Dean of Online Learning.

Students taking courses by directed study will need to complete a directed study form with the assistance of the professor involved, provide a syllabus and pay tuition and the appropriate directed study fee. Directed studies must be approved by the dean of the school of the course being offered and by the professor prior to enrolling in the course. Directed study forms may be secured in the Registrar's Office. The Registrar's Office approves the assigned dates for any directed study and registers the student. Credit will be awarded only if all course requirements are fulfilled no later than one week past the assigned date on the registration form. If course work is not received by this time, the student will receive an F in the course.

Educational Partnership

Oklahoma Wesleyan University has entered into a variety of articulation agreements with colleges and universities. These partnerships will provide additional educational opportunities for currently enrolled and potential students. Detailed plans may be obtained from the Oklahoma Wesleyan University Registrar's Office.

Alternative University Credit

Alternative Credit Policies for Baccalaureate Students

Students may accumulate a total of 54 credit hours toward a baccalaureate degree from the following categories of non-traditional sources:

Category A: Life Learning Paper and Prior Learning Assessment (22 hour max.; general elective credit only)

Category B: Credit by examination, such as CLEP, DANTES, IBO, etc. (36 hours max.; general education and/or general elective credit only)

Category C: Military training (40 hours max.; general elective credit only)

Also, a combined maximum of 36 hours is allowed from categories A and B.

The final 24 hours of a baccalaureate degree earned at OKWU may include no more than 12 credits earned through CLEP examinations, departmental testing, and/or Life Learning Papers. Alternative credits are entered as neutral credits and have no impact on the GPA of the student.

Alternative Credit Policies for Associate Degree Students

Students may accumulate a total of 27 credit hours toward an associate degree from the following categories of non-traditional sources:

Category A: Life Learning Paper and Prior Learning Assessment (11 hour max.; general elective credit only)

Category B: Credit by examination, such as CLEP, DANTES, IBO, etc. (18 hours max.; general education and/or general elective credit only.)

Category C: Military training (20 hours max.; general elective credit only)

Also, a combined maximum of 18 hours is allowed from categories A and B.

The final 12 hours of an associate degree earned at OKWU may include no more than 6 credits earned through CLEP examinations, departmental testing, and/or Life Learning Papers. Alternative credits are entered as neutral credits and have no impact on the GPA of the student.

Standardized Examinations (AP, CLEP, DANTES, IBO)

Advanced course standing and University credit may be granted to fulfill a graduation requirement for students who pass the College Entrance Examination Board Advanced Placement Tests, CLEP Subject Exams, DANTES, and International Baccalaureate exams. For credit by examination scores to be included on an OKWU transcript, students must complete a minimum of 12 hours at OKWU with a minimum GPA of 2.0 and be in good academic standing. Standardized examination credits are entered as neutral credits and have no impact on the GPA of the student.

Inquiry concerning these tests should be directed to a high school guidance office or one of the following websites: www.collegeboard.com, www.dantes.doded.mil, or <http://www.ibo.org>. Students may also contact the OKWU Student Academic Services at 918-335-6209 or sas@okwu.edu.

Students attempting to earn credit toward graduation by taking either CLEP, Dantes or IBO examinations must do so by the dates below. Contact Student Academic Services at (918) 335-6209 for information on scheduling these exams.

CLEP, DANTES and IBO Timetable:

Spring Graduates: October 1

Summer Graduates: December 1

Fall Graduates: March 1

Military Training

Military training recorded on a DD214 or Military transcript will be granted for elective credits. Inquiry concerning these records should be directed to <http://dd214.us/methods.html> for a DD214 and <https://jst.doded.mil/official.html> for a military transcript.

Life Learning Papers and Prior Learning Assessment

Requests for Life Learning Paper (LLP) and/or Prior Learning Assessment (PLA) credit must be submitted to the student's Advisor on the appropriate forms. Only current licensure, certificates, etc. will be considered for credit. The awarding of credit is limited to those academic and technical areas/subjects currently being taught by Oklahoma Wesleyan University at the time of the application submission. Requests for academic credit for subjects outside these areas will not be approved. An assessment fee is charged for each credit hour evaluated, awarded and placed on the student's transcript. Alternative credits are entered as neutral credits and have no impact on the GPA of the student.

Students seeking credit for either Life Learning Paper (LLP) or Prior Learning Assessment (PLA) must follow the timetable below in order to allow ample opportunity to evaluate these applications for credit. Applications submitted *after* timetable deadlines will be evaluated, but final approval cannot be guaranteed before the expected graduation date.

LLP and PLA Timetable:

Spring Graduates: October 1

Summer Graduates: December 1

Fall Graduates: March 1

ACCESS Audit Program

For a minimal ACCESS audit program fee, individuals can enroll in any of the regularly scheduled courses on a non-credit basis. Students desiring to audit a Nursing course must petition the Nursing Faculty Council for approval before enrolling. This excludes private lessons, directed studies, and the laboratory portion of science courses. This option is open to anyone who can meet the University's admissions policy requirements. It allows individuals to pursue their intellectual, professional, and personal interests without having to be admitted to the University. Daily assignments may be done and exams may be taken, but they are not required, and the instructor is under no obligation to read or correct them. In order to receive credit for a course that has been audited, the course must be taken for credit in a subsequent semester.

Graduation Applications

Graduation applications will be provided to students prior to their graduation date during the second Academic Session. The application must be completed and returned to the Office of Adult and Graduate Studies for review and approval. The application must include a written plan for the completion of all required credit hours. The plan is tentatively approved by an Academic Advisor and forwarded to the OKWU Registrar for final approval. Without an approved plan to earn the necessary credits within an appropriate time frame, the Academic Advisor cannot forward the application form to the OKWU Registrar.

Each student must complete an application for graduation and submit a graduation fee according to the following schedule.

Fall term (October 28-March 2): Application due December 1

Spring term (March 3-June 30): Application due April 1

Summer term (July 1 – October 27): Application due August 1

This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record. **All accounts must be paid in full to receive a diploma and/or transcripts.**

While students are not required to participate in the graduation ceremonies, all students must submit a graduation application before conferral of the degree can be processed. Students will be considered eligible for graduation at the end of the last term enrolled and upon meeting all degree requirements.

Students who will not complete their requirements by the due date may contact their advisor to request a change in their degree completion date. A new application for graduation must be completed, and an additional graduation fee will be charged.

Residency Requirement

The completion of the last 30 semester hours must be earned in residence (i.e., taken from OKWU) to qualify for graduation from OKWU, at least 20 hours of the major and nine hours of the minor completed in residence; any exception requires special permission. Active duty service members may request a waiver of the last 30 semester hour requirement.

Graduation Requirements –Associate of Applied Science Degree in Technical Programs

The Associate of Applied Science degree is a cooperative program between Oklahoma Wesleyan University and a school with an articulation agreement in which students complete a minimum of 27 hours of general studies and OKWU grants a block of up to 30 credit hours for a concentration in an approved technical program. Degree requirements for this program are listed in the School of Arts and Sciences under the Science and Mathematics section.

The general requirements for the Associate of Applied Science degree include the following:

1. The completion of all general education and other courses as specified by the program with a cumulative grade point average of 2.0 or higher
2. The completion of at least 27 semester hours of general education courses: at least 15 hours of these general education hours must be taken at Oklahoma Wesleyan University, and up to 6 hours may be transferred in from another college-level institution
3. The completion of proficiencies required by the particular area of concentration
4. Approval of Faculty Council for the conferring of the degree

Graduation Requirements –Associate of Arts Degree

The general requirements for the Associate of Arts degree include the following:

1. The completion of all general education and other courses as specified by the program (see table) with a cumulative grade point average of 2.0 or higher
2. The completion of proficiencies required by the particular area of concentration
3. The completion of the last 15 semester hours of course work taken at Oklahoma Wesleyan University with at least 12 hours of the major completed in residence; any exception requires special permission. Active duty service members may request a waiver of the last 15 semester hour requirement.
4. Approval of Faculty Council for the conferring of the degree

Because OKWU views the liberal arts as the core of all University degrees, general education requirements have been established and listed within the specific degree program.

Graduation Requirements for Bachelor's Degrees

To earn a bachelor degree, students must satisfactorily complete the following graduation requirements:

1. A total of 126 credit hours with a minimum cumulative GPA of 2.0 for Business, Psychology, and Ministry programs and a minimum cumulative GPA of 2.5 for Nursing programs.
2. A total of 42-45 credit hours in an Oklahoma Wesleyan University major.
3. A total of 45 credit hours of general education requirements beyond those already completed in the major curriculum.
4. The completion of the last 30 semester hours of course work taken at Oklahoma Wesleyan University with at least 20 hours of the major (and nine hours of the minor) completed in residence; any exception needs to be requested prior to taking a course elsewhere. Active duty service members may request a waiver of the last 30 semester hour requirement.
5. After the major courses are completed, a student has five years to complete all other requirements for a bachelor's degree.
6. Payment of all tuition and fees.
7. Approval of the faculty.

Note to out-of-state students enrolled in degree programs through OKWU online distance learning or at non-Oklahoma campuses: certain state requirements may apply to degree and graduation requirements. A summary of state requirements is provided in the Out-Of State Degree Requirements section of the catalog. Additionally, the student needs to consult with an Academic Advisor to ensure the degree plan effectively addresses any such requirements.

Graduation Honors

Graduation with honors will be placed on the student's transcript and will be determined as follows for undergraduate degrees:

Cum Laude: a cumulative grade point average of 3.50 – 3.69

Magna Cum Laude: a cumulative grade point average of 3.70 - 3.89

Summa Cum Laude: a cumulative grade point average of 3.90 – 4.00

Only students whose course work is complete will have their honors announced during commencement exercises.

Participation in Commencement

Students will not be permitted to participate in Graduation ceremonies if there is a balance on their student account.

Graduation Dates

OKWU has three degree conferral dates each year for Adult and Graduate students, but only two graduation ceremonies. Students may participate in one graduation ceremony per OKWU degree completed. Students must be within six credit hours of degree completion with an approved graduation application and completion plan in place to be eligible to participate in a commencement ceremony. All degrees will be conferred at the end of the AGS term in which all degree requirements are completed.

- **Fall term conferral** — Students who complete degree requirements between October 28th and March 2nd are eligible for March 2nd degree conferral.
- **Spring term conferral** — Students who complete degree requirements between March 3rd and June 30th are eligible for June 30th degree conferral.
- **Summer term conferral** — Students who complete degree requirements between July 1st and October 27th are eligible for October 27th degree conferral.
- **May Commencement** — AGS commencement ceremonies are on the second Saturday of May.
- **December Commencement** — AGS commencement ceremonies are on the second Saturday of December.

Honorary Posthumous Degree Policy

Such degrees shall generally be unearned, nonacademic degrees recognizing the meritorious but incomplete earned work of a deceased student, generally a student who was deceased in the last semester of work. An honorary posthumous degree may be awarded to a student who dies while enrolled in a degree program of Oklahoma Wesleyan University, subject to the following conditions:

1. To be eligible, the student must have been enrolled in a degree program offered by the Oklahoma Wesleyan University and attending classes and actively pursuing and making progress towards a degree at the time of death, or between terms in such enrollment.
2. The student must not have been dismissed or suspended at the time of death.
3. The student must not have died while committing a felony (crime).
4. If the degree requirements for the student's intended degree are met, the intended degree should be awarded instead of the honorary posthumous degree.

Academic Programs

Programs of study offered for Adult and Graduate Students:

Associate of Applied Science

- Christian Ministry
- Early Childhood Education
- Technical Programs

Associate of Arts

- Christian Studies
- General Studies

Bachelor of Science

- Business Administration
- Criminal Justice
- Ministry and Leadership
- Organizational Management
- Psychology Studies

Bachelor of Science in Nursing

Minor

- Human Resource Management
- Psychology

Graduate Level programs (see Graduate Catalog for details)

- Master of Arts in Theology and Apologetics
- Master of Business Administration
- Master of Education
- Master of Nursing
- Master of Science in Strategic Leadership

School of Arts and Sciences

Welcome to the School of Arts and Sciences. The curriculum of the School of Arts and Sciences is the foundation upon which OKWU student educational experiences are built. Every student at OKWU, regardless of major, passes through the School of Arts and Sciences because most of the University's core curriculum is housed in this school. Skills in critical thinking, problem solving, and oral and written communication are developed, and instruction is provided in the liberal arts disciplines that are essential for intellectual development and personal growth: English and mathematics, the humanities, and the physical, biological, and behavioral sciences.

Students in the School of Arts and Sciences can choose from three departments, offering a variety of majors. Some of the degree programs in Arts and Sciences prepare students for professional employment while others prepare them for admission to professional and graduate schools.

Studies show that employers prefer applicants with strong written, verbal and critical thinking skills. For that reason, a degree in the Arts and Sciences is excellent preparation for the rest of life. Many of our degree options may be enhanced by a minor in another related or professional program.

The mission of the School of Arts and Sciences is to prepare students for Christian service through programs of study and other learning experiences that blend a liberal arts education with professional and career education. It is our great hope that the Christian values that support the academic community at OKWU will not only nourish our students' unique, individual lives, but also foster their development as leaders who will use their skills and character to address the needs and challenges of the larger world.

Department of Humanities

*Linking the creative inspiration of human beings with the plan of God,
through the activity of the Holy Spirit.*

Associate degrees: General Studies

Mission Statement

In keeping with the mission of the University, the Humanities Department believes all human intellectual and artistic effort is to be viewed through the lens of the lordship of Jesus Christ. The Humanities Department strives, therefore, to offer courses and programs which give a strong foundation in the theory and practice of the disciplines of English Composition, Literature, Foreign Language, Visual Arts, and Music, as well as a Christian worldview which affirms the pursuit of truth and the value of self-expression through written, visual, and aural disciplines.

Statement of Purpose

The Department of Humanities has four general purposes: 1) to help students discover through critical inquiry the best of human thought and human creation by studying literature, art, architecture, and music; 2) to assist students in developing superior skills in written and oral communication; 3) to prepare students for careers which require some or all of these areas of liberal arts learning; and 4) to enable students to participate in their culture—shaping and contributing to it from a Christian perspective.

General Studies Program Objectives - Graduates of the General Studies Associate of Arts program should possess the following knowledge and skills:

1. Have a general understanding of the nature, achievements, and limitations of man and societies through studies in general education, including the following:
 - social and behavioral sciences
 - ministry and Christian thought
 - humanities (such as literature and the fine arts)
 - science and mathematics
2. Draw reasonable inferences from observations
3. Relate values to scientific and technological developments
4. Understand and avoid plagiarism, citing sources in proper format
5. Differentiate and organize ideas, concepts, and theories
6. Have developed a general understanding of a Christian worldview

Degree Requirements for Humanities Programs

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

On the following pages are the lists of required courses for the programs offered by the Department of Humanities.

Associate of Arts in General Studies

This program is designed for working adults who may have acquired learning through college or university courses, career experiences, professional or military schools, and in-service training. This program option exists for adult students who do not wish to pursue a full baccalaureate degree, but who would benefit either personally or professionally from earning an associate degree. This degree also serves as an excellent foundation for various OKWU bachelor completion programs should the student wish to finish a bachelor's degree at some point in the future.

STEP Program Requirements

The STEP program is designed for adults who are admitted to the University with no college credits or with a limited number of transfer credits.

Students may earn an **Associate of Arts in General Studies** by completing the courses listed below for a minimum total of 60 credit hours. These 60 credit hours include the required general education credits, specific emphasis credits, and elective credits.

Alternatively, students may earn a baccalaureate degree by completing the courses in the STEP program and any remaining credits for a total of 126 credit hours. These 126 credit hours must include required general education credits, major courses in Business, Nursing (RN to BSN), or Ministry and Christian Thought, and any remaining elective credits.

General Education Requirements (or appropriate transfer course)	30
English Composition and Speech	6
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Biblical Literature*	6
Old Testament (CHAL 1613) or New Testament Survey (CHAL 1733)	3
Christian Worldview and Apologetics (CHAL 3103)	3
Humanities and Literature	3
Mathematics or Science	3
Social Science courses	9
Christian Liberal Arts Curriculum (must be taken at OKWU)	3
Formation of the Christian Learner (CLAC 1713) OR	(3)
Introduction to Online Learning (CLAC 1733)	(3)
Major Requirements	15-18
At least 15 hours in one area of the liberal arts	(15)
Option 2: At least 6 hours in each of three areas	(18)
General Electives	11-15
Grand Total (minimum)	60

Emphasis courses offered through the STEPS program

Emphasis courses	15
Microsoft Office Tools (BUSI 1713)	3
Introduction to Business (BUSI 1943)	3
Small Business Management (BUSI 2243)	3
Financial Management for Individuals (BUSI 2643)	3
Fundamentals of Accounting (BUSI 2743)	3

Department of Science and Mathematics

Since God made the heavens and the earth, His invisible attributes, His eternal power and divine nature, have been clearly visible in His creation.

Romans 1:20

Associate Degrees: Technical Programs

Mission

In keeping with the institutional mission, the Department of Science and Mathematics uses classroom devotions, special courses, classroom discussions, and faculty participation in religious convocations (chapel) to encourage students and faculty to explore issues at the interface of the Christian faith and the various academic disciplines of mathematics and the natural sciences.

Statement of Purpose

The Department of Science and Mathematics provides a curriculum for baccalaureate degrees in Biology, Chemistry, General Science, and Mathematics and cooperates with the School of Education to offer B.S. degree programs in Biology Education and Mathematics Education. The department also provides a number of courses in Biology, Chemistry, and Mathematics designed to meet the general education requirements, including prerequisites and electives for students majoring in other areas.

Department Goals

The goals of the Department of Science and Mathematics are the following:

1. To provide general education courses in mathematics and the natural sciences
2. To offer degree programs that will prepare a student for immediate employment or for further education.
5. To provide opportunities for the integration of faith and learning

Departmental Objectives

Upon completion of the degrees offered by the Department of Science and Mathematics, students will demonstrate the following:

1. Knowledge of and the ability to use the concepts of their academic discipline
3. Appropriate skills in general and technical written and oral communication
5. An integration or synthesis of truth gained from both general education and major courses with their Christian faith and practice
6. Sensitivity to the ethical implications of the methods, technologies, and state of knowledge of their chosen major within the context of a Christian worldview.
7. An attitude of sincere respect for the Creator and His creation.

Degree Requirements for Science and Mathematics Programs

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

On the following pages are the lists of required courses for the programs offered by the Department of Science and Mathematics.

Associate of Applied Science in Technical Program

This program is designed for working adults who may have acquired learning through an approved technical program. This option exists for adult students who do not wish to pursue a full baccalaureate degree, but who would benefit either personally or professionally from earning an associate's degree. This degree also serves as an excellent foundation for various OKWU bachelor completion programs should the student wish to finish a bachelor degree at some point in the future. The Associate of Applied Science may be achieved via the STEPs Program.

General Education Requirements	27
English Composition and Speech	6
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Biblical Literature*	6
Old Testament (CHAL 1613) or New Testament Survey (CHAL 1733)	3
Christian Worldview and Apologetics (CHAL 3103)	3
Mathematics or Science	3
Social Science	9
Christian Liberal Arts Curriculum**	3
Formation of the Christian Learner (CLAC 1713) OR	(3)
Introduction to Online Learning (CLAC 1733)	(3)
Technical Program (maximum)	30
General Electives	2-3
Grand Total	60

The approved technical programs include:

- Automotive Collision Repair
- Automotive Service Technology
- Applied Welding
- Executive Assistant
- Accounting
- Health Information
- Early Care Education
- Graphic Communications
- Computer Aided Drafting
- Engineering Drafting
- Architectural Drafting
- Cosmetology
- Culinary Arts
- Dental Assistant
- Health Science Technology
- Computer Repair
- Computer Networking
- Machine Tool Technology
- Marketing

Department of Social and Behavioral Sciences

*O Lord, Thou has searched me and known me!
Thou knowest when I sit down and when I rise up;
Thou discernest my thoughts from afar.
Thou searchest out my path and my lying down,
and art acquainted with all man's ways . . .
For thou didst form my inward parts,
thou didst knit me together in my mother's womb.
I praise thee, for I am fearfully and wonderfully made.
--From Psalm 139*

Bachelor degrees: Criminal Justice, Psychology Studies

Minors: Psychology

Mission

The mission of the Department of Social and Behavioral Sciences is to promote the development of intellectual and emotional coherence, to promote the effective interaction of individuals with society and with their environment, and to promote the development of an appreciation of the heritage of the Western world.

Statement of Purpose

In keeping with OKWU's institutional purposes, the Department seeks to educate students to explore the interface between their academic discipline and the Christian faith, particularly in the historic Wesleyan tradition. This goal is pursued through the intentional integration of faith and learning in the departmental curricula (through discussions, writing assignments, devotions, and projects) as well as extracurricular lectures (by Christian leaders in Psychology, History, and Political Science). Ultimately, the Department seeks to equip students to contribute meaningfully to society in the areas of history, political science, and psychology and to be agents of change in the culture in which they live.

Program Objectives

Criminal Justice Program Objectives

Upon completion of the Criminal Justice Degree Program, students will:

1. Acquire a broad understanding of the criminal justice system, the identification and inter-dependence of its components and participants; the legal, political, and socioeconomic environments in which they operate; and the theories, practices, and effectiveness of social control.
2. Have a balanced exposure to criminal law, understand its origins and evolution, apply principles of substantive, procedural, and evidentiary law that guide the criminal justice system; and understand the effects of the US Constitution, Bill of Rights, and case law on law enforcement and procedure.
3. Comprehend theories of causation, of the nature and effects, and the extent of crime as well as its impact on society and participants.
4. Understand the history, theories, organization, and role of police in society and their relationship to the other constituents of the criminal justice system.
5. Develop specialized technical knowledge, professional skills, critical thinking, analytical skills, and strategies relevant to law enforcement to solve complex problems that promote excellence in public safety.

6. Develop leadership skills, organizational understanding, decision-making abilities, an understanding of the character traits required of an officer, and framework of ethical principles and judgment appropriate for law enforcement.
7. Demonstrate intelligent proficiency in written and oral communication, adept in both individual and group settings.
8. Have the ability to articulate, analyze, and discuss a variety of contemporary societal issues and the effect they have on the criminal justice system and its participants.

Psychology Program Objectives – Graduates of the psychology programs offered by the Department of Social and Behavioral Sciences should demonstrate the following:

1. An understanding of the various theories of human development, including biological, psychological, and sociological
2. An understanding of the various personality theories and major counseling approaches currently in use
3. An understanding of the categories of abnormal behavior and theories of etiology and treatment
4. An ability to understand and critically evaluate the philosophical underpinnings of psychological theories including the perspective of a Christian worldview
5. An ability to critically evaluate scientific research in the behavioral sciences
6. An understanding of the various models and processes of integration of the behavioral sciences and Christian faith.

Degree Requirements for Social and Behavioral Science Programs

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

On the following pages are the tables of required courses for the majors, minors, and associate degrees offered by the Department of Social and Behavioral Sciences. Please see School of Education for social studies education major course requirements.

Bachelor of Science in Criminal Justice

The Bachelor's degree program in Criminal Justice can empower students to meet the challenges facing those pursuing a career in law enforcement as well as developing critical skillsets for current law enforcement professionals seeking promotion. Our Criminal Justice program has been carefully crafted to provide students with a well-rounded core understanding of criminal justice concepts through courses such as criminal law and the court system, evidence and procedure, victimology, ethics, asset security, and more. Furthermore, our Law Enforcement Emphasis is uniquely constructed to facilitate both those students desiring to enter the field of law enforcement as well as serving current law enforcement officers desiring to improve their career opportunities. Those entering the law enforcement arena will gain practical skills through courses such as Patrol Tactics, Gangs and Crime, and Domestic Intervention. For the experienced law enforcement professional, our program offers career-enhancing courses such as Contemporary Issues in Criminal Justice, Training and Development, Organizational Problem Solving, and conflict resolution. Furthermore, our degree program integrates God's love for all humanity and the value of all individuals.

General Education Requirements	45
Biblical Literature and Philosophy	12
Old Testament Survey (CHAL 1613)	3
New Testament Survey (CHAL 1733)	3
Methods of Bible Study (CHAL 2303)	3
Christian Worldview (CHAL 3103)	3
English Composition and Communication	9
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Introduction to Human Communication (COMM 1823)	3
Humanities and Literature	6
Social Science	9
Mathematics and Science	6
Christian Liberal Arts Curriculum	3
Intro to Adult Studies (*CLAC 3113)	3

- * CLAC 3113 requirement will be waived if CLAC 1713 or 1733 have been taken previously as part of the AA General Studies major. A minimum of 40 credits of upper division credits hours will still be required to complete the degree.

(degree requirements continued on next page)

(degree requirements continued from previous page)

Criminal Justice Major Courses	48
CRIM 2003 Introduction to Criminal Justice	3
CRIM 2103 Introduction to Criminal Courts	3
CRIM 2203 Criminology	3
CRIM 2303 Criminal Law	3
CRIM 3003 Criminal Procedure	3
CRIM 3053 Ethics in Criminal Justice	3
CRIM 3103 Organizational Behavior in Criminal Justice	3
CRIM 3203 Juvenile Justice and Procedure	3
CRIM 3303 Diversity in Criminal Justice	3
CRIM 3413 Security Management and Asset Protection	3
CRIM 4003 Victimology	3
CRIM 4103 Illegal Immigration	3
CRIM 4203 Terrorism and Homeland Security	3
CRIM 3423 Law Enforcement Structure and Process	3
CRIM 3503 Civil Liability	3
CRIM 4303 Drugs, Alcohol, and Criminal Justice	3
**Upper Division Electives OR Emphasis Track Option	21
Law Enforcement Emphasis Option	21
LEOM 3603 Patrol Tactics	3
LEOM 3703 Gangs and Crime	3
LEOM 4153 Domestic Violence	3
LEOM 4353 Community Policing	3
LEOM 4403 Criminal Investigations	3
LEOM 4453 Crime Scene Investigations	3
LEOM 4503 Law Enforcement Seminar	3
Administration Emphasis Option	21
LEAD 3803 Contemporary Issues in Criminal Justice	3
LEAD 4553 Law Enforcement Supervision and Management	3
LEAD 4603 Organizational Problem Solving	3
BUSI 4433 Training and Development	3
LEAD 4653 Budget and Finance for Government Agencies	3
LEAD 4703 Management Efficiency and Effectiveness	3
LEAD 4753 Critical Incident Management	3
General Electives	12
TOTAL	126

** A minimum of 40 hours of Upper Division credits (3000 or 4000 level) required to complete degree requirements

Bachelor of Science in Psychology Studies

General Education Requirements	45
Biblical Literature and Philosophy	12
Old Testament Survey (CHAL 1613)	3
New Testament Survey (CHAL 1733)	3
Methods of Bible Study (CHAL 2303)	3
Christian Worldview (CHAL 3103)	3
English Composition and Communication	9
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Introduction to Human Communication (COMM 1823)	3
Humanities and Literature	6
Social Science	9
Mathematics and Science	6
Christian Liberal Arts Curriculum	3
Intro to Adult Studies (*CLAC 3113)	3

* CLAC 3113 requirement will be waived if CLAC 1713 or 1733 have been taken previously as part of the AA General Studies major. Upper division credit hours needed to be completed. Degree requirements will increase if waived.

Major Requirements	30
Human Development Across the Lifespan (PSYC 2783)	3
Psych Tests and Measurements (PSYC 2883)	3
Psychology of Persons in Social Environment (PSYC 3583)	3
Management and Leadership (BUSI 3713)	3
Organizational Behavior (BUSI 4733)	3
Theories of Personality (PSYC 3123)	3
Counseling Theories and Techniques (PSYC 4683)	3
Abnormal Psychology (PSYC 4783)	3
History of Psychological Thought (PSYC 3633)	3
Group Dynamics (CHAL 3323)	3
Additional Required Courses	12
Principles of Economics (BUSI 3773)	3
Sociological Foundations (SOCI 2223)	3
Management of Human Resources (BUSI 4123)	3
Statistics for Behavioral Sciences (PSYC 3923)	3
General Electives	30
Upper Division Electives	9
Grand Total	126

Optional Pre-Drug and Alcohol Counselor Emphasis	9
Substance Abuse and Addictions (PSYC 2733)	3
Psychology Practicum 1 (PSYC 2332)	2
Psychology Practicum 2 (PSYC 3332)	2
Psychology Practicum 3 (PSYC 4332)	2

Psychology Minor

Course Requirements	21
Introduction to Psychology (PSYC 1803) [Pre-requisite for all courses below]	3
Human Development across the Lifespan (PSYC 2783)	3
Psychological Test and Measurements (PSYC 2883)	3
Psychology of Persons in the Social Environment (PSYC 3583)	3
Counseling Theories and Techniques (PSYC 4683)	3
History of Psychological Thought (PSYC3633)	3
Abnormal Psychology (PSYC 4783)	3

Chesapeake Energy School of Business

"Do you see a man skilled in his work? He will serve before kings . . ."
Proverbs 22:29

Communicate effectively. Think strategically. Lead with integrity.

Bachelor degrees: Business Administration and Organizational Management

Minors: Human Resource Management

Graduate Degree: Master of Business Administration, Master of Science in Strategic Leadership – See Graduate Catalog

Mission

The Chesapeake Energy School of Business at Oklahoma Wesleyan University is a community of scholar practitioners (students, faculty, staff and community) delivering excellence in business education. Grounded unapologetically in the Christian faith, the Chesapeake Energy School of Business exists to teach learners to communicate effectively, think strategically and lead with integrity. As a professional field within a Christian liberal arts University, the Chesapeake Energy School of Business seeks to advance the professional and academic competence of its students by balancing academic theory with practical application.

School Distinctives

The Chesapeake Energy School of Business offers a variety of majors that allow students to tailor their education to specific areas of interest. Since today's employers often select employees based upon specific skills, but promote for general skills, all Business School majors are designed with three components: (1) a strong foundation of general education courses, (2) a solid foundation of business "tool" courses which develop general business competencies, and (3) specialized study in a specific area of business that adds value to the degree by adding critical depth to the student's knowledge and skill levels. Classroom instruction, internship experiences, and co-curricular activities are designed to produce graduates who will become leaders in their chosen fields.

Accreditation

Oklahoma Wesleyan University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The business programs in the following degrees are accredited by IACBE:

- Bachelor of Science in Business Administration
- Bachelor of Science in Organizational Management
- Master of Business Administration (See Graduate Catalog)

The International Assembly for Collegiate Business Education (IACBE) is a specialized, professional accrediting body for business programs in student-centered colleges and universities throughout the world. The IACBE exists to promote, develop, and recognize excellence in business education. The IACBE's philosophy of accreditation is centered on student learning and operational outcomes, which makes it flexible and adaptable.

Program Objectives

OKWU's overall program objectives for all undergraduate business programs are an extension of the mission of the Chesapeake Energy School of Business.

Graduates of OKWU's undergraduate business programs will be able to do the following:

1. Demonstrate the ability to apply theoretical concepts to actual business situations and utilize critical thinking and decision-making skills to identify, analyze, and develop practical solutions to management problems in an increasingly global environment
2. Express ideas clearly, concisely, and logically, through effective speech, written communication, and interpersonal human relations skills
3. Integrate management ethics—based on a Christian worldview—into the functions and processes of management
4. Develop a base of knowledge and/or a range of skills that demonstrate mastery of modern business, financial, management, and economics concepts, including the formulation and implementation of strategic business policy
5. Demonstrate capabilities to be a business professional in for-profit, non-profit, and governmental organizations.

Course Requirements

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

Business Administration Course Requirements

General Education Requirements

For all bachelor's degree programs, the University has set general education requirements. The following table indicates these requirements as they apply to the Business Administration major:

General Education Requirements	45
Biblical Literature and Philosophy	12
Old Testament Survey (CHAL 1613)	3
New Testament Survey (CHAL 1733)	3
Methods of Bible Study (CHAL 2303)	3
Christian Worldview (CHAL 3103)	3
English Composition and Communication	9
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Introduction to Human Communication (COMM 1823)	3
Humanities and Literature	6
Social Science*	9
Mathematics and Science	6
Christian Liberal Arts Curriculum	3
Intro to Adult Studies (*CLAC 3113)	3

* CLAC 3113 requirement will be waived if CLAC 1713 or 1733 have been taken previously as part of the AA General Studies major. Upper division credit hours needed to be completed. Degree requirements will increase if waived.

Business Administration students who have successfully completed 45 semester credit hours or more take the following major courses, one area of emphasis and electives as needed:

Business Administration Major Courses	24
Management and Leadership (BUSI 3713)	3
Organizational Behavior (BUSI 4733)	3
Principles of Economics (BUSI 3773)	3
Marketing Principles (BUSI 3413)	3
Business Law (BUSI 3433)	3
Management of Human Resources (BUSI 4123)	3
Business Ethics and Christian Wisdom (BUSI 3783)	3
Global Business Environment (BUSI 4703)	3

(continued on next page)

(continued from previous page)

Emphasis Area Requirements (choose one)

Accounting Emphasis Courses	18
Managerial Accounting (BUSI 4223)	3
Auditing (BUSI 3213)	3
Income Tax Accounting (BUSI 3223)	3
Intermediate Accounting 1 (BUSI 3243)	3
Intermediate Accounting 2 (BUSI 3253)	3
Management Strategy (BUSI 4963)	3

Finance Emphasis Courses	15
Managerial Accounting (BUSI 4223)	3
Principles of Finance (BUSI 4323)	3
Money and Banking (BUSI 3523)	3
Investment Concepts (BUSI 4343)	3
Management Strategy (BUSI 4963)	3

Healthcare Administration Emphasis Courses	18
Delivering Healthcare in America (HADM 3013)	3
Assessing Public Health Issues (HADM 3323)	3
Finance in Healthcare (HADM 4053)	3
Healthcare Consumers: Trends in Market Place (HADM 4373)	3
Current Legal and Regulatory Issues in Healthcare (HADM 4823)	3
Management Strategy (BUSI 4963)	3

Management Emphasis Courses	18
Negotiation Strategy (BUSI 3793)	3
Financial Analysis for Managers (BUSI 3753)	3
Managing Innovation and Change (BUSI 4713)	3
Nonprofit Leadership and Operations (BUSI 4283)	3
Executive Development (BUSI 4423)	3
Management Strategy (BUSI 4963)	3

Marketing Emphasis Courses	18
Consumer Behavior (BUSI 3303)	3
Public Relations (BUSI 3313)	3
Principles of Advertising (BUSI 3323)	3
Professional Selling (BUSI 3333)	3
Supply Chain Management (BUSI 3343)	3
Management Strategy (BUSI 4963)	3

Elective Courses	39-42
TOTAL	126

Organizational Management Course Requirements

General Education Requirements

For all bachelor's degree programs, the University has set general education requirements. The following table indicates these requirements as they apply to the Organizational Management major:

General Education Requirements	45
Biblical Literature and Philosophy	12
Old Testament Survey (CHAL 1613)	3
New Testament Survey (CHAL 1733)	3
Methods of Bible Study (CHAL 2303)	3
Christian Worldview (CHAL 3103)	3
English Composition and Communication	9
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Introduction to Human Communication (COMM 1823)	3
Humanities and Literature	6
Social Science	9
Mathematics and Science	6
Christian Liberal Arts Curriculum	3
Intro to Adult Studies (*CLAC 3113)	3

* CLAC 3113 requirement will be waived if CLAC 1713 or 1733 have been taken previously as part of the AA General Studies major. Upper division credit hours needed to be completed. Degree requirements will increase if waived.

Organizational Management students who have successfully completed 45 credit hours or more take the following major courses, one area of emphasis and electives as needed:

Organizational Management Major Courses	30
Management and Leadership (BUSI 3713)	3
Organizational Behavior (BUSI 4733)	3
Staff and Employee Selection (BUSI 4203)	3
Marketing Principles (BUSI 3413)	3
Compensation and Benefits (BUSI 4333)	3
Management of Human Resources (BUSI 4123)	3
Business Ethics and Christian Wisdom (BUSI 3783)	3
Global Business Environment (BUSI 4703)	3
Negotiation Strategy (BUSI 3793)	3
Executive Development (BUSI 4423)	3
Elective Courses (4 Upper Division credit hours required)	51
TOTAL	126

Minor: Human Resource Management		18
Management of Human Resources (BUSI 4123)		3
Staff and Employee Selection (BUSI 4203)		3
Compensation and Benefits (BUSI 4333)		3
Training and Development (BUSI 4433)		3
Human Resource Development (BUSI 4503)		3
Business Course (select one additional course with a BUSI prefix)		3

School of Education

Building Effective Educators with a Christian Perspective

1 Timothy 4:11-12

NCATE

The Standard of Excellence
in Teacher Preparation

Associate Degree: Early Childhood Education

Graduate Degree: Master of Education – See Graduate Catalog

Teacher Education Accreditation

OKWU is regionally accredited as an institution by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The Teacher Education Program at OKWU is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). Furthermore, the Teacher Education Program is approved by the Oklahoma Commission for Teacher Preparation (OCTP) and by the Oklahoma State Department of Education for teacher education on the early childhood, elementary, middle school, and secondary levels.

The Oklahoma Wesleyan University School of Education has formed a Teacher Education Council which governs the activities of the School and is known as the Education Preparation Provider (EPP).

Unit Mission Statement

In keeping with the institution's mission statement and the Unit's vision, the Teacher Education Program is based on the belief that an Effective Educator is the product of several factors: 1) a strong foundation in the liberal arts, educational theory and practice, and specific academic disciplines; 2) a Christian worldview which affirms the pursuit of truth, the calling of teaching, and the worth of all persons; and 3) development of the whole person so that graduates demonstrate vitality and integrity in the spiritual, intellectual, social, emotional, and moral areas of their lives. These beliefs have a foundation in educational research.

Education Preparation Provider (EPP) Distinctives

The Teacher Education Program provides individuals with the basic knowledge, skills, and experiences (competencies) needed to enter into and function within the prescribed educational settings. However, it is recognized that the teaching/learning process is a lifelong endeavor and therefore the School of Education encourages its graduates to continue their professional growth through in-service and graduate training. The following paragraphs highlight some of the distinctive aspects of OKWU's Teacher Education Program.

Conceptual Framework — The Conceptual Framework for OKWU’s teacher preparation program provides the foundation for course content and standards, teacher candidate competencies, instruction, assessment, and evaluation. This framework illustrates the coherence existing between concepts, theorists, and courses as well as teacher candidate knowledge, skills, and dispositions. The Conceptual Framework also reflects the intent of the EPP Unit’s objectives, the state competencies, and professional standards.

The following is the distinctive OKWU EPP Unit Conceptual Framework Design:

*Building **Effective Educators** with a Christian Perspective*

T - Theory-Based Practices

O - On-Site Experiences

W - World View

E - Expertise in Content

R - Reflective Teaching

As this design suggests, the shared vision of the Teacher Education Program is to produce Effective Educators by providing quality higher education with a Christian perspective through courses and on-site (clinical) experiences. The Conceptual Framework is represented in this design through the use of a prominent feature on campus, La Quinta’s tower. The word “TOWER” has been transformed into an acronym which summarizes the fundamental aspects of OKWU’s Teacher Education Program:

Theory-Based Practices: Teacher candidates learn to utilize best teaching practices based on a variety of learning theorists.

On-Site Experiences: Teacher candidates participate in clinical experiences, beginning in the freshman and sophomore years with classroom observations, continuing in the junior year with practicum experiences, and culminating with a semester of student teaching in the senior year.

World View: Teacher candidates develop a holistic approach to teaching from a Christian perspective through integration of Biblical concepts in liberal arts, professional, and specialized courses. The Christian world view affirms the pursuit of truth (Ephesians 4:14-15), the calling of teaching (Ephesians 4:4-13), and the worth of all persons (Genesis 1:26-27; Matthew 18:10).

Expertise in Content: Teacher candidates receive broad-based content preparation in keeping with the Unit’s mission of synthesizing liberal arts and specialized training with professional training.

Reflective Teaching: Teacher candidates demonstrate the ability to use reflective practices to evaluate, self-monitor, persist, and adapt in order to improve instruction and learning.

Unit Philosophy — The distinctive OKWU EPP Unit Philosophy holds that the educational foundations of its programs are based on the belief that the Effective Educator is one who is exposed to a variety of learning theorists, is grounded in a broad-based content preparation, and is involved in a variety of on-site experiences.

The **shared vision** of the Teacher Education Council as reflected in the TOWER acrostic is based on the philosophy of taking theory and content and having an immediate opportunity to “try out” the theory. The underpinning of the teacher education program is this theory-based program, followed by an opportunity to practice in a clinical setting. Brain-based research indicates that optimum learning occurs when students are involved with real-world problems with real people under real conditions. As Eric Jensen states in *Teaching with Brain in Mind*, problem solving is the “single best way to grow a brain.” Clinical practice is then followed up with reflection on the part of the teacher candidate as to the authenticity and practical nature of the theory being taught in the relatively abstract context of the University classroom.

The distinctive hallmark of OKWU’s teacher education program is this theory-followed-by-practice approach. OKWU’s teacher candidates are exposed to a wide range of theorists, concepts, methods, strategies, and research in their course work. At the same time, teacher candidates are given an opportunity, developmentally, to practice what they are learning in the public school classroom. Howard Gardner of Harvard University defines the nature of intelligence as the ability to (1) use a skill, (2) fashion an artifact, or (3) solve a problem. It is this sequence that the OKWU program seeks to develop in the Effective Educator. Another major component of the Unit philosophy is the belief that the teacher candidates not only practice, but also reflect on their teaching, the learner, the environment, and the methods they use to teach.

As indicated in the TOWER acronym, OKWU’s teacher education program is based on a Biblical foundation, a Christian worldview, and the institution’s mission of synthesizing liberal arts with professional training to prepare candidates to live and work in a way that makes a positive Christian impact on students in today’s world.

The teacher education program bases its approach on a Christian view of the universe as both a spiritual and physical creation, ruled and sustained by God. This philosophy posits that objective truth exists, that its ultimate source is God, that it can and should be pursued and known, and that cultivating the ability to know and live by truth is a central purpose of education. Further, history and human culture are means by which God has revealed truth and, therefore, offer a rich resource of insights into that which is good and true.

This philosophy also includes the view that all learners have inherent value because each one is created in the image of God as a spiritual, intellectual, social, emotional and physical being and that the teacher’s attitude should include an understanding of and appreciation for the rich, God-given diversity that exists in His human creation. Based on that understanding, the teacher’s role is to encourage and stimulate the learner’s human potential, first, through caring for the learner, then, by the use of a variety of methods and techniques designed to model, transmit, and stimulate the knowledge, skills, and values of the student. Because today’s students represent such a diverse mix, an Effective Educator must be one who is aware of and responsive to the needs of students from diverse groups so that all students have the opportunity to acquire the knowledge, skills, dispositions, and values that will enable them to live well in today’s world.

Teaching is more than a job; it is a calling because it involves the difficult and rewarding challenge of helping students become better persons. The teacher education program subscribes to this high view of teaching, balancing an expectation of excellence from its candidates with the realization that only with patience and support will some achieve their potential as candidates and teachers. Therefore, the EPP Unit stresses that faculty model the dispositions which enable a teacher to create positive relationships, based on trust, discipline, compassion, patience, and adaptability with all students. For this reason, the EPP Unit's faculty prefers informal and active classrooms. Methods shared by the faculty include the following: learning by doing, collaborative learning, peer tutoring, cooperative and team projects, multi-media presentations, learning through technology, and teacher-directed instruction. These instructional methods build on the importance of getting the student actively engaged in the subject matter and teaching the student, not merely the subject.

EPP Unit Knowledge Base — The teacher education programs at OKWU are also founded upon a distinctive knowledge base. While the Conceptual Framework is based on a Christian world view, it also relies heavily on the developmental educational theories of theorists such as Piaget, Bruner, Erikson, Fowler, Maslow and Kohlberg. Their theories affirm the view that each person is designed to move towards spiritual, intellectual, social, emotional, and physical wholeness. An Effective Educator understands both the variety and order that is part of the developmental process and is able to adjust instructional methods that are appropriate and helpful to student growth. This educational process should aim at developing all students to their greatest potential, using their own perceptions and experiences so that they can make a meaningful contribution to society. For example, Piaget's concept of the learner's organization and adaptation to the environment is a dynamic one in which continual adjustments and mode factors of perceptions are required. As Seymore Papert observed, "One of the more subtle consequences of [Piaget's] discoveries is the revelation that adults fail to appreciate the extent of the nature of what children are learning." The Effective Educator model at OKWU encourages the teacher candidate to reflect on each student and this adaptive behavior.

The EPP Unit also seeks to develop experience as a component of learning, first, in the teacher candidate and, then, with the method of instruction in the classroom. One of the distinctives of the OKWU experience is the Unit's emphasis on theory (Theory-Based Practices) immediately reinforced by practice (On-Site Experience). The EPP Unit, for example, has designed the junior year of every education major to include theoretical methods courses immediately followed by or concurrent with practicums of 30 hours in a local school.

The emphasis on theory and practice is drawn in great part, but not exclusively from the constructivist views that 1) actively involve students in real situations, 2) use questions to provoke student thought and 3) place major value on process in addition to content. John Dewey addressed the crucial nature of experience in learning when he wrote, "The fundamental fallacy in methods of instruction lies in supposing that experience on the part of pupils may be assumed." The EPP Unit tries to balance the student-centered and self-constructed learning with strong leadership, organization, and structure provided by the OKWU faculty through what we refer to as "enhanced discovery learning" (coined by Marzano). As Marzano states, the teacher prepares the students for the experience, properly scaffolds the information and provides assistance along the way. Practical experiences, which allow candidates to begin to synthesize and apply content and pedagogy, are critical to candidates' continuing to develop into Effective Educators.

In addition to this emphasis on clinical experiences, the EPP Unit places a premium on reflective practices. Time spent on site allows candidates the opportunity to reflect upon the practical applications and ramifications of the theories and methods they have studied in their course work. An Effective Educator is one who develops and demonstrates the abilities to evaluate, self-monitor, persist, and adapt in order to improve instruction and learning. Reflective practices are key to teachers continuing to be learners.

Because the EPP Unit believes that a biblical philosophy of education and a broad foundation in theories and methodologies are keys to effectiveness in the classroom, the teacher preparation program at OKWU encourages its candidates to be familiar with a number of educational approaches, and encourages their use or adaptation as they fit within the Christian world view.

The OKWU teacher education program also considers its knowledge base to include the value of the concepts of learning styles (Dunn and Dunn) and multiple intelligences (Gardner). Robert Sternberg's research indicates that intelligence is the ability to know one's own strengths and weaknesses so that a teacher candidate can react intuitively, creatively, and constructively when faced with new experiences. Faculty stresses the importance of teacher candidates learning to identify differences in students and to develop a variety of teaching styles to reach those students. This ability is at the heart of being an Effective Educator.

The EPP Unit's approach to developing a philosophy of classroom management and discipline includes exposing candidates to a variety of theories and then encouraging them to develop a plan that is consistent with a Christian world view, affirms the value of the individual student, helps the student to develop self-discipline, and provides the necessary structure to create a safe classroom in which each student feels secure enough to engage in study and activities. The knowledge base of the EPP Unit is drawn from multiple theorists in the belief that teacher candidates will benefit from a broad spectrum of theories and because the teacher candidates of the program come from a broad geographic area and will, in many cases, return to their home states.

In summary, the EPP Unit's program emphasizes developmental theory (T of TOWER) along with a strong exposure to the participatory components of constructivism (O of TOWER). All theories and practices are provided in the context of a foundation in content (E of TOWER) and reflective practices (R of TOWER) with a Christian perspective (W of TOWER).

EPP Unit Objectives: Purposes and Outcomes

EPP Unit Competencies — The EPP Unit is committed to producing quality candidates who meet or exceed the institutional, state, national, and professional organization standards. In particular, the EPP Unit concentrates on preparing candidates to satisfy the 10 Oklahoma General Competencies for Licensure and Certification (which are based upon national competency standards) as well as the subject area competencies set out by the Oklahoma Commission for Teacher Preparation. OKWU's Teacher Candidate Competencies incorporate Oklahoma's General Competencies plus one of OKWU's own for a total of 11 competencies. Therefore, OKWU's Teacher Candidate Competencies match state and national standards.

When a teacher candidate has completed the teacher education program, the candidate will have demonstrated the following knowledge, skills, and dispositions through University courses and on-site clinical experiences.

Oklahoma Wesleyan University Teacher Candidate Competencies

The Learner and Learning

Competency 1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Competency 2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Competency 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Competency 4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Competency 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Competency 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Competency 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Competency 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Competency 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Competency 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Interstate Teacher Assessment and Support Consortium <http://www.ccsso.org>

World View

Competency 11: World View. The teacher candidate understands the positive influence Christian faith, principles, and values have on teaching and learning.

Overview of the Teacher Education Program

The teacher education program provides individuals with the basic knowledge, skills, competencies and experiences needed to enter into and function within the prescribed educational settings. The clinical (on-site) experiences are designed to prepare teacher candidates to be Effective Educators in their own classrooms.

The main objective is for the teacher candidate to apply today's best teaching practices in order to affect student learning. Extensive clinical experiences allow teacher candidates the opportunity to both observe and apply effective teaching principles and theories to classrooms in a variety of school settings and communities, with students who are from different age groups, are culturally and socioeconomically diverse, and represent exceptional populations.

The combination of experiences as a student and as a pre-professional teacher provides the teacher candidate with a foundation upon which to build a successful teaching career.

Professional Expectations

Professionalism—Each member of a profession must take responsibility to better both the quality and the reputation of the profession to which he/she belongs. Those individuals who are Christian and professionals have an added responsibility to live their lives in such a way that all who come in contact with them will better understand Christian love.

The teacher candidate should engage in all relationships in an ethical and responsible manner. Speech and behavior should be controlled in such a way that others respect and admire the profession to which he/she belongs. When in the classroom the teacher candidate must remember that the mentor is the professional and should not, therefore, be critical about the mentor teacher in body language or verbal response. This includes discussing the mentor teacher with anyone except the university supervisor.

Dispositions—Dispositions embody the Effective Educator's professional attitudes and beliefs and they indicate teacher candidate perceptions of students and colleagues. Candidate dispositions will be assessed through a panel of internal and external reviewers.

Relationships—Teacher candidates are to exemplify Christ in their relationships with mentor teachers, administrators, school staff, and students. In our society there are things to avoid, especially when working with students. Teacher candidates are not to get too personally or unprofessionally involved with students in any way. This includes, but is not limited to, sharing personal contact information, being alone with a student, or touching students.

Confidentiality—Teacher candidates have the unique privilege of being permitted into the classroom and the lives of students. With this privilege comes the responsibility of confidentiality. The events and experiences of the classroom are confidential and not to be discussed with anyone except the mentor teacher (if the opportunity presents itself) or the assigned university supervisors.

This is such a serious matter that if there is evidence this code has been violated, the university supervisors reserve the right to remove the teacher candidate from the clinical experience and/or modify the final grade.

Background Screening

In order to be permitted into K-12 classrooms, teacher candidates must undergo a screening and background check. Further details will be provided in Introduction to Education (EDUC 1402) and in the *Education Major Handbook*.

Practicum — The distinctive practicum experience at OKWU involves actual teaching in an assigned, accredited classroom. Because of the intensity of practicum assignments and classroom preparation, it may be necessary for students to make adjustments in work and extracurricular activities during the practicum.

Graduation Requirements

1. Fulfillment of degree requirements
2. 2.5 cumulative GPA
3. C- or better in all professional education courses

Additional Requirements

Additional details concerning the Teacher Education requirements may be found in the *Education Major Handbook* available in the Teacher Education Center.

Degree Requirements for Education Programs

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

Associate of Applied Science Early Childhood Education

General Education Requirements (or appropriate transfer course)	30
English Composition and Speech	6
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Biblical Literature*	6
Old Testament (CHAL 1613) or New Testament Survey (CHAL 1733)	3
Christian Worldview and Apologetics (CHAL 3103)	3
Humanities and Literature	3
Mathematics or Science	3
Social Science	9
Christian Liberal Arts Curriculum**	3
Formation of the Christian Learner (CLAC 1713) OR	(3)
Introduction to Online Learning (CLAC 1733)	(3)
Major Requirements	17
Introduction to Early Childhood Education (EDU 1203)	3
Early Child Development (EDU 2143)	3
Health, Safety and Nutrition in Early Childhood (EDU 2213)	3
Early Childhood Curriculum (EDU 2313)	3
Family Dynamics and Community Involvement (EDU 2523)	3
Clinical Practicum (EDU 2631)	1
Early Childhood Practicum Seminar (EDU 2641)	1
General Electives	13
Grand Total (minimum)	60

School of Nursing

*Preparing professional nurses to be Christ's hands and heart,
To touch the world one person, family, and community at a time*

Bachelor Degrees: Nursing

Mission:

In concert with the mission of OKWU, the School of Nursing seeks to enhance scholarship, lifelong learning, and Christian discipleship, while fostering in students the desire to live out lives of service to both God and man. In particular, the School of Nursing seeks to inspire unselfish service to humanity and to develop the personal and professional integrity of nurses based on Christian ethics and an appreciation of the Christian faith as a basis for the interpretation of nursing knowledge.

School Distinctives:

The School views nursing as a complex, dynamic, goal-oriented discipline utilized in a variety of settings to assist clients in achieving and maintaining optimal health as defined by the client. The School also believes that the unique role of the nurse is to incorporate science and art to protect and promote health for the client. While science provides an empirical knowledge base, art is the process by which the nurse applies values in using that knowledge.

Throughout OKWU's nursing program, the nurse is seen as a purposeful, self-directed individual who assumes responsibility and accountability to self, client, society, and God. Modeling the example of Jesus Christ, nurses apply His values in the protection and promotion of health by utilizing primary, secondary, and tertiary prevention.

Conceptual Framework of the OKWU Bachelor of Science Degree Nursing Program

The conceptual framework used in the BSN Program consists of four components. A diagram of the conceptual framework appears in this section and is explained in detail on the following pages.

The **first component** of the conceptual framework is the use of the Neuman Systems Model of Nursing. It is based on systems theory, stress theory, adaptation theory and a holistic approach to client care. The Nursing Process is utilized to address client needs and their attainment of optimum health. A brief overview of the models is presented below.

Basic Concepts and Focus of Neuman Systems Model

Betty Neuman's Systems Model is based on systems theory, as well as stress theory, adaptation theory and holistic approaches to clients and their care. A system is one in which there is a continuous flow of input and process, output and feedback. In Neuman's Model, the parts, subparts and their interrelationship for an individual are viewed as a complete and open system.

The client, as an open and whole system, is then subject to the effects of stressors from the intrapersonal, extra personal and interpersonal environment. Neuman's Model focuses nursing care on the client's reaction to these stressors. The individual is viewed as a whole system with a basic structure that consists of five variables or subsystems: physiological, psychological, sociocultural, developmental and spiritual. These five variables are seen as open systems in dynamic interaction with the environment of the individual.

Stressors from the three areas of environment (intrapersonal, extrapersonal and interpersonal) create an adjustment process in each individual, with any stressor being potentially capable of causing disequilibrium that would move the client toward instability or illness on the wellness-illness continuum.

Nursing Process and Intervention

In Neuman's Model, nursing care begins at any point where a client stressor is identified. Nursing Interventions are purposeful, goal-directed and aimed at maintaining, attaining or regaining client system stability and thus promoting optimal wellness for the client. Nursing Process includes, nursing diagnosis, planning goals and outcomes, and nursing intervention. Nursing intervention is categorized as primary (preventive), secondary (supportive), and tertiary (rehabilitative) nursing action based on the degree of client reaction at the time of intervention.*

*Neuman, Betty. The Neuman Systems Model, second edition (1989), Norwalk CN: Appleton and Lange, Chapter 1.

The **second component** of the conceptual framework is the guiding values and ethics of the Christian Faith. The conceptual framework is viewed through the lens of the Christian Worldview and the areas that collide with this view. These five areas, referred to as "Collision Points", focus on the following four areas:

- Accountability in delivery of nursing care
- Advocacy for vulnerable patients
- Spiritual/cultural competency
- Fairness in delivery of care
- Ethical decision making

The **third component** of the conceptual framework is the OKWU concepts of person, nursing, health, environment, and nursing education. These concepts further demonstrate the OKWU Christian Values and Ethics that provide a strong foundation for our view of Nursing and Nursing Education.

Concept of Person

We believe God created persons in His own image as complex, holistic beings with innate dignity and worth. Each person possesses intellect and, by the grace of God, independent thought and will, a conscience, an eternal spirit and the capacity for self-determination.

Each person is a unique combination of physical, psychological, sociocultural, developmental and spiritual systems continually interacting as a whole with the environment. Any change in one system affects the whole.

Persons are individualized by their sociocultural backgrounds and physical, psychological and spiritual capacities. They do not exist alone, but as members of families, groups and communities, which for the nurse, constitute the client system.

Concept of Nursing

Nursing is a complex, dynamic, goal-oriented service profession utilized in a variety of settings to assist clients in achieving and maintaining optimal health as defined by the client. The unique role of the nurse is an incorporation of science and art to protect and promote health for the client. While science provides an empirical knowledge base, art is the process by which the nurse applies values in using that knowledge.

The nurse is a purposeful, self-directed person who assumes responsibility and accountability to self, client, society and God. Modeling the example of Jesus Christ, nurses apply His values in the protection and promotion of health by utilizing primary, secondary and tertiary prevention.

Utilizing information from numerous sources, the professional nurse designs, coordinates and manages the health care of individuals, families, groups and communities through a process of assessment, diagnosis, planning, implementation and evaluation. This nursing process enables clients to attain optimal health, which for some is a peaceful death. The nature of the nurse-client interaction depends on the degree of disruption within the client system.

The nurse also recognizes his/her role as a member of a profession incorporating professionalism into practice; identifying with the values of the profession; working toward personal and professional development; and advancement of the profession as a whole.

Recognizing that research comprises another vital aspect of professional responsibility, the nurse utilizes disciplined inquiry to generate and test theory and to evaluate care toward the improvement of nursing practice.

Concepts of Health

Health is viewed as a dynamic process defined by persons within the context of their own values and cultures. It is viewed on a wellness-illness continuum ranging from wellness (stability) to illness (disequilibrium) and is the degree of personal wellness that exists at any point in time. It is a state of physical, mental, emotional, social and spiritual harmony, and not merely the absence of disease and disability. Client systems have the adaptive ability to meet changes in their environment in order to maintain a state of harmony or wellness.

Health for the community is a state of harmony within all sectors of the system. Community health is a part of overall community development, a process enabling a group of people to grow in their capacity to exercise control over their own quality of life, according to God's purpose, through the good use of material, interpersonal and spiritual resources. The responsibility for health extends beyond the confines of the traditional health professions. Individuals, families and communities are full partners in the promotion of community health.

Concept of Environment

The environment consists of all internal and external factors and influences surrounding the individual. The person and environment exist in a reciprocal relationship, with the person influencing or influenced by the environmental stressors at any time.

Concept of Nursing Education

Learning is a dynamic, lifelong process unique to each person. In this process, the clients learn to evaluate previous patterns of thinking and behavior while becoming receptive to new alternatives. A willingness by the learners to take initiative and assume responsibility fosters the learning process and assists each learner to develop his/her potential for achievement.

Learning experiences are designed to facilitate the student's integration of theoretical knowledge with relevant, practical application. Students are mutually responsible for the educational process in partnership with faculty. The faculty are primarily facilitators of learning who encourage students to assume responsibility for their own learning. The learning process is strongest when student involvement is high, the goals of learning are clear, and the student has the opportunity to apply new knowledge.

The goal of baccalaureate nursing education at OKWU is to prepare nurse generalists with knowledge of biological, physical, social and behavioral sciences, enhanced by a background in the humanities and the Christian faith. Christian faith and Biblical philosophy provide a foundation of truth and basis for interpreting knowledge. Standards of nursing education at OKWU are high, continually reflecting current nursing practice as well as moral and spiritual standards of behavior.

A unique aspect of Christian nursing education is the refinement of knowledge regarding the spiritual dimension of client care and a focus on the whole person as a thinking, feeling, and believing individual. This, along with a broad general education contains the theories, facts and principles basic to nursing knowledge, which must be applied with, reasoned judgment, interpersonal skills, and technical competence in assisting clients to achieve their goals for health. The generalist has sufficient education to pursue graduate nursing studies.

The **fourth component** of the conceptual framework is the delineation of the essential knowledge, values and professional behaviors expected of a baccalaureate nursing graduate as published by the American Association of Colleges of Nursing (ACCN), *The Essentials of Baccalaureate Education for Professional Nursing Practice*. It is from these *Essentials* that the four Program Outcomes were derived.

1. Synthesize liberal educational and core nursing knowledge
2. Exhibit the value based behaviors of a professional nurse
3. Demonstrate proficiency in core nursing competencies
4. Function in the roles of a professional nurse

Within these *Essentials*, the roles of the professional nurse provide an organizing framework throughout the curriculum. The roles are:

- Provider of direct and indirect care to individuals, families, groups, communities and population
- Designer, manager, coordinator of care
- Member of a Profession

The definition and scope of each of these roles are presented below:

Provider of Care

Nurses are providers of care. In this role, nurses are patients' advocates and educators. Historically, the nursing role has emphasized partnership with patients, whether individuals, families, groups, or communities, in order to foster and support active participation in determining health care decisions. Patient advocacy is, and will continue to be, a hallmark of the professional nursing role, and requires that nurses deliver high quality care, evaluate care outcomes, and provide leadership in improving care.

Nurses learn to know patients within a professional context of privileged intimacy. Nurses recognize that clinical judgments have as much to do with values and ethics as they do with science and technology (AACN, October 1997). Nurses must be prepared for the numerous ethical dilemmas that will arise in practice, and must be able to make and assist others in making ethical decisions within a professional ethical framework. Understanding advances in science and technology and the influence these advances have on health care and on individual well-being is essential. Understanding patients and the values they bring to health care relationship is equally important.

Nurses provide care to an increasingly diverse population. Essential to the care of diverse populations is enhanced knowledge and sensitivity to such variables as age, gender, culture, race, religion, socioeconomic status, and lifestyle choice. Nurses must be well prepared to care for the aging population and to help all individuals and families make decisions about life-extending technologies and treatments within the context of their values, as well as physical, emotional, and spiritual health parameters.

Nursing practice is holistically based and incorporates bio-psycho-social and spiritual aspects of health. They must recognize the important distinction between disease and the individual's illness experience. Helping patients understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patient's values is essential in providing a framework for planning, implementing, and evaluating outcomes of care.

Nurses provide care in and across all environments. Nurses focus not only on individual-level health care, but also manage, monitor, and manipulate the environment to foster health. Nursing care requires knowledge and skill in biotechnology and information technology as these relate to direct nursing care, health education, and the management and coordination of care.

Designer/Manager/Coordinator of Care

Nurses are designers, managers, and coordinators of care. Nurses must have the knowledge and authority to delegate tasks to other health care personnel, as well as supervise and evaluate these personnel. As health care providers who function autonomously and interdependently, nurses are responsible for professional identity and practice. Nurses are members of health care teams that deliver treatment and services in an evolving health care system. Nurses bring a unique blend of knowledge, judgment, skills, and caring to such teams. Self-awareness and self-evaluation are utilized to enhance professional relationships and improve communication.

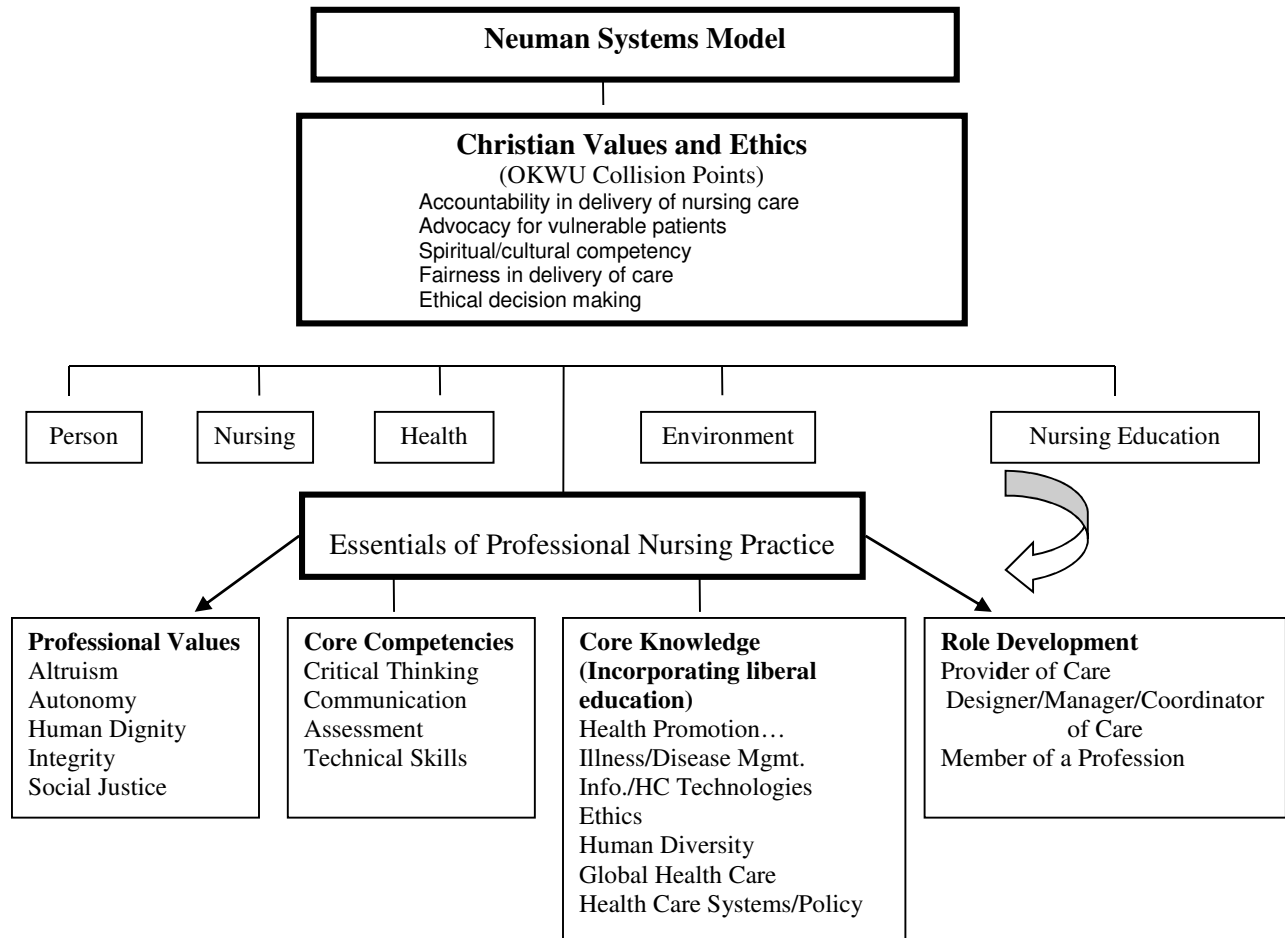
This role, nurses must also be information managers. As patient advocates and educators with state-of-the-art knowledge, nurses help patients acquire, interpret, and utilize information related to health care, illness, and health promotion. Health information available to patients is often overwhelming or confusing; nurses serve as information managers, assisting patients in accessing, understanding, evaluating and applying health-related information. Nurses also must be able to utilize research findings documenting the outcomes of care in designing and implementing care that is both of high quality and cost-effective.

Member within the Discipline of Nursing

Nurses are members of a profession. The use of the term professional implies the acquisition and use of a well-delineated and broad knowledge base for practice. Professional nursing requires strong critical thinking, communication and assessment skills, and the demonstration of a balance of intelligence, confidence, understanding and compassion. Membership in the profession requires the development and acquisition of an appropriate set of values and an ethical framework. As advocates for high quality care for all individuals, nurses must be knowledgeable and active in the political and regulatory processes defining health care delivery and systems of care. Nurses also must be committed to life-long learning and be willing to assume responsibility for planning their professional careers, which increasingly will include graduate study as the route to advancement.

In summary, while the context and scope of nursing practice is changing significantly, the role of beginning professional nurse continues to encompass these roles.

Conceptual Framework Diagram



Accreditation and Memberships

The baccalaureate degree in nursing at Oklahoma Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). The School is a member of the American Association of Colleges of Nursing.

RN-BSN Completion Program

The RNBSN Completion Program is designed to provide accessible continuing education for practicing RNs who already possess a foundation in nursing science and practice and who have the desire to advance their personal and professional development. Building on that foundation, OKWU prepares professional nurse generalists to provide service and leadership in nursing care and to protect and promote health for people throughout the life cycle in various settings. The program is based on the belief that nursing education is a life-long process and that students are mutually responsible for the education process in partnership with faculty. The RNBSN faculty seeks to interweave knowledge with personal experience and faith, to integrate nursing theory with practice, and to promote student self-awareness.

The complete course graduation requirements are listed below. Because this is a completion program, however, it is designed for the practicing RN who has successfully completed 60 hours (or more) of college credit. (Applicants with a Diploma from a hospital school of Nursing may transfer in 40 credit hours). Therefore, only the courses listed in the major requirements portion of the table are offered in a lockstep sequence.

Admission to the RN to BSN degree completion program requires a college GPA of 2.5, an unencumbered valid RN license, and an Associate Degree with a major in Nursing from a regionally accredited institution with at least 60 transferable college credit hours. (Applicants with a Diploma from a hospital school of Nursing may transfer in 40 credit hours).

RN-BSN students with a GPA of 2.3 to 2.49 will be admitted on academic probation. In order to be eligible to meet the RNBSN graduation requirements, students admitted on academic probation must achieve a high enough GPA to raise his/her cumulative GPA to the 2.5 cumulative GPA required for graduation. Therefore within the student's first 12 hours at OKWU, an average GPA of 3.0 must be achieved. Failure to meet this standard may result in dismissal from the program. Additional course progression standards apply.

RN-BSN applicants must either own or have ready access to a computer and have basic computer skills.

Progression Requirements for Nursing Program

The following are the requirements for continuing in the RNBSN program:

- The Nursing program is designed in a lock-step sequence. If a 2.0 is not achieved for each individual major course, the student must repeat the course before progressing to the next course.
- Students whose cumulative GPA falls below 2.5 will be placed on academic probation for the next term.
- It is the student's responsibility to maintain current RN licensure for the duration of the nursing program, including in the state in which they are implementing their Applied Learning Project. Any change in licensure status, such as transferring to another state, lapse in license or disciplinary action taken against the student's nursing license must be reported to the School of Nursing within 2 weeks of licensure lapse or disposition of formal disciplinary action. All cases of disciplinary action against the student's license after admission to the program will be evaluated on an individual basis by the Nursing Faculty Council.
- Students must comply with the program attendance policies to continue in the program.
- Students who are unable to achieve a 2.0 in any two Nursing courses will be suspended from the Nursing program.
- A Nursing course may be repeated only one time. Any student who fails to meet the progression grade requirement for two Nursing courses may not continue in the program of Nursing.
- A "WF" will be considered a failure.

The School of Nursing reserves the right to request the withdrawal of any student who in their judgment, fails to satisfy the nursing requirements of safety, responsibility, accountability, and academic honesty.

Nursing courses in the BSN and RN-BSN programs are scheduled in a sequence of major course requirements. Completion of this sequence fulfills the minimum requirement for the major. Each course is a required component of the program and must be taken in sequence. The curriculum is designed with a lockstep framework are logically organized, and not only build on one another but continue to support the curriculum strands throughout the program. In doing so, the curriculum facilitates student achievement of expected outcomes. The University reserves the right to modify the scope and sequence of the curriculum as necessary.

RN-MSN Dual Credit Program

This program is developed for our AGS RN-BSN students offering dual credit for those who qualify and will be seeking their MSN upon graduation with their BSN. This program provides 9 dual credits for RN-BSN students choosing to pursue their MSN. RN-BSN students will take the MSN course listed below in lieu of the comparable RN-BSN course.

Admission Criteria:

In addition to RN-BSN admission criteria, students must have completed at least 75 undergraduate hours with an overall cumulative average of 3.0 or better.

Student must have a reference letter from their academic advisor verifying the student's ability to do graduate level work.

No probationary admission will be allowed.

Dual Credit

RN-BSN Course	MSN Course
CLAC 3113 Introduction to Adult Studies	NURS 5103 Introduction to Graduate Nursing Concepts
NURS 3613 Nursing Informatics	NURS 5773 Health Informatics/Evidence Based Practice
NURS 4934 Management in Nursing	NURS 6313 Management and Leadership in Nursing and Health Care

Degree Requirements for Nursing Programs

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

RN-BSN Minimum Nursing Course Requirements: A grade of a C (73%) is considered a minimum passing grade for Nursing Courses. Any grade below this minimum passing standard is considered a failing grade. See RN-BSN Program Progression Requirements for Nursing Program for further information.

On the following pages are the lists of required courses for the programs offered by the School of Nursing.

Bachelor of Science in Nursing (RN-BSN Completion Program)

General Education Requirements	39
Old Testament Survey (CHAL 1613) OR New Testament Survey (CHAL 1733)	3
Physical Science, Physics, Chemistry, Life Science and/or Math	12
English and/or Speech	6
Written Communications 1 (ENGL 1613)	(3)
Written Communications 2 (ENGL 1813)	(3)
Introduction to Human Communication (COMM 1823)	(3)
Additional required courses	9
History	(3-9)
United States Government	(3-9)
Psychology	(3-9)
Social Science	(3-9)
Foreign Language	(3-9)
Fine Arts (non-performance)	(3-9)
Liberal Arts and Sciences	9
Humanities, Literature, Philosophy, Ministry and Christian Thought or other additional courses from the above categories not already used to fulfill other general education requirements	
Major Requirements	46
Introduction to Adult Studies (CLAC 3113)*	3
Pathophysiology# (NURS 3813)	3
Nursing's Role in Health Care (NURS 3213) Lockstep course one	3
Theoretical Foundations of Nursing (NURS 3313) Lockstep course two	3
Christian Worldview (CHAL 3103)	3
Spiritual Care of the Client (NURS 3713) Lockstep course three	3
Nursing Ethics Seminar (NURS 3723) Lockstep course four	3
Nursing Research (NURS 4324) Lockstep course five	4
Health Assessment for Nursing Practice (NURS 4654) Lockstep course six	4
Health Promotion Across the Lifespan (NURS 4643) Lockstep course seven	3
Nursing Informatics (NURS 3613) Lockstep course eight	3
Intercultural Nursing (NURS 4433) Lockstep course nine	3
Community Health Nursing (NURS 4534) Lockstep course ten	4
Management in Nursing (NURS 4934) Lockstep course eleven	4
General Electives or Minor	41
Grand Total	126

* CLAC 3113 requirement will be waived if CLAC 1713 or 1733 have been taken previously as part of the Associate degree. Upper division credit hours needed to be completed. Degree requirements will increase if waived.

#Pathophysiology may be taken any time during the curriculum

Nursing courses are arranged in lockstep sequence

School of Ministry and Christian Thought

*Unite the pair so long disjointed,
Knowledge and vital piety;
Learning and holiness combined,
And truth and love
Let all men see.
(Charles Wesley)*

Bachelor degrees: Ministry and Leadership

Associate degrees: Christian Ministry and Christian Studies

Graduate Degree: Master of Arts in Theology and Apologetics – See Graduate Catalog

Continuing Education: CROSS Training for The Wesleyan Church

Mission Statement

The School of Ministry and Christian Thought has two main purposes: 1) to teach ministry and Christian thought courses generally for all students of Oklahoma Wesleyan University and particularly for students majoring in ministry and 2) to prepare persons for specific ministries in the church. Therefore, the School of Ministry and Christian Thought is committed to the belief that twenty-first century ministry requires a Holy Spirit driven mission accompanied with an eye on the future and a passion to call the people of the world to Christ. As well, the challenges of our world mandate continuous missional renewal.

While it is the duty of all OKWU Academic Schools to assist in the development of the spiritual life of students, the School of Ministry and Christian Thought is dedicated to help build campus spiritual life by providing guidance for students and faculty in Christian ideas and ideals. The School also desires to prepare students who are seeking ordination for (and to encourage them to pursue) a seminary education or another relevant graduate degree.

Progression in the School of Ministry and Christian Thought

For a student to remain in and progress through the School of Ministry and Christian Thought, that student must pass all the major classes in their program with at least a C-. Major classes include any classes required for the specific major that are not General Education requirements or General Electives. If a student receives less than a C- in one of their major classes, this is considered non-passing. The student will be placed on probation within the School of Ministry and Christian Thought and required to retake the class or its equivalent. If the student once again fails to receive at least a C-, or receives less than a C- in another major class, the student may be dismissed from the School of Ministry and Christian Thought.

If a student is placed on probation, they may appeal to the Dean of the School of Ministry and Christian Thought, the Associate Vice-President of Academic Affairs and ultimately the Provost of the University.

School of Ministry and Christian Thought Distinctives

Homiletic Expertise

One of the hallmarks of The School of Ministry and Christian Thought that is recognized throughout The Wesleyan Church is its ability for equipping students with outstanding preaching skills.

Associate of Applied Science in Christian Ministry — Oklahoma Wesleyan University has articulation agreements with RHEMA Bible Training Center and Victory Bible Institute which facilitates student ability to transfer from these schools into an Associate of Applied Science degree program at OKWU. Upon successful completion of 30 transferable hours from one of these institutions, a minimum of 30 hours of general education and at least 0-3 hours of electives from OKWU, students will receive an Associate of Applied Science in Christian Ministry degree from OKWU.

Dual Degree Admissions Requirements

An undergraduate student can apply for admission into the Master of Arts in Theology and Apologetics Program as a dual degree, completing up to 9 hours, if the student meets the following requirements:

1. Student must have completed at least 75 undergraduate hours with a cumulative grade point average of 3.0 or above.
2. Student must have completed a minimum of (9) credit hours of undergraduate coursework in apologetics, Bible, and/or theology with a C- or better in each course.
3. Student must have a reference letter from their academic advisor verifying the student's ability to do graduate level work.

If a student is admitted as a dual degree, the student will be permitted to enroll online or on ground in the following classes which will meet both the baccalaureate and graduate degree requirements in the School of Ministry and Christian Thought. Enrollment in these classes must fit within the terms of enrollment which will satisfy financial aid requirements:

Class Substitutions for Traditional students:

APOL 6123 Introduction to Christian Apologetics replaces either APOL 3123 Methodologies of Apologetics or APOL 4543 Multicultural Apologetics
THEO 5553 Biblical Hermeneutics replaces BLIT 3463
THEO 6553 Personal and Social Holiness replaces THEO 4123

Class Substitutions for AGS students in the Ministry and Leadership Program:

APOL 6343 Christian Worldview and Apologetics replaces CHAL 3103 Christian Worldview and Apologetics (if needed),
THEO 5553 Biblical Hermeneutics replaces CHAL 3853 Romans
THEO 6553 Personal and Social Holiness replaces CHAL 4023 Spiritual Formation

Degree Requirements for Ministry and Christian Thought Programs

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL 1613), and Written Communication 2 (ENGL 1813). Any grade below this minimum passing standard is considered a failing grade.

Minimum Ministry and Christian Thought Major Course Requirements: A grade of a C- (70%) is considered a minimum passing grade for Ministry and Christian Thought Major Courses. Any grade below this minimum passing standard is considered a failing grade.

The objectives of the ordination requirement for Sociology will be met by taking the following three courses: Evangelism, Intercultural Ministry, and Christian Worldview and Apologetics.

Exit Exams are a graduation requirement.

The following pages provide the lists of required courses for the majors, minors and other programs offered by the School of Ministry and Christian Thought. It should be noted that by authorization of The Wesleyan Church Department of Education and Ministry, the Wesleyan History and Polity course has been assigned to two courses: The Church Administration course will include The Wesleyan Church Polity increment, and John Wesley and the History of the Wesleyan Church will include the history increment.

Christian Studies (A.A) and Ministry and Leadership (B.S.) major are designed for the purpose of equipping individuals for effective church ministry, para-church ministry, or the administration of such ministries.

A crucial feature of this program is the capstone course which applies course work to life roles, particularly the ministry environment. Working with an instructor, students select and investigate an organizational problem and use models, concepts, and analytical skills to identify appropriate solutions for the selected problem.

Graduation Requirements for Associate of Arts in Christian Studies

In order to graduate from Oklahoma Wesleyan University with an associate degree in Ministry and Leadership degree, students must meet the following criteria:

- Complete the major curriculum with a minimum cumulative GPA of 2.0 within a five-year period from initial enrollment in the program
- Minimum grade of 2.00 in each required course
- Meet the minimum general education requirements for the program which include 3 hours of ministry and Christian thought taken in the following areas: Old Testament Survey or New Testament Survey (or the equivalent)
- Meet the minimum OKWU associate degree requirement of 60 total credit hours
- Payment of all tuition, fees, and other charges

General Education Requirements

For this associate degree program, the University has set general education requirements. The following table indicates these requirements as they apply to the non-traditional A.A. in Christian Studies:

General Education Requirements	30
English Composition or Speech	6
Written Communications I (ENGL 1613)	3
Written Communications II (ENGL 1813)	3
Biblical Literature	6
Old Testament OR New Testament Survey (CHAL 1613 or CHAL 1733)	3
Christian Worldview (CHAL 3103)	3
Humanities and Literature	3
Mathematics or Science	3
Social Science	9
Christian Liberal Arts Curriculum	3
Formation of the Christian Learner (CLAC 1713) OR	(3)
Introduction to Online Learning (CLAC 1733)	(3)

A.A. Christian Studies Major Requirements

Students who have successfully completed Written Communication 1 may take the following major courses:

Christian Studies Major Courses	21
Ministry for the Adult Learner (CHAL 2113)	3
Old Testament OR New Testament Survey (one not taken in Gen Ed above)	3
Introduction to Christianity (CHAL 2253)	3
Christian Worldview and Apologetics (CHAL 3103)	3
Inductive Bible Study – Romans (CHAL 3853)	3
Comparative Religions (CHAL 3443)	3
Introduction to Theology (CHAL 3213)	3
General Electives	9
Total	60

Graduation Requirements for Bachelor of Science in Ministry and Leadership

In order to graduate from Oklahoma Wesleyan University with the major in Ministry and Leadership, students must meet the following criteria:

- Complete the major curriculum with a minimum cumulative GPA of 2.0 within a five-year period from initial enrollment in the program
- Minimum grade of 2.00 in each required course
- Meet the minimum general education requirements for the program which include 3 hours of ministry and Christian thought taken in the following areas: Old Testament Survey or New Testament Survey (or the equivalent)
- Meet the minimum OKWU bachelor degree requirement of 126 total credit hours
- Payment of all tuition, fees, and other charges

General Education Requirements

For all bachelor degree programs, the University has set general education requirements. The following table indicates these requirements as they apply to the non-traditional B.S. Ministry and Leadership major.

General Education Requirements	45
Biblical Literature and Philosophy	12
Old Testament Survey (CHAL 1613)	3
New Testament Survey (CHAL 1733)	3
Methods of Bible Study (CHAL 2303)	3
Christian Worldview (CHAL 3103)	3
English Composition and Communication	9
Written Communications 1 (ENGL 1613)	3
Written Communications 2 (ENGL 1813)	3
Introduction to Human Communication (COMM 1823)	3
Humanities and Literature	6
Social Science	9
Mathematics and Science	6
Christian Liberal Arts Curriculum	3
Intro to Adult Studies (*CLAC 3113)	3

* CLAC 3113 requirement will be waived if CLAC 1713 or 1733 have been taken previously as part of the AA General Studies major. Upper division credit hours needed to be completed. Degree requirements will increase if waived.

B.S. Ministry and Leadership Major Requirements

Students who have successfully completed 60 semester credit hours or more take the following major courses:

Ministry and Leadership Major Courses	46
*Ministry for the Adult Learner (CHAL 2113)	3
Introduction to Theology (CHAL 3213)	3
Dynamics of Human Communication (CHAL 4153)	3
Group Dynamics (CHAL 3323)	3
Ministry and Technology (CHAL 4313)	3
Church Administration (CHAL 3423)	3
Ministry in a Pluralistic Culture (CHAL 2513)	3
Evangelism and Discipleship (CHAL 3113)	3
Inductive Bible Study-Romans (CHAL 3853)	3
Persuasive Speech (CHAL 3413)	3
Pastoral Care (CHAL 3543)	3
Leadership Seminar: Theology of Christian Leadership (CHAL 4233)	3
Christian Spiritual Formation (CHAL 4023)	3
Practical Stewardship and Fundraising (CHAL 4573)	3
Budgets and Finance in Non-Profit Organizations (CHAL 4433)	3
General Electives	35
Total	126

*Not required if taken as a part of the A.A. Christian Studies

School of Ministry and Christian Thought Programs Offered in Partnership with other Institutions

Associate of Applied Science in Christian Ministry RHEMA Bible Training Center and Victory Bible Institute

Oklahoma Wesleyan University, RHEMA Bible Training Center, and Victory Bible Institute (VBI) are committed to providing high-quality educational programs to residents of northeastern Oklahoma. They recognize that a diversity of institutions and educational programs enrich the educational resources of the community. Because they have different but complementary missions, they are well suited to establish a partnership for the benefit of the students they serve. These institutions, therefore, have entered into articulation agreements which will allow students to earn an Associate of Applied Science in Christian Ministry from OKWU.

After the student has completed 12 OKWU credit hours, Oklahoma Wesleyan University will transcript up to 30 credit hours for completion of approved RHEMA Bible Training Center or Victory Bible Institute courses. At least 24 hours of general education must be taken at Oklahoma Wesleyan University, and up to 6 hours may be transferred in from another regionally-accredited institution.

Associates in Applied Science Christian Ministry

General Education Requirements	30
English Composition	6
Written Communications I (ENGL 1613)	3
Written Communications II (ENGL 1813)	3
Biblical Literature	6
Old Testament OR New Testament Survey (CHAL 1613 or CHAL 1733)	3
Christian Worldview (CHAL 3103)	3
Humanities and Literature	3
Mathematics or Science	3
Social Science	9
Christian Liberal Arts Curriculum	3
Formation of the Christian Learner (CLAC 1713) OR	(3)
Introduction to Online Learning (CLAC 1733)	(3)
Major Requirements	30
Approved courses from RHEMA or VBI	30
Grand Total	60

COURSE DESCRIPTIONS

ALP	Applied Learning Project	HIST	History
ART	Art	HLTH	Health
BIO	Biology	HUMA	Humanities
BUSI	Business	LIT	Literature
CHAL	Ministry and Leadership	MATH	Mathematics
CLAC	Christian Liberal Arts Curriculum	NURS	Nursing
CRIM	Criminal Justice	PHY	Physical Education
EDU	Education	POLS	Political Science
ENGL	English	PSYC	Psychology
HADM	Health Care Administration	SOCI	Sociology

Course Numbering Key

The first digit of each four-digit course number indicates the year in which the course is normally taken. A 1000 course number is normally taken in the freshman year; a 2000 course number is normally taken in the sophomore year. A 3000 or 4000 course number is normally taken once students have achieved upper division status. The fourth digit (2103) identifies the number of credit hours the course carries. If a course includes a laboratory period or clinical experience, the number of laboratory hours per week is stated separately. Special topics courses are available, which provide opportunity for students to have educational experiences not involved in the regular sequence of courses. The special topics may be offered only once on a four or five year sequence or may be offered on an infrequent basis. These courses may be offered for any of five levels: 0900-remedial level; 1900-freshman or introductory level; 2900-sophomore level; 3900-upper division, junior level; 4900-upper division, senior level.

Course Availability

Not all courses are available to all students. Students need to refer to Degree Requirements for their major to determine which courses are needed. Further details on course offerings can be found on WebAccess (<https://webaccess.okwu.edu>) by searching Catalog and/or Sections by term.

ALP Applied Learning Project

This replaces the traditional approach to the clinical component of nursing education. It is OKWU's goal to have students use the knowledge acquired in the classroom in a manner that both fulfills the course requirements and reflects personal interests. In addition to selecting the ALP focus, students decide when, where, and how to complete the ALP. ALP locations may include the student workplace. Students will establish guidelines in conjunction with faculty to ensure course objectives are met.

ART 2123 Basic Drawing

Development of drawing skills and techniques through the use of a variety of media; stress is given to both the rendering of objects and the creative approach.

ART 2133 Art Appreciation

A study of the arts in Christianity, specifically how they relate to prayer life and to the life and times that existed when they were produced. It is a layman's history of the principal styles of Christian Art in major cultural centers of civilization at critical moments of faith.

ART 3953 The Italian Renaissance

A study of the Italian Renaissance art with particular emphasis on artwork and architecture of the period. Some attention will be given to Classical Greek and Roman influences on the Italian Renaissance. A few artists to be studied include Michelangelo, Da Vinci, and Donatello. Additionally, the course addresses issues of Humanism, Politics, Human Dignity, and Arts and Science as represented in the 15th and 16th centuries Italy. Enrollment limited to participants in a designated short-term trip.

BIO 1383 Nutrition

This course explores contemporary nutrition, including the physiological, psychological, and practical aspects of obtaining a healthy diet. Students study the relationship between nutrients, health, and well-being and the nutritional science involved in creating a healthful diet. Students examine dependable sources of nutritional information and implement tools for self-assessment of their current diet.

BUSI 1713 Microsoft Office Tools

This is a computer literacy course that stresses skill development in the major components of Microsoft Office. Emphasis is placed in Word, Excel, and PowerPoint.

BUSI 1943 Introduction to Business

This course is a survey of business principles, problems, and procedures, including an overview of production and distribution of goods, ownership, competition, profit, managerial controls, as well as personnel, government, and business relations.

BUSI 2243 Small Business Management

Study of the management of small business and entrepreneurial activity. Emphasis is placed on analyzing new business opportunities, the forms of business organization, planning and establishing a growing business, and managing a small business.

BUSI 2643 Financial Management for Individuals

A general course dealing with the problems of the consumer in the American economic system; a practical study of personal consumption, buying habits, health and medical care, and housing; an introduction to investment; and an introduction to insurance.

BUSI 2743 Fundamentals of Accounting

This course is designed to acquaint the student with the accounting process. Designed for students who will not be accountants, the course places emphasis on identifying, recording, classifying, and interpreting financial statements and transactions, as well as the role that accounting data plays in the decision-making processes of managers of both for-profit and non-profit entities.

BUSI 3002 Maxwell Leadership Academy 1

This course is an advanced course in applied leadership theory and practice. Significant emphasis is given to the published works of John Maxwell.

BUSI 3011 Web 2.0 and Beyond

This seminar is designed to introduce the student to the different Web 2.0 tools used in today's culture. Students will become familiar with tools known as social networking; collaborative and learning tools such as Wikis; RSS feeds; photo-sharing; podcasts; and Bridge tools such as Skype.

BUSI 3012 Maxwell Leadership Academy 2

This course is an advanced course in applied leadership theory and practice. Significant emphasis is given to the published works of John Maxwell.

BUSI 3021 Everyday Legal Issues

This course provides the student with a foundation in the everyday areas of law. The student will research a current legal topic and analyze cases and statutes. The course will cover concepts in both civil and criminal law.

BUSI 3031 Personal Finance Seminar

This course provides the student with a foundation in the everyday areas of personal finance. The student will research and complete a personal financial workbook and gain competence in the understanding of what comprises the makeup of a personal finance plan.

BUSI 3103 Flourishing through Business

This course explores the reasons why societies and economies in Western cultures have flourished and the role of businesses in wealth creation. It will examine which elements are necessary for businesses to thrive or wither in the larger context of nation and community. It will also examine common ideas and misconceptions about what businesses do and how they contribute to the larger society.

BUSI 3213 Auditing

A study of audit concepts and procedures, including sampling for attributes, substantive testing, internal controls, audit work papers, professional ethics, quality of evidence, and audit reports.

BUSI 3223 Income Tax Accounting

An introduction to federal and state income tax laws and regulations including taxable and nontaxable income, deductions, credits, types of entities, ethics, tax research and tax planning.

BUSI 3243 Intermediate Accounting 1

A review of the accounting cycle and advanced work in the areas of cash, temporary investments, receivables, inventories, current liabilities, and investments in stocks and bonds.

BUSI 3253 Intermediate Accounting 2

Continuation of Intermediate Accounting 1 to include non-current assets and liabilities, stockholders' equity accounts, the statement of changes in financial position, and various analyses of financial data.

BUSI 3303 Consumer Behavior

This course focuses on the role of the consumer in the marketing process. Students will analyze the psychological, sociological, and cultural aspects of human behavior affecting consumers' buying patterns. The adoption and diffusion process for new products as well as the stages of the consumer purchasing process are also analyzed.

BUSI 3313 (Advertising and) Public Relations

This course challenges the graduate learners to examine the various philosophies and methods of advertising and public relations. Advertising design techniques and the use of the internet and other technologies will also be explored. Public relations will be studied in relationship to building and improving an organization's brand through favorable publicity.

BUSI 3323 Principles of Advertising

This course will teach students the basics of advertising. A number of the topics that will be examined will be the history of advertising, various strategies, the importance of integration, creating ads, and the use of media.

BUSI 3333 Professional Selling

This course will also review and study prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales presentations, sales closing, and post sales servicing. Special attention will be given to the key elements of the communication process.

BUSI 3343 Supply Chain Management

This course we will view the supply chain from the point of view of a general manager. Logistics and supply chain management is managing supply chain hand-offs of either information or product. The design of any system is closely linked to the objectives of the organizations and people they serve. The goal of this course is to understand how logistical decisions impact the performance of the firm as well as the entire supply chain. At the end of the course you will have a solid understanding of the analytical tools necessary to solve supply chain problems.

BUSI 3413 Marketing Principles

This course is an integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables.

BUSI 3433 Business Law

A study of the historical background and role of law in business and society, general principles of the law of contracts, personal property, secured transactions, sales and commercial paper, the Uniform Commercial Code as adopted in Oklahoma, plus other applicable Oklahoma statutes.

BUSI 3523 Money & Banking

An intensive analysis of commercial and non-commercial banking institutions, including theories of money supply, interest rates, and credit policies.

Pre-requisite: BUSI 3773

BUSI 3713 Management & Leadership

An introduction to management and leadership and to the functions of planning, organizing, leading, and controlling. The focus is on developing managerial and leadership competencies in the areas of communication, planning, administration, strategic action, self-management, global awareness, and teamwork.

BUSI 3723 Research Methods in Business

Students will learn common methods of business research, including how to analyze quantitative and qualitative data using measures of central tendency and dispersion, statistical inference, sampling theory, linear regression, and time series analysis.

BUSI 3753 Financial Analysis for Managers

This class is designed to sharpen the student's skill in the interpretation and analysis of financial statements. The key financial statements are introduced, as well as important accounting conventions and relationships between various accounts. The focus is placed on the use of financial information to improve the effectiveness of managerial decision-making.

BUSI 3773 Principles of Economics

This course is an introduction to the nature and theory of economics. It includes a study of the concepts of supply and demand, business costs (from an economic perspective), plus price and output determination under pure competition, monopolistic competition, oligopoly, and monopoly. Also included in the course is a review of money and banking principles along with the operation of the Federal Reserve System, national income accounting, fiscal and monetary policy, and international trade.

BUSI 3783 Business Ethics and Christian Wisdom

This course provides a Biblical framework for business ethics with applications for contemporary issues in business and management. It provides a learning environment wherein each student may review his or her personal values and strengthen decision-making skills needed in resolving ethical dilemmas.

BUSI 3793 Negotiation Strategy

This course is designed to strengthen the student's skills in multiple types of negotiation situations. Students learn the dynamics of negotiation and how to plan strategy, conduct initial research, modify negotiation behavior, and leverage unbalanced power situations.

BUSI 4123 Management of Human Resources

This is a course in the management of the human resources of an organization. Topics covered include recruitment, selection, planning, training and development, compensation and benefits, workplace safety, and labor relations.

BUSI 4203 Staff & Employee Selection

This course helps the student both design and manage successful organizational staffing practices. Students will be challenged to conceptualize the complex set of both internal and external influences that define the boundaries within which staffing activities take place.

Pre-requisite: BUSI 4123

BUSI 4223 Managerial Accounting

A study of the role that accounting data plays in the decision-making processes of managers of both for-profit and non-profit entities.

BUSI 4233 Advertising & Public Relations

This course will explore the history, purposes, current and ethical issues, and planning of advertising and public relations campaigns. Emphasis will be on roles in the marketing mix, key success factors, and integration of marketing communications.

BUSI 4243 Marketing Research

This course investigates methods of research utilized by marketing professionals to solve marketing problems. Marketing ethics, survey methodology and application of statistical methods and their use in maintaining an accurate analysis of the effect of marketing strategies is the primary focus of this course.

BUSI 4283 Non-profit Leadership & Operations

This course is an introduction to the management of quality in a non-profit and/or a service environment. Topical coverage will include service quality, service strategy, facility location, waiting lines, productivity, globalization, and forecasting demand.

BUSI 4323 Principles of Finance

A study of the conceptual framework for determining the value of the firm and the cost of capital to the firm, as impacted by investment, financing, and dividend policy, with consideration given to risk/return tradeoff.

BUSI 4333 Compensation & Benefits

A study of the management of compensation policy and structure of the firm. Benefits management is also covered as a part of compensation package management.

BUSI 4343 Investment Concepts

As a primer course in the concepts of investments, this course is designed to assist adult students in understanding how to develop a successful investment program. Topics include: Economic and industry specific issues, a survey of securities, security analysis and valuation, securities markets, and securities laws.

Pre-requisite: BUSI 3523

BUSI 4423 Executive Development

An advanced course in managerial philosophy and techniques. The emphasis is placed on the self-development of the executive. The functions of planning, organizing, motivating, and communicating are all developed at length. New perspectives on management are analyzed within a Christian managerial model. A large number of source books are used. Emphasis will be placed on emerging managerial prospects, ethical and moral issues, and the challenge of change.

BUSI 4433 Training & Development

This course provides coverage of both the classical and current approaches to the training and development of employees in organizations. Topics include performance improvement and evaluation, needs analysis, program design and content, instructional methodologies, facilitation skills, and program evaluation.

Pre-requisite: BUSI 4123

BUSI 4503 Human Resource Development

This course is a review and preparation course for the national certification exam as a Professional in Human Resources given by the Human Resource Certification Institute. Students will be challenged to review every aspect of human resource management.

BUSI 4703 Global Business Environment

A study of the issues involved in the internationalization of markets and competition for both small proprietorships and large corporations. Included in the discussion of the organization and operation of a multi-national firm will be problems involved in establishing overseas markets, financing production abroad, legal restrictions, foreign and domestic tax complications, and theories of world trade.

BUSI 4713 Managing Innovation & Change

A study of the systematic discipline needed for building, maintaining, and extending competitive advantage through the managerial process. The case study method is stressed. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes.

BUSI 4723 Operations Management

Operations management studies the activities of the firm that relate to the creation of goods and services through the transformation of inputs to outputs. This includes the ten major topics of operations management: managing quality, design of goods and services, process strategy, location strategies, layout strategies, human resources, supply chain management, inventory management, scheduling, and maintenance.

BUSI 4733 Organizational Behavior

The study of individual and group behavior viewed from a managerial perspective within the organizational setting. Attention is focused on applications by managers of theory and research about interaction among individual employees and employee groups and teams.

BUSI 4743 Sales Management

This course examines the various functions of sales management, including recruiting, hiring, training, compensating and managing a sales team. The goal is to develop a working knowledge of the skills necessary to successfully manage a sales team.

BUSI 4963 Management Strategy

This course represents the capstone experience for the bachelors-level business student. Drawing on skills learned in the core curriculum and utilizing the case study method of instruction, students learn to analyze industries and companies, formulate strategic vision and strategic plans, and implement corporate-level, business-level, and functional-level plans. All other core courses must be satisfactorily completed prior to enrollment in BUSI 4963.

CHAL 1613 Old Testament Survey

This course covers the literature of the Old Testament. Special attention is given to the story of creation and the concept of covenant between God and humankind.

CHAL 1733 New Testament Survey

This course covers the literature of the New Testament. Special attention is given to the life of Christ and the history of the early church, including the life of Paul.

CHAL 2113 Ministry for the Adult Learner

This course will focus on the nature of non-traditional learning and on the concept of ministry calling. First, non-traditional students will study various learning theories as a means to self-understanding. Students will examine their own strengths and weaknesses in an effort to achieve personal growth. Students will also study the call to ministry, particularly as a concept that applies to adults. Attention will be given to determining one's spiritual gifts and the variety of career opportunities available in ministry.

CHAL 2253 Introduction to Christianity

A survey of the history of Christianity to the present day, focusing on persons, events, and movements which have shaped the Church, placing them in the wider history of our times.

CHAL 2303 Methods of Bible Study

This course is designed to supply the student with the basic hermeneutical skills to interpret scriptural passages accurately. The student will learn how to interpret the Scripture within its historical, cultural and literary contexts, as well as being exposed to various Bible study methods, with particular emphasis on inductive Bible study.

CHAL 2513 Ministry in a Pluralistic Culture

This course will focus on the issues of Christianity and culture: how they are related and influence one another. The question must be asked and answered - how can the integrity of the gospel be maintained in the present and in changing cultural contexts and how will this affect the approach to ministry.

CHAL 2723 Philosophy & Christian Thought

This course considers the doctrines held in common by the Christian church. The distinctive teaching held in the Wesleyan tradition will be noted.

CHAL 3103 Christian Worldview and Apologetics

This course is designed to acquaint the student with the concept of "worldview" and how important it is in the twenty-first century to develop a biblically based worldview in order to develop a stable intellectual, moral and practical foundation for life. Students will also be introduced to the Apologetic task in order to engage non-Christian worldview competitors in the public arena. Areas to be considered will include, but not be limited to, a defense of the primacy of Jesus Christ, the priority of Scripture, the pursuit of truth and the practice of wisdom.

CHAL 3113 Evangelism and Discipleship

This course will be a study and implementation of a biblical model of evangelism and discipleship contextualized to the challenges of the twenty-first century. Emphasis will be given to a well-rounded evangelistic approach that encompasses both personal and corporate evangelistic processes. Discipleship will be considered relationally and as a function of spiritual formation.

CHAL 3143 Christian Ethics in the Workplace

This is a course in which the student formulates a philosophy of life which provides the basis for such concerns as the following: ethics in business, accountability in government, respect for human rights, and responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace situations, and classroom discussions.

CHAL 3213 Introduction to Theology

This course surveys the major doctrines of the Christian faith with an evangelical, Wesleyan emphasis. The intent of this course is to provide students with a foundational vocabulary and conceptual framework for authentically Christian thinking and living.

CHAL 3323 Group Dynamics

This course is a study of group behavior and the effects of group functioning on organizational effectiveness. Emphasis is placed upon decision making and resolving group conflict. Students will develop strategies for effective group management and determining which tasks are best handled by groups or individuals.

CHAL 3413 Persuasive Speech

This course is an introduction to the fundamentals of public speaking and sermon preparation and delivery. The basic construction of a persuasive speech will be considered for a broader audience, for those who wish to learn how to speak to civic groups, board members, and other audiences. Emphasis will be given to the biblical basis for preaching, sermon construction and preparation, and the use of resources to fulfill basic requirements of the preaching (speaking) endeavor.

CHAL 3423 Church Administration

A study of methodologies for the management of the business of the church. Pertinent areas such as departmental organization, church finance, special meetings, and parliamentary procedure will be covered.

CHAL 3443 Comparative Religions

This course takes a careful look at central beliefs of the world's major religions. Emphasis will be placed on such concepts as God, human nature, freedom, immortality, and the problem of evil. The uniqueness of Christianity is noted in relation to world religions.

CHAL 3543 Pastoral Care

A study of the role of the pastor/shepherd in ministry. This class will focus on the practical problems of the pastoral office.

CHAL 3853 Inductive Bible Study-Romans

This course concentrates on teaching the inductive Bible study method and implementing the learning by applying it to the Epistle to the Romans. The class will emphasize the historical, doctrinal, and practical implications of the Roman Epistle to the Christian faith.

CHAL 4023 Christian Spiritual Formation

This class focuses on the measure of true spirituality and its development in the individual and corporate Christian life. The intent of this course is to stimulate Christian spiritual development by the study of spiritual disciplines such as prayer and fasting.

CHAL 4153 Dynamics of Human Communication

This course endeavors to develop effectiveness in personal and social communication. Through readings and exercises, students will consider subjects such as non-verbal communication, constructive feedback, dealing with conflict, and other areas of communication that could help or hinder ministry.

CHAL 4233 Leadership Seminar: Theology of Christian Leadership

This course is designed as a forum for integrating biblical, historical, and contemporary theories, models, and perspectives on leadership, relating these perspectives to issues of power, authority, persuasion, and motivation. The importance of understanding organizational culture, group process, communication, and conflict resolution as a means to leadership effectiveness will be explored. Also explored will be leadership efficiency issues, visioning, goal-setting, self-management, leadership styles, preferences, and the learning processes as well as leadership empowerment and the stewardship of others.

CHAL 4313 Ministry & Technology

This course provides pastors, and others interested in ministry, with knowledge and skills to implement technology as an effective and meaningful tool to share the message of the gospel in a media driven society. Students will leave this course with a better understanding of reasons to implement technology, how to choose appropriate technologies, and how to implement these technologies.

CHAL 4433 Budgets & Finance in Non-Profit Org

The Budgets and Finance in Non-Profit Organizations course focuses on basic concepts in non-profit budgeting methods and financial management. It includes an overview of funding options for nonprofit organizations. Topics covered include budgeting, expense control and income measurement. As well as fundraising practices including annual funding, capital campaigns, planned giving, special events, and grant proposal approaches and procedures. A survey of the ethical principles and laws of fundraising are also presented.

CHAL 4573 Practical Stewardship & Fundraising

This course helps leaders understand biblical principles of stewardship as a basis for successful Christian fundraising. Students will explore the basics of annual fund, major gifts, capital campaigns and planned gift fundraising. Students will develop a personal philosophy of stewardship and a resource development plan for an organization or church.

CLAC 1111 Portfolio/LL Seminar

This seminar introduces students to AGS processes and procedures for developing an Academic Portfolio, writing documentation for Professional Schools and Training, and Life Learning papers. This course provides a refresher on the fundamentals of writing as well as tips on integrating Kolb's model into adult learning.

CLAC 1713 Formation of the Christian Learner

This course focuses on understanding and managing the transitions encountered by adult professionals with special attention to the transition to formal Christian higher education. Emphasis is placed on developing skills related to personal effectiveness and lifelong learning.

CLAC 1733 Introduction to Online Learning

This course focuses on understanding and managing the transition encountered by adult professionals who return to college. Special attention is given to the transition to online higher education. Emphasis is placed on developing the skills necessary to achieve academic success in the OKWU online program. The focus is on understanding OKWU and its missions, study habits, technology resources, learning resources, and assessing skill levels in English, mathematics, and computer literacy.

CLAC 3113 Introduction to Adult Studies

This course is designed to teach new students the OKWU approach to adult learning within the Christian university. This course will provide students with the tools necessary for successful learning experiences: university policies and expectations, communication and time management skills, and learning styles. Students will become aware of various theories of moral, spiritual, and learning development.

COMM 1823 Introduction to Human Communication

This course provides an understanding of communication encountered in various social settings with emphasis on both theoretical and practical aspects. Students will gain an understanding of communication in message construction and interpersonal interaction; and students will explore group, organizational, public, cultural, and mass communication settings. The ethics of communication will also be examined.

Pre-requisite: ENGL 1613

CRIM 2003 Intro to Criminal Justice

This course is an introductory overview of the criminal justice system, its components, and processes. This course focuses primarily on law enforcement, the court system, and corrections agencies. In addition, it examines the history, development, and philosophy of each system. This course will familiarize students with the relationships between the components of the criminal justice system as it works to deter crime, improve public safety, and punish violators.

CRIM 2103 Intro to Criminal Courts

This course is a study of American court system. It examines the history of the courts system, the development of the various courts, court administration, and the roles of courtroom participants. In addition, the prosecutorial process will be followed through regular court proceedings beginning with the initial appearance through probation and parole.

CRIM 2203 Criminology

This course investigates crime as a deviant social phenomenon. It focuses on the theories of causation, consequences of crime, criminal behavior, correctional efforts, effects of punishment, classifications of criminal acts, offender typology, and the prevention of crime.

CRIM 2303 Criminal Law

This course examines criminal law, general legal principles, and how criminal law functions in society. Discussion points include the development of criminal law, sources of law, classifications of crimes, elements of crimes, defenses to criminal charges, and sentencing.

Pre-requisite: CRIM 2103

CRIM 3003 Criminal Procedure

This course explores criminal procedure with emphasis on the First, Second, Fourth, Fifth, Sixth, and Eighth Amendments. In addition, search and seizure, identifications, arrests, interrogations, confessions, and trial processes will be discussed within the guidelines established by the aforementioned constitutional amendments and case law.

CRIM 3053 Ethics in Criminal Justice

This course explores ethical behavior within criminal justice system and among its practitioners. It evaluates ethical predicaments, ethics in the roles of criminal justice organizations, ethics and community relations, ethics in criminal law, and individual ethical responsibility. Additional attention will be given to ethical considerations in law enforcement.

CRIM 3103 Org Behavior in Criminal Justice

This course explores individual and group behavior in criminal justice organizations. This course will help students understand personalities, values, perceptions, attitudes, emotions, behaviors, and the effects of these components upon the organization. Furthermore, students will learn fundamentals of organizational structure and systems, management, communication, leadership, change management, motivation, performance metrics, and stress management.

CRIM 3203 Juvenile Justice Procedure

This course examines the juvenile system, its unique processes, and a detailed look at applicable law. Additionally, sociologic theories of delinquency, causation theories, police handling of juveniles, and the function of juvenile courts are explored.

Pre-requisite: CRIM 2003

CRIM 3303 Diversity in Criminal Justice

This course will focus on current research on theories of disparity within America's criminal justice system. Students will discuss recent research on patterns of criminal behavior, police practices, court processing, and sentencing in relation to minority groups.

Pre-requisite: CRIM 2003

CRIM 3413 Security Mgmt and Asset Protection

This course examines the concepts and principles utilized for asset protection, security management, and loss-prevention. This course will survey the organization and administration of security management in business, industry, and government. The growth, and use, of privatized security forces will also be examined.

Pre-requisite: CRIM 2003

CRIM 3423 LE Structure and Process

This course examines the history, philosophy, and subsequent culture found in law enforcement agencies. In addition, this course surveys the evolution of the police role in society, organizational designs, management, community issues, and post 9/11 changes.

Pre-requisite: CRIM 2003

CRIM 3503 Civil Liability

This course covers the unique liability issues for those working in criminal justice, and specifically in law enforcement. Topics include civil rights violations, workplace liability issues, tort liability, and vicarious liability. In addition, this course examines liability risks specifically related to law enforcement such as due regard, negligence, excessive use of force, and posits liability reduction strategies.

Pre-requisite: CRIM 2003

CRIM 4003 Victimology

This course provides an overview of the history and theory of victimology. Topics include typology of victims, analyzing patterns of victimization, and examining the psychological and sociological impact upon victims. Additional discussion points include victim blame, victim facilitation, victim advocacy, Stockholm Syndrome, and the interaction between victims, the police, and the court system.

Pre-requisite: CRIM 2003

CRIM 4103 Illegal Immigration

The course explores many issues associated with illegal immigration. It includes an overview of the statutes used by law enforcement to control illegal immigration, arrest, detection, prosecution and deportation, and the relationship between illegal immigration and counterterrorism. This course also examines the methods by which illegal immigrants enter the U.S., obtain employment, nonimmigrant visas, employer sanctions, anti-discrimination laws, and the hazards and victimization often experienced by illegal immigrants.

Pre-requisite: CRIM 2003

CRIM 4203 Terrorism and Homeland Security

The course studies the Department of Homeland Security focusing upon its role to protect national security by preparing or responding to threats, or acts, of terrorism. Moreover, this course will enhance the student's understanding for the need of, and logistical requirements for, multi-agency preparedness and inter-operational capabilities to address domestic terroristic threats or acts.

Pre-requisite: CRIM 2003

CRIM 4303 Drugs Alcohol and Criminal Justice

This course examines drug abuse, types of drugs commonly abused, the relationship between drugs and crime, and its impact on society and the criminal justice system. Topics also include the types of illegal drugs currently available, trends, scope of drug abuse, and dangers associated with drug related activities.

Pre-requisite: CRIM 2003

CROSS 1020 Spiritual Formation

This course will focus on the measure of true spirituality and its development in both the individual and corporate Christian Life. The intent of the course is to lead to a better understanding of Christian Spirituality and to stimulate improvement in this area by studying devotions and devotional literature as well as and close up look at the doctrine and practice of prayer. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process.

These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1110 Evangelism & Discipleship

This course will be a study and implementation of a biblical model of evangelism and discipleship contextualized to the challenges of the twenty-first century. Emphasis will be given to a well-rounded evangelistic approach that encompasses both personal and corporate evangelistic processes. Discipleship will be considered relationally and as a function of spiritual formation. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1210 Introduction to Theology

This course will survey the major doctrines of the Christian faith with an evangelical, Wesleyan emphasis. The intent of this course is to provide students with a foundational vocabulary and conceptual framework for authentically Christian thinking and living. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1220 Sociology

A survey of the field of sociology including but not limited to the following areas: a study of the scientific approach to analysis of social interaction, forms of social control, types of groups, and major social institutions. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1230 Church Leadership/Management

This course is a study of church administration methods and procedures for the management of the business and ministries of the church and para-church. Subjects such as organizational and leadership styles, church finances, property management, business meetings, parliamentary law, systems and relationships will be addressed. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1250 Introduction to Church History

This course is a survey of the history of Christianity to the present, focusing on those persons, events, and movements, which have shaped the Church placing them in the wider history of their time. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1310 Wesleyan History and Polity

This course explores the founding of the Wesleyan Methodist Church as a part of the 19th Century American Holiness Movement. It also explores the developments and mergers that led to the Wesleyan Church of the 21st Century. The class will also consider parliamentary law and includes a study of the Wesleyan Discipline. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1320 Advanced Theology

This course builds upon CROSS 1210 Introduction to Theology, with an emphasis on Hamartiology, Christology and Soteriology from a Wesleyan Arminian perspective. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1410 Survey of Christian Education

This course is an overview of the philosophy and methodology of Christian Education within the life of the church. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1430 Doctrine of Holiness

This course traces the biblical and historical development of the concept of holiness in the life of the church, particularly from the Wesleyan tradition. An attempt is made to present a theological understanding as well as a practical application of this doctrine. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1450 Introduction to Homiletics

This course is an introduction to the fundamentals of sermon preparation and delivery. Emphasis is given to the Biblical basis for preaching, the communication process, the process of sermon delivery and the user of resources. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1510 Global/Intercultural Ministries

This class is a foundational course to help the student develop the proper attitudes and skills which are necessary for an effective Christian ministry, career or service in an intercultural setting. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1520 Expository Preaching

This course is designed to give the student an understanding and appreciation of biblical, expository preaching. This will be accomplished through readings, student preparations and class interaction. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1540 Pastoral Ministries

A study of the role of the pastor/shepherd in ministry. This class will focus on the practical problems of the pastoral office. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1610 Introduction to Old Testament

This course involves a survey of the books of the Old Testament. This course will lead to a greater understanding and appreciation of God's activities in the Old Testament world, as well as an acquaintance with the key events, personalities and institutions of the Old Testament. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1620 Pentateuch

A study of the first five books of the Bible, with careful attention being given to theological themes, historical context and interpretation in light of the literary structure. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1710 Introduction to New Testament

This course is a study of the political, cultural and historical world of the New Testament as well as a survey of the New Testament books. An emphasis is given to the life and teachings of Christ, as well as application of the other New Testament writings as a foundation for character and life in today's world. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1720 Romans

A study of Romans, noting its historical and doctrinal value to the Christian faith. Special emphasis will be placed on the inductive method of Bible study. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1800 Psychology

A survey of the field of psychology including but not limited to the following areas: theoretical basis, biological roots of behavior, human growth and development, sensory and perceptual processes, memory, cognition, language, intelligence, abnormal behavior. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1820 Pastoral Counseling

This course will focus on a study of behavioral dynamics and the interrelated functions of human relationships, spiritual integration and pastoral responsibilities in helping maintain wellness and wholeness among those inside and outside the Body of Christ. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1850 Acts

This course is an inductive study of the Book of Acts. Special emphasis is given to the origin and expansion of the early Church under the dynamic leadership of the Holy Spirit. Paul's missionary journeys are also a focus. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1900 Worship

This course attempts to develop a Biblical and theological understanding of authentic Christian worship. While attempting to recognize historic Christian liturgy, the desire is to encourage the student to develop a personal philosophy of worship to lead the church forward into the future. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

CROSS 1920 Introduction to Philosophy

This course is a survey of major ideas peculiar to western philosophy. Included in the scope of this study are such issues as the existence of God, the meaning of life as well as abstract concepts such as truth and ethics. Cross Training Courses are offered by OKWU as a service to The Wesleyan Church to assist with the ordination process. These are non-credit, continuing education classes for the specific purpose of ordination in The Wesleyan Church.

EDU 1203 Intro to Early Childhood Education

This course is an introduction to the early childhood profession with an emphasis on professionalism and developmentally appropriate practices for children from birth to nine years. Topics include an overview of the history of early education, types and theories of early childhood models, ethical and professional responsibilities, advocacy for children, community resources, professional organizations, and contemporary trends. (NAEYC Standards 1, 2, 5) NAEYC: National Association for the Education of Young Children Associate Standards

EDU 2143 Early Childhood Development

This course is an overview of the physical, cognitive, language, social, emotional, and spiritual aspects of young children and their application to care, guidance, and development. It also includes a broad overview of working with special needs children, types of exceptionalities and diversities.

Content also includes practical ways to accommodate the range of needs. (NAEYC Standards 1, 2, 3, 4)

EDU 2213 Health/Safety/Nutrition Early Childhood

This course provides an overview of issues related to the health, safety, and nutritional considerations for young children. Discussion will include application of basic principles and strategies for monitoring, assessing, and developing good habits in young children. (NAEYC Standards 1, 3, 4)

EDU 2313 Early Childhood Curriculum

This course is a study of the developmentally appropriate curriculum, practices, and the teacher's role in supporting all aspects of development of children. The course emphasizes curriculum planning including goals, communication skills, instructional strategies, materials, assessment, technology, motivation, environment, and roles of teachers and parents. Various ways of learning including learning modalities, learning styles, and multiple intelligences are investigated and applied to the educational setting. (NAEYC Standards 1, 2, 3, 4)

EDU 2523 Family Dynamics/Community Involvement

This course is an overview of the role of the family and the community in the physical, cognitive, language, social, emotional, and spiritual growth of the child in a diverse society. The content includes benefits of and strategies for developing positive, reciprocal relationships that support and empower families in an early childhood setting. (NAEYC Standards 1, 2, 3, 4)

EDU 2631 Early Childhood Practicum

This course is a supervised practicum taken concurrently with a seminar component. It consists of a minimum of 30 clock hours in an accredited clinical site. The practicum experience consists of on-site observation along with planning, teaching, and assessing the teaching/learning cycle. (NAEYC Standards 1, 2, 3, 4, 5)

Co-requisite: EDU 2641

EDU 2641 Early Childhood Practicum Seminar

This course is taken concurrently with the clinical practicum and emphasizes using reflective practice and self-assessment to examine components of quality instruction and documentation, to set goals for improvement, and to design a plan for professional growth for the early childhood educator. The course includes the study of the physical and human qualities that combine to create an environment that is safe, healthy, and promotes optimum learning for young children. (NAEYC Standards 1, 2, 3, 4, 5)

Co-requisite: EDU 2631

ENGL 0500 English Review

English Review is a course designed to help students bring up their writing skills in the areas of sentence construction, paragraph development and construction, and editing so that they can produce competent college level writing.

ENGL 1613 Written Communications 1

This course provides the students with a basic understanding of the writing process with emphasis on those skills necessary for successful expository writing. A grade of a C- (70%) is considered a minimum passing grade. Any grade below this minimum passing standard is considered a failing grade. Students must pass this course with a C- or better before being allowed to proceed to ENGL 1813 Written Communication 2. Exception: A grade of C (73%) is considered a minimum passing grade for Nursing students.

ENGL 1711 College Writing APA

This course provides the student with the basics of the American Psychological Association (APA) Style of writing. The APA style is a set of rules developed to assist the reader's understanding in determining authorship and to avoid plagiarism by providing accurate reference citations.

ENGL 1813 Written Communications 2

This course provides students with experience in critical writing, analysis, argumentation, and persuasion. The major project will be writing a research paper. This course will continue to address the writing process presented in Written Communications I, including prewriting, organizing, revising, editing, and polishing. A grade of a C- (70%) is considered a minimum passing grade. Any grade below this minimum passing standard is considered a failing grade. Students must pass this course with a C- or better. Exception: A grade of C (74%) is considered a minimum passing grade for Nursing students. (Fall & Spring)

Pre-requisite: ENGL 1613

HADM 3013 Delivering Healthcare in America

This course introduces students to the systems of health care in the United States with a focus on the structure and function of the system today; the evolution of the delivery system; examination of the impact of external factors (economic, social, political, legal, and technological); and access, quality of care, and the future of the health care system.

HADM 3323 Assessing Public Health Issues

This course is a comprehensive introduction to the public health function of assessment. Focus will be on defining, assessing, and understanding the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services as well as in developing, implementing, and evaluating a community public health assessment. Content includes measurement of selected determinants of community health status and use of health services, identifying community assets, selecting appropriate qualitative or quantitative tools, maximizing community participation, ethical issues in use of power and authority, capacity-building and consultation in the community, and moving from aggregate or state level data to a smaller, defined population.

HADM 4053 Finance in Healthcare

This course is designed as a basic introduction to financial principles and concepts as applied to health care financial management of both for non-profit and not-for-profit entities within the context of the health care environment in the United States today. It will introduce a discussion of financial management challenges of particular interest to administrators such as identification of costs of care, and types of provider payment systems.

HADM 4373 Healthcare Consumers: Trends Marketplace

Consumerism is a potent force shaping the evolution of the healthcare system. Consumerism is defined as the advocacy of protection of consumer interests through provision of information designed to increase the value of individual consumer decisions. This evolving role for the healthcare consumer means that there is a large and growing need for health sector firms to address a new marketing paradigm by leveraging state-of-the art consumer marketing tactics and strategy redefined for the specific aspects of health care market. This course seeks to leverage and deepen knowledge from the marketing core by addressing how standard marketing techniques do, and do not, apply within the health sector.

HADM 4823 Current Legal/Regulatory Issues Healthcare

This course is designed as an introduction to the issues and demands of the regulatory environment that affect health care in the United States today. It covers concepts such as public policy, risk management, and fraud and abuse, as well as a discussion of the Healthcare Administrator's role in organizational compliance, including licensing and accreditation. The roles of local, state, and federal regulatory agencies and accrediting bodies, and the enforcement of federal guidelines, standards, and regulations are also included.

HIST 1823 United States History 2

A survey of United States history from Reconstruction to the present.

HIST 2833 America in a Changing World

This course examines America's role as it relates to contemporary issues such as globalization and terrorism. Special attention is given to the role of Christianity as it pertains to these issues.

HLTH 1823 Executive Wellness

This course covers topics of fitness, nutrition, stress management and muscular and cardiovascular strength and endurance. Students will explore opportunities for integrating wellness strategies in the contemporary work environment.

HUMA 2533 Art of Music & Listening

This course serves as an introduction to the understanding of music in Western Culture. Emphasis will be placed on the aesthetic, historical, and elemental properties of music. A concentrated effort will be made to provide the student with an introduction to lifelong learning, critical thinking, informed consumerism, and appreciation regarding music.

LIT 2733 Literature & Ideas

This course traces the impact of a particular literary genre or theme that recurs throughout British/American literature. Examples include satire, war literature, literature of protest, etc.

MATH 0500 Math Review

This course is suitable for any student who needs to build or review algebra skills before entering MATH1813 for college credit. This course will build and improve the following three basic skills necessary for future success: evaluating variable expressions, solving equations, and simplifying variable expressions. All algebra courses work on these same skills, only increasing the level of difficulty.

MATH 1813 Concepts of Mathematics

This course is a survey of contemporary mathematics with integration of theory and practical applications. Topics covered are set theory, real numbers and their representations, algebra, and graphs and functions.

NURS 3213 Nursing's Role in Health Care

Presents an overview of professional nursing in the contemporary health care system, including trends and issues that influence the practice, education, research, social, and political aspects of professional nursing. Includes content related to role theory, change theory, and political advocacy.

NURS 3613 Nursing Informatics & Tech Resources

This course provides the student with an understanding of basic skills in computer application software. In addition, the course is designed to provide an introduction to information systems in the health care setting and web-based technology. Students will be provided an opportunity to acquire skills necessary to use computers in both nursing practice and research. The focus will be on the use of computers in client care applications, nursing information systems and web-based research. Theoretical concepts from information science will be incorporated with nursing science throughout the course. Use of APA format will also be presented.

NURS 3713 Spiritual Care of the Client

Designed to prepare the nurse to care for patients who are experiencing spiritual distress. Emphasis is placed on understanding and incorporating a Judeo-Christian approach in planning spiritual care while being sensitive to patients' cultural beliefs and preferences. Students will also learn how to evaluate spiritual care practices currently advocated within the nursing profession by using a Judeo-Christian decision-making model.

NURS 3723 Nursing Ethics Seminar

Ethical theories and related topics will be presented as a foundation for personal values clarification and ethical decision-making within the nursing profession. Designed to foster ethical development and effective analysis of issues based on a Biblical perspective; this course will enhance the professional nurse's ability to apply ethical principles in practice.

NURS 3813 Pathophysiology

Concepts of pathophysiology will be presented as practicing nurses study the relationships between holistic persons and their environments in times of physical stress. (Note: This course is a graduation requirement, but is not scheduled as part of the RNBSN major sequence.)

NURS 4324 Nursing Research

Provides an introduction to the basic elements of the research process. Designed to assist the nurse in becoming a critical consumer of nursing research, in developing an appreciation for the contribution of research to improvements of nursing practice, and in becoming familiar with statistical methods and terminology. Includes opportunities to critique nursing research and develop a mini research proposal of significance to nursing.

NURS 4433 Intercultural Nursing

Designed to provide the practicing nurse with tools for effective delivery of health care to clients from different cultures. A practical, integrative experience with another culture may be achieved with a racial or ethnic subculture, or with a group of individuals with characteristics that differ significantly from those of the dominant American culture.

NURS 4534 Community Health Nursing

A focus on the community as a client. Explores factors influencing the health of the community and the role of nursing in promoting community and public health from the local to the international level. (ALP - Applied Learning Project required.)

NURS 4643 Health Promotion Across the Lifespan

This course considers family patterns, health and social issues, and the needs of family members from the prenatal period through older adulthood. Emphasis is placed on the nurse serving as an interdisciplinary team member to assess needs of clients and design developmentally appropriate methods of promoting and maintaining health. This course includes an Applied Learning Practicum (ALP).

NURS 4654 Health Assessment for Nursing Practice

Health Assessment for Nursing Practice

This course is designed to enhance nursing knowledge and cultivate health assessment and physical examination techniques for the professional nurse. Emphasis is placed on the nurse performing a holistic and comprehensive assessment of the adult client. This course includes an Applied Learning Practicum (ALP).

NURS 4934 Management in Nursing

The final capstone course, designed to develop leadership and management skills for practicing nurses. Considers dynamics and management of individual, group, and organizational behavior. Examines issues in management, power and conflict resolution, work stress, discrimination, group dynamics, organizational change, and other topics. (ALP - Applied Learning Project required.)

PHY 1101 Weight Training

This course is a Directed Study activity which includes the learning and development of the basic skills of weight training with participation in weight training activities.

PHY 1191 Bowling Individual/Team Sport

This course is a Directed Study activity which includes the learning and development of the basic skills, rules, game strategy and etiquette of bowling with participation in individual or team games and/or tournaments.

PHY 1351 Outdoor Life Skills/Camping

This course is a Directed Study activity which includes the learning and development of basic outdoor living and camping skills. Major topic areas include tool craft, rope craft, cooking and fires, health and safety, map and compass, gear and shelters and environmental awareness. This course will require one week long or two weekend camping trips.

PHY 1361 Canoeing

This course is a Directed Study activity which includes the learning and development of basic canoeing knowledge and skills including nomenclature, equipment, transporting, carrying, launching and boarding, strokes, safety and rescue. This course will require a minimum of two outings.

PHY 1371 Kayaking

This course is a Directed Study activity which includes the learning and development of basic kayaking knowledge and skills including equipment, accessories, preparations, basic and advanced strokes, the Eskimo roll, reading currents and hazards, and safety. The course will require a minimum of two outings.

PHY 1381 Sailing

This course is a Directed Study activity which includes the learning and development of basic sailing knowledge and skills including nomenclature, hoisting sail, docking, anchoring, wind direction and speed, weather and safety. This course will require a minimum of two outings.

PHY 1391 Rollerblading or Ice Skating

This course is a Directed Study activity which includes the learning and development of basic skating skills, conditioning and safety with participation in rollerblading and ice skating outings.

PHY 1491 Basketball

This course is a Directed Study activity which includes the learning and development of the basic skills of basketball with participation in basketball activities.

PHY 1581 Golf Activity

This course is a Directed Study activity which includes the learning and development of the basic skills of golf with participation in golf activities.

PHY 1781 Tennis

This course is a Directed Study activity which includes the learning and development of the basic skills of tennis with participation in tennis activities.

PHY 1921 Aerobic Conditioning

This course is a Directed Study activity which includes the learning and development of the basic skills of aerobic conditioning with participation in aerobic activities.

PHY 1961 Yoga

This course is a Directed Study activity which includes the learning and development of the basic movements and routines of yoga with class participation.

PHY 1971 Martial Arts

This course is a Directed Study activity which includes the learning and development of the basic skills, rules, routines and etiquette of martial arts with class participation and/or competitions.

PHY 1981 Swimming

This course is a Directed Study activity which includes the learning and development of the basic swim strokes and safety skills of swimming with participation in swimming sessions.

PHY 1991 Soccer

This course is an activity which includes the learning and development of the basic skills, rules, game strategy and etiquette of soccer team play with participation in games and/or tournaments.

POLS 1713 United States Government

This course is a study of the origin, framework, and function of the government of the United States as well as principles and method of political organization and development.

PSYC 1803 Introduction to Psychology

This course is designed to be an introduction to the field and science of psychology. This survey course will include areas such as: theoretical bases, human growth and development, cognition, personality, emotions, stress and abnormal behavior. An additional emphasis will be placed on the application of sound psychological science to the promotion and maintenance of health.

PSYC 2332 Psychology Practicum I

The practicum is a course within the Psychology curriculum that provides students with an opportunity to serve in positions in local mental health and service agencies. The Practicum is intended to provide hands-on learning and professional experience. Practica are scheduled in three separate terms for 2 credits each. Each Practica is made up of 100 hours of work and observation in settings that meet individual career goals. The school approves sites. Faculty members oversee the practicum and academic assignments accompany the work.

Pre-requisite: PSYC 1803 and PSYC 2783

PSYC 2733 Substance Abuse and Addictions

This course is a study of theories, principles and techniques relevant to treatment and recovery from substance abuse and addictions. The course will focus on understanding substance use disorders, other addiction disorders and counseling principles. Students will learn to prevent, diagnose and treat chemical dependency problems; diagnose and treat other addictive disorders; conduct assessments to develop diagnoses for establishing treatment goals and objectives; and plan, implement and evaluate treatment plans using counseling treatment interventions.

PSYC 2783 Human Development Across the Lifespan

The course is a study of human growth and development from conception through adulthood. Areas included are theoretical bases, biological roots of behavior, physical, cognitive, language, social and emotional development, personality, and life transitions.

Pre-requisite: PSYC 1803

PSYC 2883 Psychological Tests & Measurements

The course will acquaint the student with the philosophy, history, and development of psychological measurement. It will include a study of standardization procedures, concept evaluation, item/test reliability and validity, and indirect measurement issues.

Pre-requisite: PSYC 1803 and PSYC 2783

PSYC 3123 Theories of Personality

A study of theories of personality and the persons who developed them. The course focuses on the influence of biography, culture, gender, and research on ideas about human personality, and finally, studies the application of these theories to a better understanding of the self. (5 weeks)

PSYC 3332 Psychology Practicum 2

The practicum is a course within the Psychology curriculum that provides students with an opportunity to serve in positions in local mental health and service agencies. The Practicum is intended to provide hands-on learning and professional experience. Practica are scheduled in three separate terms for 2 credits each. Each Practica is made up of 100 hours of work and observation in settings that meet individual career goals. The school approves sites. Faculty members oversee the practicum and academic assignments accompany the work.

Pre-requisite: PSYC 1803 and PSYC 2783

PSYC 3583 Psychology of Persons/Social Environment

The course is focused on the study of the basis of social stimulation and response; adjustment in social groups, group behavior, and social control. The course will focus on issues of attraction, aggression, persuasion, conformity, prejudice, conformity, altruism, conflict, and peacemaking.

PSYC 3633 History of Psychological Thought

A study of the antecedents and developmental trends culminating in contemporary psychology. The life and works of eminent philosophers, scientists, and psychologists are presented in their historical time line as they contributed to the development of psychological thought. Prerequisite: 9 hours of psychology. (5 weeks)

PSYC 3923 Statistics for Behavioral Sciences

The purpose of this course is to lay a foundation for research in the behavioral sciences and for understanding of what the research results mean. The basis for statistical decision-making and the appropriate statistical tests for different types of data and questions of interest will be included along with techniques which psychologists and other behavioral scientists use to summarize numeric data obtained from censuses, surveys, and experiments. The topics include frequency distribution, central tendency, variability, probability theory, and estimation. The student will also learn how to test hypotheses for group differences in means (z test, t test) and for association between two variables (correlation, chi-square test).

PSYC 4332 Psychology Practicum 3

The practicum is a course within the Psychology curriculum that provides students with an opportunity to serve in positions in local mental health and service agencies. The Practicum is intended to provide hands-on learning and professional experience. Practica are scheduled in three separate terms for 2 credits each. Each Practica is made up of 100 hours of work and observation in settings that meet individual career goals. The school approves sites. Faculty members oversee the practicum and academic assignments accompany the work.

Pre-requisite: PSYC 1803 and PSYC 2783

PSYC 4683 Counseling Theory & Techniques

The course is a study of theories, principles, and techniques relevant to behavior change and modification. The course will focus on professional ethics and goals of psychological intervention.

Pre-requisite: PSYC 1803 and PSYC 2783 and PSYC 2883 and PSYC3583.

PSYC 4783 Abnormal Psychology

A study of behavior pathology with special reference to etiology, forms, dynamics, and treatment.

SOCI 2223 Sociological Foundations

This course will focus on the scientific study of sociological phenomenon, including but not limited to social institutions, theoretical bases of social interaction, social control, and types of social groups. Particular emphasis will be given to the integration of the Christian faith with sociological science.

Personnel Directory

Board of Trustees

Chairman	Mr. Roger Metcalf
Vice Chairman	Mr. Roger Skelly
Secretary	Mr. Fran Gonzalez
Asst. Secretary	Gale Morgan Kane
General Church Representatives	Dr. JoAnne Lyon, Rev. Russ Gunsalus
Trustees.....	Mr. Darrell Allison, Dr. Steve Babby, Dr. Robert Bingaman, Rev. Edgar Chacon, Dr. Yorton Clark, Rev. Max Colaw, Mr. Stephen Colaw, Mr. Dirk Dozier, Dr. Jim Dunn, Mr. Kevin Freeman, Rev. Mark Fuhr, Mr. Fran Gonzalez, Dr. Tom Harrison, Mr. Ward Koeser, Mr. Warren Little, Mr. James Occhipinti, Dr. Verla Powers, Rev. Tim Purcell, Ms. Marla Roseland, Rev. Ed Rotz, Rev. Larry Salway, Mr. Trevor Shakiba, Rev. Isaac Smith, Rev. Wes Smith, Mr. Steve Stedwell, Mr. Rob Swagger, Mr. Don Walker, Dr. Billy Wilson
Alumni Representative	Mr. John Todd
Chairman Emeritus.....	Dr. Don Calhoun
Trustees Emeritus	Mrs. Alice Adee, Dr. Robert Campbell, Mr. Oscar Frank, Dr. Jim Garlow, Rev. Phil Harris, Mr. Calvin Mueller, Mrs. Naomi Mueller, Dr. Joan Phillippe, Mr. Josiah Smith, Dr. Chet Whitney

President's Executive Cabinet

President.....	Dr. Everett Piper
Vice President.....	Mr. John Means
Provost/Vice President of Academic Affairs	Dr. Robert Herron
Vice President for Business Affairs	Mrs. Andrea Zepeda
Vice President for Student Life	Mr. Kyle White

Faculty

Jennifer Beavers, 2013*

School of Arts and Sciences – Humanities

B.M., Oral Roberts University; M.M., Baylor University; additional studies at Walden University.

Keri Bostwick, 2013*

School of Education

B.A., Oklahoma Wesleyan University; M.Ed., Oklahoma Wesleyan University.

David Cochran, 2004*

School of Arts and Sciences – Humanities

B.A., Oklahoma Baptist University; M.A., Southwestern Baptist Theological Seminary; Ph.D., Indiana University.

Amanda Dickinson, 2012

School of Education

B.S., Oklahoma Wesleyan University; M.S., University of Central Missouri; additional studies at Concordia University Chicago.

Charissa Dunn, 1994*

School of Education

B.S., Bartlesville Wesleyan College; M.S., Oklahoma State University.

Brian Epperson, 2010*

Chesapeake Energy School of Business

B.A., Northeastern State University; M.A., Oklahoma State University; Ph.D., University of Oklahoma.

Dalene Fisher, 2015*

School of Arts and Sciences – Humanities

B.S., Oklahoma Wesleyan University; M.A., Union Institute and University, additional studies at The University of Kent, Canterbury.

Mike Fullingim, 1989-2003, 2005*

School of Ministry and Christian Thought

A.A., Miltonvale Wesleyan College; B.A., Southern Nazarene University; M.A., Southern Nazarene University; M.A., University of Texas at Arlington; Ph.D., University of Texas at Arlington.

Stacy Gerth, 2013*

School of Education

B.S., Oklahoma Wesleyan University; M.S., Oklahoma State University.

Beverly Hartter, 2007*

School of Arts and Sciences – Science and Mathematics

B.S., Illinois State University; M.S., Illinois State University; Ph.D., Illinois State University.

Robert Herron, 2012*

Provost

B.A., Lee University; M.A., Western Kentucky University; M.A. Rice University; Ph.D., Rice University.

Evan Hewitt, 2015*

School of Business

B.A., Psychology, Asbury College; M.F.A., Film & Television, Savannah College of Art & Design

* Date of faculty affiliation with OKWU

Darek Jarmola, 1995*

School of Ministry and Christian Thought

Matura, Technikum Zawodowego, Poland; B.D., Ruschlikon Theological Seminary; M.B.A., Oklahoma Wesleyan University; Ph.D., Southern Baptist Theological Seminary.

Jessica Johnson, 2013*

School of Nursing

B.S.N., Pittsburg State University; M.S.N., Northeastern State University; additional studies at Capella University.

Jeffrey Keeney, 2014*

School of Education

B.S., University of Central Oklahoma; M.S., Northeastern State University; Ed.D., Oral Roberts University.

Rosanina Ketchum, 2015*

School of Nursing

A.A.S., Oklahoma Wesleyan University; B.S.N., Oklahoma Wesleyan University; M.S.N., Indiana Wesleyan University

Becky Le, 2006*

School of Nursing

B.S., Oklahoma City University; M.S., Southern Nazarene University; additional studies at Oklahoma City University.

Jeffrey LeBert, 2014*

Registrar

B.A., Nazarene Bible College; M.S., John Brown University, additional studies at Grand Canyon University.

Stephanie Leupp, 2000*

Library

B.A., Mount Vernon Nazarene College; M.S., Simmons College.

Josh McNall, 2009*

School of Ministry and Christian Thought

B.A., Oklahoma Wesleyan University; M.A., Gordon-Conwell Theological Seminary, Ph.D., University of Manchester.

Kathryn McNeil, 2015*

School of Nursing

B.S.N., Louisiana State University, additional studies at Capella University

Douglas P. Quick, 2004*

School of Arts and Sciences – Science and Mathematics

B.S., University of Iowa; M.S., University of North Dakota; Ph.D., University of North Dakota.

Eric Peterson, 2011*

Chesapeake Energy School of Business

B.S., Oklahoma Wesleyan University; M.B.A., Southern Nazarene University.

Sarah Petrovic, 2012*

School of Arts and Sciences- Humanities

B.S., Taylor University; M.A., Northern Illinois University; Ph.D., Northern Illinois University.

* Date of faculty affiliation with OKWU

Gentry Sutton, 2015*

School of Arts and Sciences

B.A., Sterling College; M.A., Emporia State University; D.E.M., Midwestern Baptist Theological Seminary

Lisa Riggs, 2009*

School of Arts and Sciences – Humanities

B.A., English, Oklahoma Wesleyan University; M.A., University of Tulsa; Ph.D., University of Tulsa.

Cheryl Salerno, 2013*

Library

B.S., Oklahoma Wesleyan University; M.L.I.S., University of Oklahoma.

Mark Shannon, 2014*

Chesapeake Energy School of Business

B.A., Covenant College; M.B.A., Oklahoma Wesleyan University, additional studies at Regent University.

Devon Smith, 2009*

School of Ministry and Christian Thought

B.A., Oklahoma Wesleyan University; M.Div., Wesley Biblical Seminary, D.Min., Asbury Theological Seminary.

Jonathan Stewart, 2009*

School of Arts and Sciences – Humanities

B.M., Southeast Missouri State University; M.M., Southern Illinois University; additional studies at Boston University.

Rosimar Truitt, 2012*

School of Arts and Sciences – Science and Mathematics

B.S., University of Puerto Rico at Cayey; Ph.D., North Carolina State University.

Brian Turner, 1999*

School of Arts and Sciences – Science and Mathematics

B.S., Southern Nazarene University; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas.

Jerome Van Kuiken, 2011*

School of Ministry and Christian Thought

B.A., Kentucky Mountain Bible College; M.Div., Wesley Biblical Seminary; Ph.D., University of Manchester.

Amber Vieux, 2015*

School of Nursing

A.A., Johnson County Community College; B.S.N., University of Kansas; M.S.N., Kaplan University (expected 2017)

William Vieux, 2008*

School of Arts and Sciences - Social and Behavioral Sciences

B.S.W., University of Kansas; M.S.W., University of Kansas; additional studies at North Central University.

Wendel Weaver, 2005*

Chesapeake Energy School of Business

B.S., University of Texas; M.B.A., LeTourneau University, D.B.A., Anderson University.

* Date of faculty affiliation with OKWU

Mark Weeter, 1986*

School of Ministry and Christian Thought

Th.B., Circleville Bible College; M.Div., Wesley Biblical Seminary; D.Min., Reformed Theological Seminary; Ph.D., The University of Wales.

Curtis Williams, 2006*

School of Education

B.S., Missouri Southern State University; M.B.A., Baker College.

Dan B. Wimberly, 1996*

School of Arts and Sciences – Social and Behavioral Science

B.A., Louisiana College; M.Div., Baptist Missionary Association Theological Seminary; M.A., University of Texas at Tyler; Ph.D., Texas Tech University.

Gavin Woltjer, 2013*

Library

A.A., South Dakota School of Mines; B.S., University of South Dakota; M.A., University of South Dakota, M.L.I.S., University of Oklahoma.

* Date of faculty affiliation with OKWU