



OKLAHOMA WESLEYAN
UNIVERSITY

2023-2024

**University Undergraduate Catalog
Graduate & Professional Studies**

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The official Graduate & Professional Studies Undergraduate Catalog of OKWU is the online Graduate & Professional 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 Graduate & Professional Studies Undergraduate Catalog published on the website.

Introduction to Oklahoma Wesleyan University

History

The Wesleyan Church founded Oklahoma Wesleyan University (OKWU) in order to provide higher education within a Christian environment primarily for Wesleyan youth. Its predecessor, Bartlesville Wesleyan College (BWC), was established on the Bartlesville campus as a result of a series of mergers, which included Rocky Mountain Missionary and Evangelistic School in 1905 which later became 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 affirmed Bartlesville Wesleyan College as a four-year liberal art, degree-granting institution. BWC received accreditation with the Higher Learning Commission 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

OKWU holds institutional accreditation with the [Higher Learning Commission](#).

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Oklahoma Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

OKWU's business programs are accredited by the [International Accreditation Council for Business Education](#). However, not all degrees within the Chesapeake Energy School of Business are accredited.

OKWU's education programs are accredited by the [Oklahoma State Regents for Higher Education](#) and the [Council for the Accreditation of Educator Preparation](#). OKWU's teacher education graduates meet the academic requirements for licensure by the Oklahoma State Department of Education in elementary education (1-8), health/physical education (P-12), and secondary English, mathematics, and social studies education (6-12), and building leader (principal) licensure.

OKWU's School of Ministry and Christian Thought is subject to the oversight of The Wesleyan Church's [Education and Clergy Development Division](#).

OKWU is approved for the use of VA benefits by the Oklahoma Department of Veteran Affairs State Approving Agency. For more information, contact the [U.S. Department of Veterans Affairs](#) directly.

OKWU is approved for the training of international students by the United States Department of Homeland Security.

Location

Bartlesville, Oklahoma (population 37,290; source 2020 Census) is located 45 miles north of Tulsa and 20 miles south of the Kansas state line. Bartlesville serves as home to the global headquarters of Phillips Petroleum Company (now ConocoPhillips and Phillips 66) and boasts a rich history of art, cultural experiences, and regional significance.

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.

Academic Calendar

The traditional programs of the University operate on a term basis and offer programs throughout the year. The non-traditional programs (offered through the Graduate & Professional Studies department) operate on a year-round, term basis.

Curriculum and Degrees

Credit courses are offered in four schools: The Chesapeake Energy School of Business, School of Education and Humanities, School of Ministry and Christian Thought, and School of Health and Science. The university grants the following degrees: Doctor of Nursing Practice (DNP), Doctor of Business Administration (DBA), Master of Business Administration (MBA), Master of Education in Educational Leadership (MEd), Master of Science in Nursing (MSN), Master of Science in Strategic Leadership (MSSL), Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Associate of Applied Science (AAS), and Associate of Arts (AA) degrees.

Enrollment

Students from across the United States and around the world are currently enrolled in undergraduate and graduate programs at OKWU. <https://nces.ed.gov/ipeds/find-your-college>

Faculty

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

Library

The Janice and Charles Drake Library has many great in-house and online resources, including:

- 55,000 books, DVDs and journals
- 300,000 eBooks
- Extensive Databases
- Printers
- Laptops
- A 300+ year old Torah scroll
- Study rooms
- Interlibrary Loan Services
- Highly knowledgeable librarians

Intercollegiate Athletics

The following intercollegiate sports are available at OKWU: baseball (men's), basketball (men's and women's), beach volleyball (women's), cheer (co-ed) cross country (men's and women's), Esports (co-ed), 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), volleyball (women's), and wrestling (men's). 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 12 credit hours or more at OKWU) and all graduates of OKWU (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 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 OKWU 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

2023-2024 Academic Calendar

Graduate & Professional Studies

Fall Term 2023

Fall Term begins	August 28
Graduation Applications due for December 17 th Conferral	October 1
Celebration Service	December 15
Commencement	December 16
Fall Term ends	December 17
Degree Conferral for Fall Graduates	December 17

Spring Term 2024

Spring Term begins	January 15
Graduation Applications due for May 5 th Conferral	March 1
Celebration Service	May 3
Commencement	May 4
Spring Term ends	May 5
Degree Conferral for Spring Graduates	May 5

Summer Term 2024

Summer Term begins	May 6
Graduation Applications due for August 25 th Conferral	July 1
Summer Term ends	August 25
Degree Conferral for Summer Graduates	August 25

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

OKWU Distinctives

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

Our Mission

As a Biblically-centered Christian university of The Wesleyan Church, OKWU 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 — OKWU, 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 students must master significant content and knowledge of a Christian worldview, of God's created order and of human tradition. We believe students must also master the skills needed to responsibly interpret and practice the truths derived from this content base: the ability to integrate and apply critical thinking, communicate effectively and collaborate with others.

The formal courses of study in each degree program begin with the general education program designed to expose students to God's truth in its breadth, and to train students to effectively recognize and communicate that truth by creating a strong foundation for both critical thinking skills, and cultivating the ability to collaborate with others: 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. Furthermore, courses in composition and speech equip students with the ability to communicate their knowledge in a manner that will benefit their neighbors.

Thus, equipped with the general education program, 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 through the co-curricular experiences focused upon teamwork, followership, leadership, and discipleship.)

The philosophy of Christian liberal arts education at OKWU, then, honors its mission through its formal and informal experiences. Combined, these provide the lens for all learning and the foundation for all living at OKWU. OKWU honors four pillars: The Primacy of Jesus Christ, The Priority of Scripture, The Pursuit of Truth, and The Practice of Wisdom.

OKWU General Education Objectives

OKWU aims to enable students to love God with the whole heart, soul, mind, and strength and 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 regard 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:
Explain information presented in mathematical forms (such as equations, graphs, diagrams, tables, words, etc.), model real-life situations using mathematics, and demonstrate proficiency in solving basic equations; demonstrate an understanding of 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, including both their scientific method and their fundamental concepts (of at least one discipline); demonstrate an understanding of the Christian worldview of the natural sciences as an approach to truth, integrated with Scripture, to both understand the works of God as Creator and ethically use its discoveries and technologies.

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 demonstrate an understanding of 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; demonstrate 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 social or behavioral science; demonstrate a biblical understanding of what it means that persons are made in the likeness of the Creator, and demonstrate an understanding of 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 apply Christian logic effectively (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 discern truth critically; 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.

- 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 a topic which has all the characteristics of a written essay (above) and which is competently delivered.

Diversity and Unity

Diversity at OKWU 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 OKWU. 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, OKWU 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 OKWU, 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, 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 (1 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 OKWU 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.

Consumer Information

The Higher Education Opportunity Act of 2008 (HEOA) requires that postsecondary institutions participating in federal student aid programs make certain disclosures to enrolled and prospective students, parents, employees, and the public. The OKWU Consumer Information is disclosed to you in compliance with federal law and available on the [Consumer Information](#) page of the website. For additional information, including requesting a paper copy of any materials, please call or email the appropriate office or visit the indicated websites.

Accreditation

Information concerning OKWU's institutional and specialized accreditations is available on the [accreditation](#) page of the website.

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 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, they should contact the Office of Financial Aid at financialaid@okwu.edu or 918-335-6282.

Grievance Policy and Process

In accordance with the [HLC Student Complaint Policy](#) and in an effort to improve its service to its students, OKWU takes student complaints seriously and uses them to make institutional improvements when appropriate.

Please use this [form](#) for non-academic complaints. For academic grievances, please refer to the Academic Grievance Policy in the catalog.

At OKWU, a non-academic complaint refers to a substantial grievance or serious concern. This would include issues with people, processes, practices, or policies that have been oppressive, unfair, unjust, or inhumane. Students who wish to file a complaint and thereby request clarification, investigation, or resolution of the issue raised should fill out the form.

External Contacts for Student Complaints

Students seeking to make an appeal to an external source should use the information below to contact the correct office.

- On-ground students taking classes in Oklahoma: [Oklahoma State Regents for Higher Education](#)
- Online students:
 - [NC SARA](#): The student should begin the complaint process with the institution and if resolution is not found, the student would contact the institution's home state SARA Portal Entity. NC-SARA maintains a directory of [SARA State Portal Entities](#).
 - [Oklahoma State Regents for Higher Education](#) or, where applicable by state law, the state department of higher education in the student's home state of residence
- Accreditor (Higher Learning Commission): [Higher Learning Commission](#)

Student Life

As a community committed to Biblical thought, behavior, and Christ-centered relationships, OKWU has certain student life expectations and opportunities. One of the primary reasons leading students to come to OKWU 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 the University Pastor.

The following paragraphs highlight a few of the more important student life policies and opportunities for undergraduate students at OKWU.

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.

Academic Center for Excellence - ACE, or the Academic Center for Excellence, is primarily staffed by OKWU faculty and is in the Janice & Charles Drake Library. ACE is open daily and available to all students for both individual quiet study anytime and various academic services by appointment. ACE provides paper checks as well tutoring in English, math, science, business, Bible, nursing, and education. Walk-in tutoring appointments and online appointments in the above subjects may also be available. ACE also oversees probationary hours and probationary advising for students who are on academic warning or probation.

Bookstore - OKWU offers a virtual bookstore for our students to purchase course materials. Students will be able to search for their courses by term and the required course materials will be available for purchase.

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.

Undergraduate Admissions Information

Oklahoma Wesleyan University desires to enroll students who are genuinely interested in a Christian liberal arts education. We believe that a liberal arts education is defined by the pursuit of truth as revealed in Jesus Christ in all areas of study, therefore making Christ the foundation and center of all curricular and co-curricular activities.

Admission and class placement to the university is selective and based on the combined picture developed from the prospective student's transcripts and corresponding GPA. Admission to the university does not constitute admission to any specific degree program. Additional admission requirements for such programs are indicated in this catalog under their respective listings. Further, a verbal offer of admission or a scholarship offer does not imply admission to the university.

Oklahoma Wesleyan University, in compliance with Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, does not discriminate on the basis of race, color, national origin, or sex in any of its policies, practices, or procedures in the recruitment and admission of students and in the operation of all university programs, activities, and services.

Admission Classifications

All applications will be reviewed by the Office of Admissions. Acceptance is granted under one of the following classifications:

Regular Acceptance – First-time freshmen are granted regular acceptance if they have achieved a high school GPA of 2.3 or higher. Transfer students with a minimum of 24 earned college credits are granted regular acceptance if they have an overall college GPA of 2.0 or higher.

Warning Acceptance – Those students who do not meet the admissions standards for regular acceptance as detailed above or for transfer students who are on suspension at their most recent institution of higher education may be admitted under warning acceptance. For those granted warning acceptance, continued enrollment at OKWU will require the student to meet Satisfactory Academic Progress (SAP) as outlined in the catalog during the first term of attendance. Students on academic warning who have not yet completed 60 credit hours are recommended to enroll in a maximum of 15 credit hours. All students admitted on warning will have a contract with the Academic Center for Excellence (ACE).

Provisional Acceptance – Students may submit official or unofficial transcripts that are not final transcripts for Provisional Acceptance. Students will be considered for regular or warning admission once all official, final transcripts and other application materials, as applicable by application type, have been submitted. Financial aid will not be disbursed for students in a provisional acceptance status. All transcripts must be submitted by the end of the second week of the term. Students who require an international transcript evaluation may be considered for provisional acceptance dependent upon academic scores and standards.

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 Policies

For purposes of determining admission requirements, applicants are divided into categories. Students should find the category which best describes their situation and submit the materials indicated.

All prospective undergraduate students must have earned a high school diploma or passed a recognized high school diploma equivalency exam, such as GED (General Education Development), HiSET (High School Equivalency Test), or TASC (Test Assessing Secondary Completion). Admission to the university does not guarantee admission into any specific majors and/or programs.

Class Placement- First-time freshmen that are granted regular acceptance will be placed in general education courses based on their major and academic plan. General admission no longer requires standardized test scores, but it may be beneficial for incoming students to submit ACT/SAT/CLT scores for

course placement. Submitting test scores may, at times, result in a student testing out of certain courses. If the student's GPA is below the required levels, he or she may be required to take fundamental courses in reading, writing, and mathematics. Possible course placements are listed below. Test scores will not negatively affect an admission decision to OKWU.

High School GPA	Course Placement
2.3 or greater	Comp 1, College Algebra or Math Survey depending on degree plan
2.0 – 2.299	Comp 1 with Workshop, College Algebra with Lab or Math Survey depending on degree plan
1.999 and below	Reading and Writing Fundamentals, Math Fundamentals

Students Applying for Readmission:

- Student must contact the Admissions office and submit a Readmission application.
- Official transcripts for all colleges or universities attended will be required. Transcripts from school(s) attended before last enrollment at OKWU may be on file with the Registrar's Office.
- Students who were suspended or dismissed from the university must appeal to the Appeal Committee and cannot be admitted until an approved appeal has been granted.
- Students returning to the university after an absence of more than 24 months will continue under the requirements of the newest university catalog.

International Students:

Students who require an approved visa to be able to study in the US may not consider themselves admitted to the university until:

- An official letter of acceptance and, if applicable, an I-20 is issued by the Office of Admissions at OKWU,
- General admission requirements detailed above have been met,
- Students whose first language is not English, or who have not graduated from a school whose primary instruction is English, must have one of the following:
 - **TOEFL** score of at least 69 internet-based, 190 computer-based, or 525 paper-based
 - **iTEP** Academic score of at least 3.7 (other iTEP tests not eligible for admissions decision)
 - **IELTS** Academic score of at least 6 (other IELTS tests not eligible for admissions decision)
 - **Duolingo*** score of at least 95

*2022-2024 only

Undocumented Students Deferred Action for Childhood Arrivals (DACA) Students:

To be eligible for enrollment, the student must:

- Meet general admission requirements detailed above,
- Be a graduate from a US high school,
- Submit an Affidavit of Intent,
- Provide proof of financial support and a specified cash deposit in U.S. dollars,
- 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,
- Student will not be allowed to carry a balance into an upcoming term.

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.

Non-degree Seeking and Audit:

Students may take classes as a non-degree seeker under the following conditions:

- Students may take up to nine credit hours as non-degree seekers,

- After nine credits, the student will be required to apply for admission to OKWU using one of the classifications above. A student may audit courses without admission to the university.

Application Procedures (Complete Application for Enrollment) Undergraduate, degree-seeking students must submit the following items:

- OKWU application form,
 - Official transcript(s) from each college (if any) attended, including all concurrent work,
 - Student Information Form,
 - Commitment Fee
- Students with less than 24-term credits must also include the following:
1. An official final high school transcript with grade point average, class rank, and graduation date
 2. Optional: ACT/SAT scores (may appear on transcript) or an ACT residual, or CLT score for placement

Readmission students must submit:

- All documents required of a degree-seeker, detailed above,
- Approved re-admission form,
- Approved appeal if required.

International, degree-seeking students must submit the following items:

- All documents required of a degree-seeker, detailed above
- English language test if graduating from an on-English speaking school

Transcript evaluation of final transcript (documenting graduation and GPA), evaluated by an approved organization, e.g., World Education Services (WES), American Association of Collegiate Registrars and Admissions Officers (AACRAO), International Credentials Evaluations (InCred) or National Association of Credential Evaluation Services (NACES).

All official, final transcripts unless official transcripts were received by the transcript evaluation organization and is noted on the evaluation.

- Proof of financial support
- Current copies of the I-94, passport, F-1 Visa, and I-20
- 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
- Students will not be allowed to carry a balance into an upcoming term.

Undocumented Student Admission Criteria must submit the following items:

- All documents required of a degree-seeker, detailed above
- Be a graduate from a US high school.
- Submit an Affidavit of Intent.
- Provide proof of financial support and a specified cash deposit in U.S. dollars.
- 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.
- Students will not be allowed to carry a balance into an upcoming term.

Non-degree Seeking and Audit students must submit the following items:

- Application form

Admission on Academic Warning

Students who do not meet the admissions criteria may be considered for admission on academic warning. Students in all degree programs, other than Nursing, must earn a first term GPA of 2.0. (Nursing students should see the RN to BSN Undergraduate Admission section for more program specific information). Also, students admitted on academic warning must successfully complete 67% of courses taken in the probationary term which must include a minimum of six credits.

Successful completion of courses does not include “F”, “W”, voluntary drops, or drops due to non-attendance. The student admitted on academic probation, who does not meet the minimum GPA requirement in their first term, will be suspended from the university and removed from all future courses. For more information about Academic Probation or Suspension, please see the Satisfactory Academic Progress section of this catalog.

Program-Specific RN to 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 CCNE, ACEN, or NLN CNEA regionally accredited institution with at least 60 transferable college credit hours. Applicants with a Diploma from a hospital School of Health and Science may transfer in 40 credit hours. For more details, see the School of Health and Science RN to BSN section of the catalog.

In order to be eligible to meet the RN to BSN graduation requirements, students admitted on academic warning 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, a cumulative 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 details, see the School of Health and Science RN to BSN section of the catalog.

Admission of RN to BSN Students on Academic Probation

To apply to be admitted to the BSN program on academic probation the student must provide the following documents to the Nursing Faculty Council (NFC) for consideration:

- Letter to the NFC describing reason for probation and the students plan for success.
- 2 professional letters of recommendation
- Resume
- Official transcripts
- Any evidence of academic/professional success that would translate into success in the BSN program.
- Students on probationary status will not be allowed to proceed beyond the first term unless the student achieves a term GPA of 3.0.

Undergraduate Application Process

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

1. A completed application for admission, 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.
3. An official high school transcript with graduation date or official high school equivalency credential must be provided by applicants with fewer than 24 earned credits from previous college-level work or with military-only credits.
4. Official transcripts from all Regionally or Nationally accredited college-level work and/or official high school transcript or high school equivalency diploma credential. Failure to provide a complete record of all college-level academic work may result in students not being accepted into the University or if already enrolled, being administratively withdrawn from the University.
5. A copy of current United States RN licensure must be provided by Nursing applicants.

Applicants must be respectful of the Christian mission of OKWU. 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: CHAL1613 Old Testament Survey, CHAL1733 New Testament Survey, CHAL3523 Biblical Perspectives, and CHAL3103 Christian Worldview and Apologetics.
- Students entering with junior standing (60 or more credit hours) will be required to take two of the following: CHAL1613 Old Testament Survey, CHAL1733 New Testament Survey, CHAL3523 Biblical Perspectives, or CHAL3103 Christian Worldview and Apologetics.
- Students entering OKWU with senior standing (90 or more credit hours) will be required to take one of the following: CHAL1613 Old Testament Survey, CHAL1733 New Testament Survey, CHAL3523 Biblical Perspectives, or CHAL3103 Christian Worldview and Apologetics.

Financial Aid Information

The Office of Financial Aid assists students who are eligible for both need-based and non-need based aid in the forms of grants, scholarships, and loans. Financial need, fund availability, grade level, enrollment status, and academic performance are factors that help determine the type and amount of aid packaged to each student.

Federal and Oklahoma State Aid

Each year, a student must submit the Free Application for Federal Student Aid (FAFSA) to receive federal and state aid, if eligible. The FAFSA opens October 1* and closes the following June 30. The Office of Financial Aid recommends filing early to be considered for all available aid. OKWU (School OPE ID: 00315100) must be listed as a college to receive the FAFSA information. By listing OKWU on the FAFSA, the Office of Financial Aid will be able to determine a student's eligibility for Federal Student Aid (Title IV).

*Normally, FAFSA is available October 1. However, the Department of Education is updating the 24-25 FAFSA, and it may not be available until January 1, 2024.

A student's enrollment status in courses required for the student's major will determine federal aid eligibility. 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 the Office of Financial Aid if enrolled in any non-degree courses.

Return of Title IV (R2T4) Funds

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% of a term will have aid eligibility recalculated based on the percent of the term completed. **The Office of Financial Aid encourages students considering withdrawing to read the Return of Title IV (R2T4) Funds Policy carefully.** To view a copy of the R2T4 Policy, please email financialaid@okwu.edu

Institutional Aid

At OKWU, institutional aid is not available to GPS students.

Satisfactory Academic Progress Financial Aid Procedures

Federal regulations (34 CFR 668.34) 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 the student is enrolled, in order to receive aid under the Higher Education Act. These programs at OKWU include Federal Pell Grant, Oklahoma Tuition Aid Grant, Oklahoma's Promise, Federal Direct Loans (Subsidized and Unsubsidized), and the Federal PLUS Loan. 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 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. Standard rounding rules will be used when calculating percentages for qualitative and quantitative standards.

A student who does not meet any of the standards will receive a notification from the Office of the Provost or Director of Financial Aid, which includes status type, financial aid eligibility impact, and academic requirements.

Grade Point Average (Qualitative) Standard

GPA must be maintained according to the following:

- A 2.0 Term and Cumulative GPA is required for all non-nursing majors
- A 2.5 Cumulative GPA is required for nursing degree students

Pace and Maximum (Quantitative) Standard

Students must maintain pace of progression and be on track according to the maximum timeframe at the end of each 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 five credits out of the seven credits attempted ($5/7=71\%$). This student would be at an acceptable pace of progression.
- Maximum Timeframe: 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 120 credit hours for graduation. That student must complete the degree within 180 credit hours ($120 * 150\% = 180$).

Other Considerations Impacting SAP

- **Incompletes (I)**
 - Treated as attempted but not earned credits with no GPA implication. When the Incomplete grade is finalized, it will be factored into the student's SAP calculation in the next evaluation term.
- **Withdrawals (W)**
 - Treated as attempted but not earned credits with no GPA implication
- **Complete Withdrawal Within a Term**
 - If a student withdraws from an entire term with all W grades, it will be treated as a withdrawal.
- **Remedial Courses**
 - Treated as attempted and earned credits with no GPA implication. These will not count in total credits.

Repeated Courses

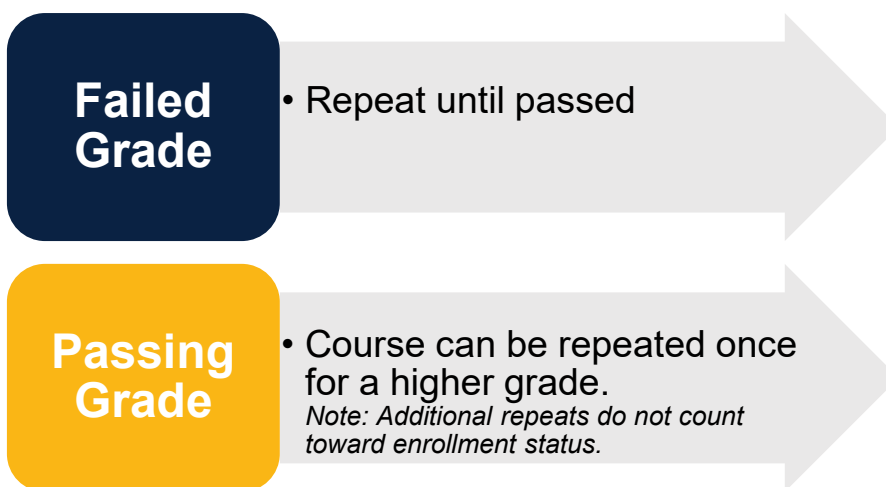
Federal regulations limit the number of times a student may repeat a course and receive federal financial aid for that course. The regulations state that a student may receive federal aid when repeating a course that was previously failed regardless of the number of times the course was attempted and failed. Once the passing grade is received, the student may receive federal financial aid for only one repeat of the course.

Example 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 passing grade. He/she may repeat a passed 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 take the course a third time, the course would not count towards his/her enrollment status.



- **Transfer Credit**
 - Only courses in which a C- or higher has been earned will be posted to the transcript. Transfer credits will be treated as attempted and earned. Transfer work is considered toward the above requirements.
 - For all majors except nursing, courses for which a passing/satisfactory grade in the Spring 2020 term, presumably due to COVID, will be transcribed as a passed course without GPA impact. When transcribed, these courses will fulfill degree requirements. Nursing students may reach out to the School of Health and Science regarding transfer credit and required documentation.
- **Life-learning and Credit by Exam**
 - These credits are not considered toward the above required earned hours in a term.

Financial Aid Warning Status

Any of the following scenarios will result in a student being placed on Financial Aid Warning:

- A student admitted on Academic Warning
- A student on Academic Early Alert who earns a term GPA below 2.0 in the successive term
- A student in good academic standing who earns a term GPA below 1.0
- A student in good academic standing whose cumulative GPA becomes less than 2.0
- A student failed to meet the quantitative standard(s)

A student may still receive financial aid during the Financial Aid Warning status. This status will only last **one** term. There is no appeal necessary. A student will be eligible for financial aid and considered to be in good standing if the student meets the quantitative and qualitative standards in the next term. However, if the student again does not meet one or both standards, the student will be placed on Financial Aid Suspension.

Financial Aid Suspension Status

Any of the following will result in a student being placed on Financial Aid Suspension:

- A student on Financial Aid Warning or Probation who earns a term GPA below 2.0 in the successive term
- A student on Financial Aid Warning or Probation whose cumulative GPA becomes less than 2.0
- A student enrolled in six or more credits who earns a 0.0 term GPA
- A student failed to meet the quantitative standard(s)

Suspended students are ineligible to receive financial aid. Eligibility may be restored by attempting and earning credits to meet the minimum SAP standards or by having an appeal granted.

Suspension Status Appeal Process

A student has the ability to appeal a Suspension Status. A suspended student will receive a notification that includes the appeal process procedure. The appeal must include:

- A detailed statement explaining basis of the unusual or extraordinary circumstances that affected the student's ability to meet SAP standards. Common situations include but are not limited to:
 - Family difficulties, such as death, divorce, or illness
 - Interpersonal problems with friends, roommates, or significant others
 - Difficulty balancing work, athletics, family responsibilities, school, etc., and
 - Financial difficulties
- Documentation to support the circumstances of the appeal. Examples include but are not limited to:
 - Death certificate or obituary, divorce decree, or medical bill/summary
 - Letter from OKWU staff, roommate, or friend detailing circumstance
 - Letter from boss, coach, or family member detailing circumstance
- A detailed statement explaining what has changed in the student's situation that allow the student to demonstrate SAP and a plan for future academic success

An appeal without circumstances, documentation, and a plan will not be considered. The appeal will go before the Appeals Committee, which consists of OKWU personnel. If the appeal is granted, the student will be placed on Probation Status and will be eligible for one term of financial aid. 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 a student does not appeal within the timeframe on the notification, OKWU will proceed with de-enrolling the student and reporting the withdrawal to the Department of Education (ED). The student may submit an appeal after the timeframe, and, if an appeal is approved, the enrollment information will be reported to ED.

Financial Aid Probation Status

A student with a successful Suspension Status appeal is granted one term on Probation Status and will be eligible for financial aid. The student will be considered in good standing at the end of the term if the student meets the quantitative and qualitative standards. However, if the student again does not meet one or both standards, the student will be placed back on Financial Aid Suspension.

Enrollment Status

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. The Office of Financial Aid will adjust a student's aid based upon a change in enrollment status when notice is received.



Student Accounts Information

General Information

Once a student is registered and begins attendance (see Attendance Policy), the student is responsible for all charges that are applied to the student's account. Listed below are policies on Payment Plans, Withdrawal Policy, Refund Policy, and Account Credit Balance and Reimbursement. Per the Registration Contract, OKWU reserves the right to place a hold on the release of the student's academic record (transcript and diploma) until the balance is paid in full and may refer any outstanding debt to an external collection agency, who utilize credit bureau reporting.

Payments and Payment Plans

Charges are assessed to a student account on a term by term basis. A student's balance and statement information can be viewed in the portal (myOKWU). The balance due* (charges minus anticipated financial aid) must be paid in full or set up a payment plan prior to the start of classes. Payment plans are set up to pay the balance due in full by the end of the term. A Convenience Fee* will be applied to all accounts who do not have a paid in full balance or a payment plan in place by the Add/Drop date. A student is expected to have the account balance paid in full in order to continue into the upcoming term.

An international student's Payment Plan will require 50% of the balance due as the first payment and the remaining amount in monthly payments to be paid in full by the end of the term.

***Policy PL 115-407 Veterans Benefits and Transition Act of 2018:** In accordance with Title 38 US Code 3679(e), Oklahoma Wesleyan University, adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA.

Oklahoma Wesleyan University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. However, to qualify for this provision, such students may be required to:
 - Produce the VA Certificate of Eligibility (COE) by the first day of class;
 - Provide a written request to be certified;
 - Provide additional information needed to properly certify the enrollment as described in other institutional policies

These provisions do apply to charges that are not paid for by the VA.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). This specific verbiage will need to be added "GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>."

Registration Contract

A student is required to complete a Registration Contract at the beginning of a new program and must be completed in order to enroll. This agreement details a student's financial responsibility, OKWU policy, and credit balance authorization.

Withdrawal

Charges on an account may be recalculated due to a withdrawal. This calculation is based on the withdrawal date. Arrangements must be made with the Student Services Office for payment of all remaining charges. If a credit balance remains after all adjustments, the balance will be refunded according to the Credit Balance Reimbursement Policy.

For information on how to withdrawal, see the Withdrawal section in Academic Policies.

Refunds due to Withdrawal

When a student withdraws, the following will be used to calculate if tuition and fee refunds are applicable. The Academic Calendar is used to define the start of the term.

Tuition

On-ground and Online Degree Programs:

- 100% refund on or before day 1 of the course (through Monday for online)
- 80% refund through day 7 of the course (through Sunday for online)
- 0% refund after day 7 of the course

CBE Degree Programs:

- 100% refund on or before day 2 of enrollment
- 0% refund after day 2 of enrollment

CROSS Program:

- 100% refund prior to day 1 of the course (Monday through Sunday)
- 0% refund after the start of the course

Fees

On-ground and Online Degree Programs:

- 100% refund on or before day 1 of the course
- 0% refund after day 1

CBE Degree Programs:

- 100% refund on or before day 1 of the course
- 0% refund after day 1 of the course

CROSS Programs: CROSS programs do not have fees

Food and Housing (not in UG, Grad only)

If a student is approved to live on-campus, food and/or housing charges are credited based on a weekly rate.

Financial Aid Adjustments Due to Withdrawal

When a student withdraws and financial aid must be recalculated, funds will be returned in the following order:

- Federal loans
- Federal grants
- Outside scholarships/aid
- Institutional aid
- Student's account/student

Credit Balance Reimbursement

In the Registration Contract, a student tells OKWU how to manage the credit balance on the student's account. Unless a student or parent (Parent PLUS loan) authorizes OKWU to hold a credit balance, the credit balance must be paid to the student or parent within 14 calendar days after the balance is created. This document will determine how the credit balance is handled. For students who are withdrawing, a credit balance reimbursement will be issued once all charges and aid adjustments have been made.

Student Account Appeals

Appeals or corrections may be submitted using the [Policy Exception Form](#). Appeals will be considered until the end of the term.

Participation in Commencement

Students will not be permitted to participate in Commencement or related events if there is an unpaid balance on their student account.

Oklahoma Wesleyan University
Graduate & Professional Studies
UNDERGRADUATE GENERAL COST INFORMATION

Tuition

Lower Division Course Tuition (per credit)	\$299
Upper Division Course Tuition (per credit)	\$447
CBE Degree Tuition (per term)	\$1,667
Elective Seminar Tuition (per course)	\$275
Military Active Duty, National Guard, Reserves Tuition (per credit)	\$250

Fees

Audit Fee (per credit)	\$15
Convenience Fee (per term)	\$100
Directed Study Fee (per credit)	\$150
Educational Resource Fee (per credit)	\$50
Life-Learning Assessment Fee (per credit)	\$65
Graduation Fee (does not include Regalia)	\$70
Graduate Late Application fee	\$25
Registration Fee (per degree)	\$50
Returned Check Fee	\$25
Student Health Fee (TimelyCare)*	\$88
Technology Fee (per term)	\$65
Transcription Fee for Alternative Credit in category A or B (per credit)	\$25
Transcript Processing Fee (per copy)	\$10

*Students have the first 7 calendar days of the term to complete the opt out form for the student health fee or the charge will remain on the student's account.

University Academic Policies

Introduction

Graduate & Professional Studies degree programs have been designed for non-traditional learners who must maintain professional and personal commitments while returning to school. These programs offer students an opportunity to complete their major courses in approximately 14 - 24 months. Electives and general education courses may also be necessary to complete the hours required for a bachelor's degree. Graduate & Professional Studies staff will assist students in discovering the best options for completing all requirements in a timely fashion.

Mission

To fulfill the mission of OKWU, the Graduate & Professional Studies department exists to meet the educational needs of adults.

Statement of Purpose

The purpose of the Graduate & Professional Studies department is to be the best organization at meeting the educational needs of adults. To accomplish that goal, Graduate & Professional 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 using the link on the [Registrar's page](#) on the OKWU website. A transcript fee of \$10 per transcript will be charged.

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

The University complies with the Family Educational Rights and Privacy Act of 1974. This law protects the rights of students to inspect and review their own records, to control disclosure of information from their educational records and to challenge any of the content of those records.

The law provides students the opportunity to inspect and review their education records upon request. While they have the right to inspect and review their education records, it does not necessarily mean they have a right to obtain copies of those records. 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.

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 without the student's consent. It further provides that any student may, upon written request, opt-out of disclosing such directory information.

The following data is considered to be directory information and may be given to an inquirer, either in person, by mail or by telephone, and may be otherwise made public:




- Name
- Campus email
- Dates of attendance
- Class
- Previous institution(s) attended
- Major field of study
- Awards
- Honors and degree(s) conferred (including dates)
- Academic honors
- Past and present participation in officially recognized sports and activities
- Physical factors (height and weight) of athletes

Home or campus address will only be released in connection with campus events or to those with a legitimate school-related reason.

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.

Under the law, all students have the right to 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. The University is required to consider the challenge, but is not required to amend an education record.

FERPA Basics

	<p>NO ONE is allowed to sell student education record data.</p> <p>EMPLOYERS can't be given student personally identifiable information unless applicants (or their parents) give consent.</p> <p>3rd PARTIES should not use personally identifiable information from educational records to market to kids and families.</p>
	<p>ANOTHER SCHOOL can receive data if the student intends to enroll in that school</p> <p>DATA RECIPIENTS must safeguard student data, including using data only for the purpose for which they were disclosed and destroying data when no longer needed for that purpose.</p> <p>SCHOOL OFFICIALS & AUTHORIZED 3rd PARTIES must have a legitimate educational interest for accessing student data before they can view them.</p> <p>AUTHORIZED 3rd PARTIES can use data only for the purpose for which it was shared, and only under the direction of the school district or state education agency.</p>
	<p>STUDENT'S PARENTS can access their child's data if the child is younger than 18 and not enrolled in postsecondary education</p> <p>STUDENT'S TEACHER can access the student's data to meet educational needs.</p> <p>SCHOLARSHIP & FINANCIAL AID PROVIDERS Can receive data when the student has applied for or has received financial aid from that entity.</p> <p>HEALTH & SAFETY student data can be shared for reasons of health and safety in certain emergencies</p>

Source: https://tech.ed.gov/privacy/ferpa_image/

For more information, visit the following websites:

OKWU Registrar's Office – [Confidentiality of Student Records \(FERPA\)](#)

US Department of Education – [Family Educational Rights and Privacy Act \(FERPA\)](#)

Academic Integrity

OKWU 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 academic integrity under all conditions. Violations of academic integrity insult the Primacy of Jesus Christ, contradict the Pursuit of Truth, mock the Priority of Scripture, and reject the Practice of Wisdom.

The practice of academic honesty is a high priority in our community, and the faculty expects responsible scholarship and professional conduct of all OKWU students. Academic dishonesty, cheating, plagiarism, and disruptive unprofessionalism are all prohibited.

Any violation of the academic integrity policy, including but not limited to each instance of plagiarism, cheating, or disruptive unprofessionalism, will result in a consequence such as the required resubmission of an assignment, a grade deduction for a particular assignment, failure of an assignment, dismissal from the class session, suspension from the course, failure of the course, or expulsion from the University. Each violation of academic integrity will be reported to the Office of Academic Affairs.

Specific Violations of Academic Integrity:

The potential academic violations named below do not constitute an exhaustive list, and individual schools may have unique handbooks and policies to which students must adhere. Professionalism and integrity are expected and required of OKWU students. Any student that threatens the academic environment is a violation of the academic integrity policy. Students must respect the pedagogical goals of individual instructors and take care not to disrupt the learning process for other students. Both private and public violations of academic honesty and integrity are offenses subject to disciplinary action.

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

1. Using unauthorized prepared materials (cheat sheets) for answering test questions;
2. Giving aid to another student during a test or quiz;
3. Compromising the integrity of test materials;
4. Gaining answers to test questions from others during testing periods;
5. Signing another person's name to the attendance record or any such falsification of academic record;
6. Claiming to have done laboratory work or outside reading that was not done;
7. Submitting the same work (e.g. written paper, assignment, or discussion questions) for more than one course without the prior approval of the instructors involved;
8. Fabricating any academic material, content, or other information, including academic records and status;
9. Collaborating with other students in a way that violates assignment parameters.

Plagiarism: Plagiarism 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 including the use of artificial intelligence to complete assignments;
3. Quoting material from any source without proper documentation;
4. Summarizing or paraphrasing from any source without proper documentation;
5. Misrepresenting documentation or resources;
6. Using 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 instructor;
8. Presenting one's previous work as new scholarship.

Unprofessional Behavior: Unprofessional behavior restricts individual student learning or the learning of other students in the classroom. Students are expected to assume full responsibility for their actions and will be held accountable for them. Students are expected to behave in a manner that is appropriate, professional, respectful and attentive. Inappropriate, disruptive, uncooperative, or belligerent behavior in an academic setting will be considered to be a violation of academic integrity. Lively, robust debate is encouraged, and while faculty expect students to engage fully and to think critically, interaction should reflect the Fruit of the Spirit (Galatians 5:22-23).

Examples of unprofessional conduct include (but are not limited to) the following:

1. **Inappropriate Communication:** Inappropriate communication is any verbal or non-verbal language, action, voice inflection, or insubordination that compromise rapport or working relations with fellow students and faculty. Per the OKWU Academic Catalog, OKWU is committed to the preservation of human dignity and the protection of students. Harassment in any form—verbal, physical, sexual, or visual—is against campus policy.
2. **Disruptive or Resistant Behavior:** Disruptive or resistant behavior is exhibited when a student is disruptive or rude. Such behavior may be demonstrated by but is not limited to inappropriate or degrading words or gestures. In some cases, intervention and remediation strategies are disregarded by the student, and ultimately, the student does not accept responsibility for his/ her actions, recommendations, or errors. The student is resistant or defensive when provided with constructive feedback. The student resists adopting recommendations from faculty or others to improve learning performance.
3. **Disrespect towards Community:** Disrespect towards community occurs when the student violates normative, appropriate community standards with behavior such as disrespecting the rights of others, violating appropriate boundaries, breaching confidentiality, or exhibiting inequitable regard for fellow students, faculty, or staff because of race, gender, religion, age, disability, or socioeconomic status. The student does not demonstrate the ability to collaborate with students, faculty, and staff in a learning environment; furthermore, the student's behavior demonstrates blatant, belligerent disregard for the Practice of Wisdom or for other OKWU Pillars in a way that goes beyond acceptable academic disagreement with the Pillars and instead rudely and intentionally disparages others within the environment who support those pillars.
4. **Unprofessional Attire:** The student may also disrupt the learning environment by not dressing in attire appropriate for the setting. Per the OKWU Academic Catalog, students at OKWU are expected to dress modestly and appropriately at all times. Teaching faculty have the prerogative to set a more conservative dress code within their own classroom or work area than outlined in the Academic Catalog.

Academic Load

The term "academic load" refers to the number of credit hours students carry in a given term. A full-time load is 12 credit hours for the in any given term. Enrollment in more than 17 credits within a term will require approval by submitting a petition for policy exception.

International students must be enrolled full-time in 12 credits per term and in at least 9 on-ground credits each term. They may take online classes above the 9 credit threshold. Students enrolled in their last term who only have one course remaining must be enrolled in an on-ground course and must file a Reduced Course Load request with OKWU's Designated School Official (DSO).

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.

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 term, 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, practicums, studio work, field trips, independent study, and other academic work leading to the award of credit hours.

In courses, such as those offered online or by competency-based delivery, 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.

Once students have completed a higher-level course, they may not complete (or test out of) a lower-level skill course in the same area. For example, once students have completed English Composition 2, they may not go back and receive credit for English Composition 1. A few exceptions are made to this rule for programs with many required courses.

Zero-level courses are considered to be below university level and will not count toward fulfillment of graduation requirements.



Remedial Courses

Remedial courses may not be used to meet graduation requirements.

Class Standing

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

Freshmen	students having completed 0-29 credit hours
Sophomores	students having completed 30-59 credit hours
Juniors	students having completed 60-89 credit hours
Seniors	students having completed at least 90 credit hours (senior status does not necessarily assure graduation with that class)
Special	students having completed a baccalaureate degree or those not wishing to pursue a degree program

Learning Philosophy

The Graduate & Professional Studies online and on-campus 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.

Competency-Based Education

As a change from OKWU's online or on-campus degree programs, which give students credit for time spent in the classroom completing courses toward a degree, OKWU also provides competency-based education (CBE) courses to complete degree requirements. Competency-based programs allow students to

demonstrate that they have acquired the competencies (levels of knowledge, skill, or ability) required for a particular degree or course. Competencies developed by faculty summarize the critical knowledge and skill levels essential for mastery of a particular field. The mastery of competencies may be demonstrated through tests, projects, or problem-based assessments.

What is Competency-Based Education

“Competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Student acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities, and experiences that align with clearly defined programmatic outcomes. Student receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace.” -CBEN Network (cben.org)

Additional Information for Competency-Based Students

Definition of a Term

OKWU's CBE programs are based on the traditional term calendar which includes three 16-week subscription periods. The subscription model allows the student to complete coursework at an individual pace, making accelerated degree-completion possible.

OKWU CBE subscriptions may begin on any Monday of the academic term. Student may start the subscription period at any point during the term once all admission and enrollment requirements are met. However, students may not begin a subscription within 5 weeks at the end of a term. Tuition is not prorated for students joining in the middle of a term.

Community Expectations

OKWU 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 OKWU.

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.

OKWU 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: Doctor, Master, Baccalaureate, Associate

The degree programs offered through the Graduate & Professional Studies Department 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, the Graduate & Professional Studies department delivers an associate degree in:

- School of Education and Humanities

- Associate of Arts in General Studies
- Associate of Arts in Early Childhood Education
- School of Ministry and Christian Thought:
 - Associate of Applied Science in Christian Ministry
- School of Health and Science
 - Associate of Applied Science in Technical Programs

A baccalaureate degree in:

- Chesapeake Energy School of Business:
 - Bachelor of Science in Business Administration and concentrations in Financial Analyst, Generalist, and Management
 - Bachelor of Science in Organizational Management
- School of Education and Humanities
 - Bachelor of Science in Liberal Studies, Specialized
 - Bachelor of Science in Psychology Studies
- School of Ministry and Christian Thought:
 - Bachelor of Science in Ministry and Leadership
- School of Health and Science:
 - Bachelor of Science in Nursing

On the graduate level, Graduate & Professional Studies delivers:

- Chesapeake Energy School of Business:
 - Master of Business Administration program which has concentrations in Accounting, Finance, Human Resource Management, Marketing, Nursing Management, and Organizational Leadership
 - Master of Science in Strategic Leadership
 - Doctor of Business Administration
- School of Education and Humanities
 - Master of Education in Educational Leadership with concentrations in Building Level Leadership and Classroom Level Leadership
- School of Health and Science
 - Master of Science in Nursing with concentrations in Administration, Education, and Informatics
 - Doctor of Nursing Practice in Executive Leadership with a focus in Administration, Education, and Informatics for the BSN pathway

(For detailed information about graduate programs, please consult the Graduate Catalog.)

In order for students to complete the 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 Graduate & Professional Studies programs, the University allows students to take no more than one College After Hours course concurrently with a major course. Students are urged to contact their Academic Advisor to register for a course and to ensure that a course has enough students to be offered.

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 the Nursing program, students should see the School of Health and Science 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

OKWU 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 Graduate & Professional Studies programs delivered online or on-campus. 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 Graduate & Professional 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.

Student Support Services

The following services are in place to help a student achieve academic success.

Academic Success Coach (ASC)

Upon admission to an OKWU CBE program, a student is assigned an Academic Success Coach who provides academic advising, success coaching, referral and administrative direction, and mentoring support throughout the duration of the student's program. The ASC works with the student to develop an individualized Academic Plan of Study (APS). Information previously gathered through early/pre-application conversations between the student and an OKWU CBE Enrollment Advisor provides a foundation upon which the ASC builds the APS. Working closely with the student, the ASC crafts an approach tailored to meet the student's needs and goals.

Academic Advisor

Upon admission to an OKWU online or on-campus program, a student is assigned an Academic Advisor who provides academic advising, problem solving, support referrals, and administrative direction throughout the duration of the student's program. The SC with the student to develop an individualized degree plan and registration contract.

Academic Plan of Study (CBE Students)

Prior to the start of each subscription period, the student – with the help of the ASC – creates an Academic Plan of Study (APS) which includes a recommended pacing plan. An APS is a written plan that reflects degree requirements, previously completed coursework in fulfillment of requirements (including any transfer credit equivalencies), intended future coursework, and the suggested pace at which the student takes courses. A discussion of student goals for timeline of completion, student progress, and study strategies inform the plan. Generally, an APS includes three subscription periods and is updated at the conclusion of each period.

Campus Pastor

All GPS students who require pastoral care or pastoral counseling may contact the Campus Pastor. Contact information is available from the Academic Success Coach.

Online Tutoring

An online tutoring service offers support for all GPS students in up to 200 subject areas as well as writing support at no cost to the student. Students may access this service from within the LMS. Access codes are provided by the Academic Advisor or the Academic Success Coaches.

Registration

The registration process includes accessing the online student information system, reviewing degree requirements with an enrollment services manager, submitting a signed schedule for enrollment, registering motor vehicles, confirming financial aid, making financial arrangements. Students cannot attend classes until all financial arrangements are complete and validated by the Student Services Office.

Late Registration

All students are urged to be present and registered by the first day of each course. A course may be added up to the 4th day (Thursday at midnight) of classes. For students enrolled in a CBE program, additional courses may be added during the term once the initial course enrollments are completed. Classes missed due to late registration are counted as part of the student's total absences. Late registration may include a late add fee.

Registration Contract

Students are required to sign a Registration Contract for their entire program. Students who have been out of the program for 90 days or more will be required to reapply and sign a new registration contract when they re-enter.

Dropping a Course

Prior to the beginning of the term, students may drop a course by logging into myOKWU and submitting the drop request to the Academic Advisor for approval.

Once the term has started, students will need to contact their Academic Advisor in order to request a course be dropped.

Dropping a course during the first week will mean no grade is entered for the course. Dropping a course is subject to fees and tuition as outlined in the Student Accounts Information section.

Adding and Dropping Courses (CBE Programs)

- Students may add additional courses **once the initial term enrollment is completed** until the first day of the 11th week of their enrollment period (see Academic Calendar for exact dates).
- A drop/add form must be completed and accepted in the Registrar's Office in order to be official.
- When the Registrar processes an official course withdrawal, the last date of the student's substantive activity in the Learning Management System (LMS) is recorded as the official date.
- If a student stops participating in any course without following proper withdrawal policy (submitting drop/add form to the Registrar's office) the student will earn the grade of "F."
- Adding and dropping courses can affect a student's financial aid. Check with the Office of Financial Aid for details.

Withdrawal

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. Students wishing to withdraw from OKWU must contact their Academic Advisor.

Academic implications

Withdrawing from the university may have transcript implication, including failure to meet SAP. Students should contact our academic advisor to discuss withdrawal grades and SAP prior to beginning the withdrawal process.

Financial implications

A student's balance may change due to a withdrawal and may result in a balance due. Students should contact these offices for more information: studentaccounts@okwu.edu and financialaid@okwu.edu

Late Withdrawal

No withdrawal is permitted in the last two weeks of any GPS course. (See above information for CBE courses.)

Occasionally, students who are performing well in a course may find themselves unable to complete academic work and need to withdraw from a course due to legitimate personal reasons. In these instances, a student should contact the instructor and their Academic Advisor to request an Incomplete ('I') and an extension. In such cases, the GPS office is more than willing to work out arrangements with students to allow them the opportunity to complete their work. Any arrangements must abide by the University's Incomplete Grade policy.

Students are not permitted to withdraw or take an Incomplete for a course in which they currently have a failing grade per the University's Incomplete Grades policy.

Financial Aid Implications

Students who are receiving financial aid should be aware of any implications for their aid packages because of changes in registration or enrollment hours. Students are advised to consult the financial aid office and their Academic Advisor before failing to attend a course, dropping a course, or withdrawing from a course once it has started.

Academic Progression and Withdrawal

A student who is dropped from a course due to non-attendance in the first session should consult with his/her Academic Advisor to determine needed changes to course schedule. Depending on the degree program, every effort will be made to ensure that students remain on track with their cohort.

A student who has been withdrawn from a program or who withdraws from a full term must apply for readmission to OKWU. Upon readmission, the student will work with an Enrollment Services Manager to register for the courses that need to be repeated.

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 Office of Financial Aid on the main campus to determine the impact on aid eligibility (financialaid@okwu.edu or 918-335-6282).

Change in Enrollment Status

Student enrolling in an OKWU CBE program must declare an enrollment level they intend to pursue: full-time, three-quarter time, half time, or less than half time. This enrollment level refers to the number of credits the student intends to complete in an academic year. A student may change between program versions to change enrollment status no more than once per calendar year. If the change is processed mid-term, the change becomes effective at the start of the next term.

Opt Out of CBE

A student enrolled in an OKWU CBE program may opt out of the CBE format by contacting the Academic Success Coach and requesting a change. The student may choose another delivery format for the same degree (online or on-campus). The change will become effective at the beginning of the next term.

Administrative Drop

Students in OKWU CBE programs who do not participate in any substantive learning activity during the first 14 days of the student's start date will be subject to being administratively dropped. This action will take place after outreach from faculty, ASC, and/or Admissions Counselor to the student via their official OKWU email account

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.

Grading Policy

Students have access to their grades through myOKWU provided by the University. In accordance with the Family Educational 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. 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 term or graduation honors.

Grade	Explanation	Grade Points (per credit hour)
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Below Average	1.0
D-		0.7
F	Failing	0.0
I	Incomplete	Becomes "F" if not completed within five weeks
P	Passing	Not computed in Grade Point Average
W	Withdrawn	Not computed in Grade Point Average
S	Satisfactory	Not computed in Grade Point Average
U	Unsatisfactory	0.0
CR		Not computed in Grade Point Average (Credit by Examination or Life Learning Credit)

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

OKWU Online and On-Campus Grading Scale

A = 100.00-93.00%
 A- = 92.99-90.00%
 B+ = 89.99-87.00%

C = 76.99-73.00%
 C- = 72.99-70.00%
 D+ = 69.99-67.00%

B = 86.99-83.00%
 B- = 82.99-80.00%
 C+ = 79.99-77.00%

D = 66.99-63.00%
 D- = 62.99-60.00%
 F = Below 60.00%

OKWU CBE Grading Scale

In the OKWU CBE grading system, students can receive the following grades:

A – superior, mastery – 100% - 90%

B – proficient = 89.99% - 80%

F – fail, not mastered = Below 80%

I – incomplete

W – withdrawn

Incomplete Grades

An incomplete (“I”) may be given when a student has done satisfactory work in a course but has been unable to complete all of the coursework because of an extenuating circumstance such as a severe and extended illness or a family situation that has resulted in the student’s inability to complete all coursework by the end of the course.

For an Incomplete request to be granted, all of the following conditions must be met:

1. The instructor must confirm by signature that the student has completed at least 60% of the coursework at the time of the request (note: the term coursework refers to all activities associated with a grade).
2. The coursework completed before the request must be of a quality that would earn the student a passing grade in the course if that coursework were all that was required.
3. The request for an Incomplete must be made no earlier than 14 calendar days before the last day of the course and no later than 5:00 p.m. on the last day of the course.
4. The student must contact both the instructor and advisor to begin the form submission.
5. The form must be submitted to the Registrar no later than 5:00 p.m. on the last day of the course. For a course that does not end on a regular business day, the Registrar must receive the completed form no later than 5:00 p.m. of the first business day after the course has ended. (Note that #3 above deals with due dates of the request, and this point deals with the due date for the completed request being submitted to the Registrar.)

If the request for an Incomplete is granted, the remaining work must be made up within five (5) full weeks of the end of the course for which the Incomplete was requested. If the work is not completed within the prescribed five (5) weeks, the Registrar will change the grade to an “F.”

An Incomplete will not be granted for the purpose of redoing previously submitted work for the purpose of raising a grade.

Furthermore, students should note that they will need to contact their professor for information about making up submissions to online discussion forums that were missed. They should also note that instructors reserve the right to deny make-up related to online discussion forums since discussion forums are intended to foster dialogue with classmates who will no longer be engaged in a course once it has ended. Additionally, instructors reserve the right to refuse a student’s contributions to group assignments and projects that were not submitted with the work from other group members.

Repeated Course

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

Satisfactory Academic Progress (SAP)

All students are expected to maintain a cumulative GPA and a term GPA of at least 2.0 to remain in good academic standing. Student must earn 67% of credits attempted cumulatively. If either GPA falls below a 2.0, or does not earn 67% of the credits attempted, the student will be placed on one of the following academic statuses. Individual schools may have higher academic standards that are program specific, for example: nursing students must maintain a 2.5 cumulative GPA per term.

Academic Early Alert

This is not an official academic standing and is only used internally as way to identify students who may require academic support. The following scenario will result in a student receiving an Early Alert Status:

- A student in good academic standing whose successive term earns a GPA of less than 2.0 and whose cumulative GPA remains above a 2.0

A student shall be removed from Academic Early Alert and placed in good academic standing if his/her successive term GPA is above a 2.0 and whose cumulative GPA also remains above a 2.0.

Academic Warning

The following scenarios will result in a student being placed on Academic Warning:

- Students admitted on warning will be placed on Academic Warning in their initial term
- An Academic Early Alert student who earns a term GPA below 2.0 in the successive term
- A student in good academic standing who earns a term GPA below 1.0
- A student in good academic standing whose cumulative GPA becomes less than 2.0

A student shall be removed from Academic Warning and placed in good academic standing if his/her successive term GPA is above a 2.0 and whose cumulative GPA also remains above a 2.0.

Academic Suspension

If a student has been on Academic Warning and fails to meet SAP standard(s) and/or fails to meet the requirements of his/her academic plan, the student will be ineligible for academic enrollment. The following scenarios will result in a student being placed on Academic Suspension:

- A student on Academic Warning or Probation who earns a term GPA below a 2.0
- A student on Academic Warning or Probation who earns a cumulative GPA below a 2.0
- A student enrolled in 6 or more credits who earns a 0.0 term GPA

A student who is academically suspended has the right to appeal his/her suspension if there are mitigating circumstances that prevented the student from making Satisfactory Academic Progress (SAP). The appeal must explain 1) why he/she failed to make SAP and 2) what has changed that will allow him/her to make satisfactory academic progress at the next evaluation. Any appeal should be made by submitting a detailed essay and supporting documentation for items 1 and 2.

Appeal Process for SAP

Step 1: Write appeal request letter with a plan of action.

The circumstances that led to poor grades, withdrawals, or incompletes (i.e., death of a family member, illness or injury that caused you to miss class for an extended period of time, or other special mitigating circumstances).
How you plan to improve your academic standing.

Step 2:

Gather supporting documentation and submit with appeal request letter.

Link: <https://lfforms.okwu.edu/forms/Academic-Appeal>

e.g. Death of family member: death certificate, obituary notice, etc.
Illness/injury: Hospitalization records, letter from doctors or counselors, etc.
Written statements from professionals should be on letterhead and reference the student, illness or injury, and dates.

Academic Probation

Academic Probation is for students who have failed to meet the standards after the warning period, are suspended, and been granted a successful appeal of their ineligibility. 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 academic eligibility. If a student fails to meet the requirements of the academic plan, the student will be ineligible for future enrollment at OKWU until SAP standards are met.

Academic Grievance Process

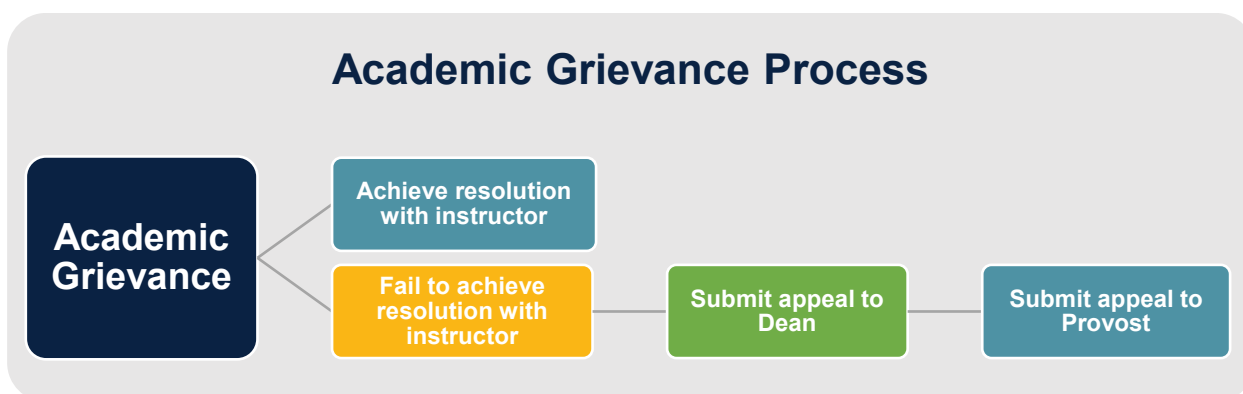
Students who wish to appeal either a final course grade or the grade of a specific assignment or test should understand that appeals must be accompanied by evidence that

1. The grade issued by the instructor is not representative of the student's work, according to standards set forth in the course syllabus and/or specific assignment instructions, and/or
2. Assigned work and/or course instruction demonstrated egregiously ambiguous guidelines or an unreasonable departure from expectations expressed in the course syllabus, specific assignment instructions, or other pertinent instructional documents.

Students should expect any appeal that is not accompanied by the evidence outlined above to be automatically denied.

If a student believes he or she has produced the evidence noted above and therefore deems it appropriate to appeal a final course grade or an assignment or test grade, the grievance process outlined below must be followed:

1. A student who wishes to appeal a final course grade should seek a solution with the concerned instructor within two weeks of the posting of the final grade; a student who wishes to appeal an assignment or test grade should seek a solution within three business days of the professor recording the student's grade or returning the work to the student.
2. If there is no satisfactory resolution with the instructor, the review appeal must be made in writing to the Dean of the course to issue a ruling in writing to the student.
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, OKWU 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 GPS 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.

Substantive Academic Activity (Attendance)

For the purposes of financial aid, withdrawals, and drops, OKWU's CBE Attendance Policy for online programs defines "substantive educational activities" as including the following:

- Starting and completing a formative assessment
- Starting and submitting a final assessment (e.g., project or paper);
- Providing an academic response to a Milestone Activity

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 GPS evening program, class sessions normally occur once each week for 4 hours (6:00pm – 10:00pm).

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).

Unofficial Withdrawal Policy

The enrollment verification process is designed to ensure clear reinforcement of the message that class attendance at OKWU is important. All students get the best possible opportunity for academic success by being present at the beginning of class.

If a student does not log in and complete the course verification survey within the first 7-day period of a course, OKWU will consider that student an unofficial withdrawal and OKWU will terminate the enrollment for that course. If there are consecutive courses where a student does not log in and complete the course verification survey within the first 7-day period of a course, OKWU will consider that student an unofficial withdrawal from the course and also from the university. A student who is unofficially withdrawn will have their tuition charges reversed; however, fees may apply. An unofficial withdrawal will likely impact the amount of financial aid that a student may receive.

The withdrawal date will be the 7th day of the course. It is the student's responsibility to confirm attendance, participation, and classwork requirements.

If a student fails to earn a passing grade for all courses within a term, this student will be reviewed to determine if he/she is an unofficial withdrawal. An unofficial withdrawal is defined by the Department of Education as a student who ceases to attend classes but does not officially withdraw. If after review, it is determined that the student is an unofficial withdrawal, the Office of Financial Aid may be required to recalculate your financial aid. This may result in a balance due on your student account.

First Week Attendance/Participation

In all GPS courses, students indicate their intent to participate in the course by completing a specific, designated survey during the first week of each course. GPS students who know they will be absent for the first night of class, but do intend to complete the course, must complete the specific, designated survey by 11:59 pm of Day 7 of the course. Students should notify their instructor that they will be absent, and acknowledge they will be graded according to the syllabus on all assignments, including class participation or discussion. Failure to complete the designated survey will automatically result in the student being withdrawn from the course at the start of the second week.

Absences

Attendance is not formally tracked or reported in GPS courses. However, because class participation is a part of the academic work of the class, students who miss class sessions should be aware of the academic or grading consequences for their absences.

GPS students are expected to carefully manage their time and personal schedules. Students who find it necessary to miss a class session should be proactive in communicating with their instructor to make arrangements for completing any missed work, where possible. As some course requirements, such as class participation or discussion questions, may not be able to be made up, the course instructor must give their permission to submit any late work.

Any student who sees he/she may have difficulty attending or completing a course is strongly encouraged to contact his/her Academic Advisor and make arrangements to withdraw from the course.

Degree Changes

Degree changes (any changes in majors, minors, or emphases) will be applied at the start of the next term.

Degree Characteristics

Majors

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

Minors

A minor requires a minimum of 18 hours with at least 9 unique hours.

Emphases

An area of emphasis allows a student to pick a specialty within his/her major. The emphasis requirements are detailed in the major's academic plan and will require a minimum of 12 credit hours with at least 6 unique hours.

Double Majors

For a double major, students must complete the major requirements for both majors. This will require the completion of at least 19 hours in the second area that were not common to the first major. To receive a double major, a student must complete both majors before the degree is conferred.

Second Baccalaureate Degree

The general requirements for a second baccalaureate degree include the following:

1. The fulfillment of all the requirements of the second major and any proficiencies required by that major.
2. The completion of Christian Worldview & Apologetics (CHAL3103) if not previously completed.
3. The completion of a minimum of 30 hours of course work not used on a previous degree. Repeated course work (that for which the student earned a grade of "C-" or lower for another degree) may not be included in this 30 hours.
4. The completion of the last 30 credit hours of course work at OKWU.

The second baccalaureate degree is earned by a student at some time **after** the first baccalaureate degree has been earned.

Approval of Transfer Courses

To ensure that credit will be accepted, students pursuing a degree program at OKWU will need *prior* approval from their Academic Advisor and the Registrar for any courses taken at another institution after entering OKWU. Request for Approval of Transfer Course Forms are available through the Academic Advisor.

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.

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 study courses provide individualized educational experiences for students under the supervision of OKWU faculty members. Directed study courses may be offered in rare, need-based circumstances. Directed study courses shall not be approved unless there is strong evidence that delay in taking a course would cause an academic hardship for the student. Not all courses are available in this modality. Every directed study course must be completed within the term of enrollment. Directed studies must be approved prior to enrolling in the course by the student's advisor, the Dean of the School, and the respective teaching professor.

Students are charged an extra fee (per credit hour) for a directed study. The directed study fee may not be waived.

Educational Partnership

OKWU 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 information is found on our [Consumer Information Disclosure webpage](#) under the Transfer of Credit and Articulation Agreements menu.

Acceptance of Transfer Credits

A maximum of six credits for a baccalaureate degree and 3 credits for an associate degree may be applied to courses within the core of a major for baccalaureate degrees but only when the content of the course is equivalent to a major sequence course for the baccalaureate degree. Elective and general education credits may be applied to degree requirements within the general transfer credit policy.

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) 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, OKWU adheres to the guidelines below for our Associate in Arts, Sciences and Applied Science degrees:

1. Students must have earned their associate 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 OKWU ("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 120 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 Christian Worldview Core 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.

Transfer Credit Policy

To ensure that credit will be accepted, students pursuing a degree program at OKWU will need **prior approval** using the [Transfer Credit Approval Form](#) for any courses taken at another institution after entering OKWU.

Lower-level and Upper-level credit will be determined based on the transfer credit's course title or the recommendation of the Dean if the credits are not from an accredited institution. With the exception that students are expected to complete a minimum of 20 hours in their major at OKWU, credits from nationally or regionally accredited colleges and universities are generally accepted for transfer, except as specified in the sections below regarding correspondence and transfer of "D's." Transfer credit may be given for life

learning papers, prior learning assessment, credit by exam, military training or non-accredited school (See Alternative University Credit policy). Acceptance of a course (or courses) does not necessarily mean that those courses can/will be applied to the student's graduation 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 or English Composition 1 or 2. Posted credits may not necessarily satisfy major or program requirements. Transfer credits may not be entered on the student's OKWU transcript until after registration closes for the term. Transcript work should not be expected to appear on the OKWU transcript until pre-registration for the following term.

Alternative University Credit

Students may earn credits using alternative credits. These include life learning paper, prior learning assessment, credit by examination, military training, and non-accredited schools.

- In order to be transcribed, alternative credits must count towards the degree plan.
- The final 30 hours earned at OKWU may include 6 credits for an associate degree or 12 credits for a Bachelor's degree earned through Categories A and B.
- There is a fee associated with the transcription of Alternative Credit. See the fee table in the University Catalog for amount.
- All credits within category B require pre-approval using the Transfer Credit Approval form. Not all testing organizations, institutions, or credits have transfer approval.

Alternative Credit Categories

Category A: Life Learning Paper and Prior Learning Assessment

- Maximum of 11 credits for an associate degree
- Maximum of 22 credits for a bachelor's degree

Category B: Credit by examination, including AP, StraighterLine, CLEP, DANTES, and IB

- Maximum of 9 credits for an associate degree
- Maximum of 18 credits for a bachelor's degree
- All courses in Category B must receive pre-approval by the Dean and Provost's Office

Category C: Military training

- Maximum of 40 credits for an associate or bachelor's degree

Category D: Non-Accredited Schools

- Maximum credits of 30 credits for an associate degree
- Maximum of 63 credits for a bachelor's degree

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 Academic 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 OKWU 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 Papers (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* deadlines will be evaluated, but final approval cannot be guaranteed before the expected graduation date.

Application deadline:

Spring Graduates: October 1

Summer Graduates: December 1

Fall Graduates: March 1

Credit by examination (AP, CLEP, DANTES, IB, StraighterLine)

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, International Baccalaureate exams or StraighterLine course. 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: ACE, CollegeBoard, DANTES, International Baccalaureate, or Straighterline. Students may also contact the OKWU Student Success Center (SSC) at 918-335-6296 or ssc@okwu.edu for questions about using OKWU's testing center.

Students seeking credit using Standardized Examinations (AP, CLEP, DANTES, IB or StraighterLine) must follow the timetable below to allow ample opportunity to evaluate these applications for credit. Applications submitted *after* deadlines will be evaluated, but final approval cannot be guaranteed before the expected graduation date.

Application deadline:

Spring Graduates: October 1

Summer Graduates: December

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 [milConnect](#) for a military transcript.

Non-accredited Schools

Non-accredited school with an articulation agreement: Credits will be transcribed according to the articulation agreement's transfer credit policy.

- Non-accredited schools with CHEA approval: Courses will be vetted by the Dean for appropriate academic standards and transfer credits will be applied according to the Dean's recommendation.
- International transcripts: Transcript must be evaluated by an approved organization, i.e., World Education Services (WES), American Association of Collegiate Registrars and Admissions Officers (AACRAO), International Credentials Evaluations (InCred) or National Association of Credential Evaluation Services (NACES) and an official copy of the international transcript needs to be submitted to the Admissions Office. After evaluation, courses will be vetted by the Dean for appropriate academic standards and transfer credits will be applied according to the Dean's recommendation.

Audit Program

OKWU is committed to allowing individuals to pursue their intellectual, professional, and personal interests without having to be admitted to the University. For a minimal 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 and directed studies, all CBE courses, and Dean approval for non-Nursing courses.

- Students enrolling in a course with a lab fee may elect to pay the fee and participate in the lab.
- If a degree seeking student enrolls in an audit course, the student will be charged the audit fee.
- Daily assignments may be done but are not required. Exams will not be given. The instructor is under no obligation to read or correct any assignments.

Responsibility for the correctness of a student's schedule is assumed by the student. In the time between registration and the add/drop date:

- A change in schedule may be made with the approval of the student's advisor.
- Students may change from an audit course to receiving credit or from credit to audit.
- Dropping and adding courses is done through myOKWU.

Graduation Requirements

Degree Conferral

Degree conferral is the process by which OKWU awards a degree earned. Degrees are conferred on the last day of the term in which academic requirements are met, and will be posted on transcripts at the next scheduled posting date following the successful completion of all course work.

- Fall completion of courses – December conferral
- Spring completion of courses – May conferral
- Summer completion of courses – August conferral

Commencement is the ceremony commonly referred to as “graduation.” It is a symbolic recognition of graduation for the candidates. In order to participate in commencement, all degree requirements must be met within that term. However, participation does not constitute the conferral of the degree and the program is not an official list of graduates or honor recipients.

- Graduation applications will serve as an application to participate in the commencement ceremony and also an application for degree conferral.
- Graduation application should be completed when registering for the final term before completion of the degree requirements.
- Must have an approved graduation application on file for the current term
- Participation in the commencement ceremony is limited to students' final term of attendance.
- Applications for students wanting to participate in commencement:
 - December conferral: Opens March 1st and will not be accepted after October 1st
 - May conferral: Opens October 1st and will not be accepted after March 1st
 - August conferral: Opens March 1st and will not be accepted after July 1st (Students will participate in December ceremony)
- Must pay a graduation fee which will be added to the student account.
- Students who do not complete the work as scheduled will be required to complete a new graduation application and will be charged an additional graduation fee during the academic term in which they complete their work.
- Must not have a balance due on their student account

*See Policy PL 115-407 Veterans Benefits and Transition Act of 2018

Residency Requirement

The completion of the last 30 credit 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 credit hour requirement.

Graduation Requirements—Associate of Applied Science Degree in Technical Programs

The Associate of Applied Science degree is a cooperative program between OKWU and a school with an articulation agreement in which students complete a minimum of 30 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 Health and Science 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 30 credit 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 credit hours of course work taken at OKWU with at least 12 hours of the major completed in residence (i.e., taken from OKWU); any exception requires special permission. Active-duty service members may request a waiver of the last 15 credit 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 120 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 OKWU major. A total of 30 hours for Organizational Management. A total of 36 for RN to BSN.
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 credit hours of course work taken at OKWU with at least 20 hours of the major (and nine hours of the minor) completed in residence (i.e., taken from OKWU); any exception needs to be requested prior to taking a course elsewhere. Active-duty service members may request a waiver of the last 30 credit 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.

Graduation Honors

Honors are based on a student's final cumulative GPA. At the time of Commencement, a final cumulative GPA may not, as yet, be calculated due to ungraded courses or future scheduled courses. Therefore, the honors announced at Commencement will reflect the current cumulative GPA that is reflected on the student's transcript. Once the degree is conferred, official honors will be placed on the student's record and listed on all transcripts.

- **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

Posthumous Degree Policy

Purpose:

The purpose of the posthumous certificate or degree is to provide families of deceased students to acknowledge their accomplishments while upholding the university's academic integrity. An academic certificate or degree may be awarded posthumously or to a student who is permanently incapacitated if the following criteria have been met:

1. The student had successfully completed at least 70% of the required coursework.
2. The student is in good academic standing and meets the minimum GPA of 2.0 for Undergraduate Students and 3.0 for Graduate and Post-Graduate Students.
3. The student has no pending disciplinary actions

Procedure:

Anyone can request a deceased or incapacitated student be considered. Once the request is made, the appropriate school will review if the student is eligible for the award. If eligible, the school may recommend the student to the Academic Affairs Committee for approval. If approved, the request will then be taken to Faculty Council for final approval. If approved, the Provost will direct the Registrar to award the degree, and a diploma will be made available to the incapacitated student or the next of kin.

For the posthumous degree, the statement "Awarded Posthumously" will be printed on the student's transcript and diploma.

Policy on the Awarding of Honorary Degrees

Honorary degrees are awarded to recognize exemplary and substantial leadership, notable accomplishments, service and, contributions that represent the values of Oklahoma Wesleyan University.

Criteria:

The candidates to be chosen for eligibility will exemplify Oklahoma Wesleyan University's values as an institution, unwavering integrity, uncompromising character and, meet one or more of the following criteria

1. Professional Accomplishment: These might include high achievement in academic scholarship, significant discoveries and research, influential contributions in public service, government, and/or entrepreneurship.
2. Commitment to Service: A person whose lifelong endeavors represent the highest values of the university in his/her commitment to serve Christ and His Kingdom.
3. Commitment to Oklahoma Wesleyan University: This person must show a profound commitment to OKWU through leadership, service, or generosity in a commitment to the betterment of the student body, faculty and staff and, the university as a whole.

Procedures:

Persons for consideration of honorary degrees can be nominated by the President, Members of the Board of Trustees, the Provost, other members of the cabinet, or deans of the schools. All nominations must be approved by the President before being advanced for a vote of the Academic Affairs Committee, the Faculty Council, the Cabinet and, the Board of Trustees

Restrictions:

1. Persons with a documented conflict of interest with the university
2. Current faculty and staff of Oklahoma Wesleyan University
3. Honorary degrees are awarded for life. Awardees must reflect the values of the University, and if at any time during the life of the awardee, the University becomes aware of documented evidence of criminal or immoral behavior, or other activities that do not reflect the mission of the University, the University has the right to rescind the honorary degree.

Academic Programs

Programs of study offered for Professional and Graduate Students:

Associate of Applied Science

- Christian Ministry
- Technical Programs

Associate of Arts

- Early Childhood Education
- General Studies

Bachelor of Science

- Business Administration
- Liberal Studies, Specialized
- Ministry and Leadership
- Organizational Management
- Psychology Studies

Bachelor of Science in Nursing

Graduate Level programs (see Graduate Catalog for details)

- Master of Business Administration
- Master of Education in Educational Leadership
- Master of Science in Nursing
- Master of Science in Strategic Leadership
- Doctor of Business Administration
- Doctor of Nursing Practice in Executive Leadership

Chesapeake Energy School of Business

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

Seek Truth | Think Strategically | Engage Effectively

Bachelor’s degrees: Business Administration and Organizational Management

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

Emphases: Financial Analyst, Generalist, Management

Mission

The Chesapeake Energy School of Business at OKWU 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 seek truth, think critically, and engage effectively. 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 and co-curricular activities are designed to produce graduates who will become leaders in their chosen fields.

Accreditation

OKWU has received specialized accreditation for its business programs through the International Accreditation Council for 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 and Master of Science in Strategic Leadership (See Graduate Catalog)

The International Accreditation Council for 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. Students will be able to identify key concepts and theories in the functional areas of business.

2. Students will be able to illustrate ideas clearly and effectively, both orally and in writing.
3. Students will be able to appraise ethical standards based on a Christian worldview in diverse business environments.
4. Students will be able to detect and solve problems utilizing qualitative and quantitative processes.
5. Students will be able to demonstrate professional accounting capabilities for a variety of business settings.

Course Requirements

Minimum Gen Ed Grade Requirement: A grade of a C- (70%) is considered a minimum passing grade for Written Communication 1 (ENGL1613), and Written Communication 2 (ENGL1813). Any grade below this minimum passing standard does not meet degree requirements.

Bachelor of Science Business Administration

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 Studies	12
English Written Communications	6
Communications	3
Humanities and/or Literature	6
Mathematics and/or Science	6
Social or Behavioral Science	9
Christian Liberal Arts Curriculum*	3

*May be met if taken at the associate's level. If a student has completed 12 credit hours with OKWU, they may be considered exempt from this course requirement.

Business Administration Major Courses	24
Management and Leadership (BUSI3713)	3
Organizational Behavior (BUSI4733)	3
Principles of Economics (BUSI3773)	3
Marketing Principles (BUSI3413)	3
Business Law (BUSI3433)	3
Management of Human Resources (BUSI4123)	3
Business Ethics and Christian Wisdom (BUSI3783)	3
Global Business Environment (BUSI4703)	3

Emphasis Area Requirements (choose one)

Financial Analyst Emphasis Courses	18
Principles of Finance (BUSI4323)	3
Financial Analysis for Managers (BUSI3753)	3
Accounting 1 (ACCT2113)	3
Accounting 2 (ACCT2123)	3
Intermediate Accounting 1 (BUSI3243)	3
Management Strategy (BUSI4963)	3
(Accounting Elective: Intermediate Accounting 2 (BUSI3253))	(3)

Generalist Emphasis Courses	18
Upper BUSI Division Courses	18

Management Emphasis Courses	18
Negotiation Strategy (BUSI3793)	3
Financial Analysis for Managers (BUSI3753)	3
Managing Innovation and Change (BUSI4713)	3
Nonprofit Leadership and Operations (BUSI4283)	3
Executive Development (BUSI4423)	3
Management Strategy (BUSI4963)	3

Elective Courses	33
TOTAL	120

Bachelor of Science Organizational Management

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 Studies	12
English Written Communications	6
Communications	3
Humanities and/or Literature	6
Mathematics and/or Science	6
Social or Behavioral Science	9
Christian Liberal Arts Curriculum*	3

*May be met if taken at the associate's level. If a student has completed 12 credit hours with OKWU, they may be considered exempt from this course requirement.

Organizational Management Major Courses	30
Management and Leadership (BUSI3713)	3
Organizational Behavior (BUSI4733)	3
Staff and Employee Selection (BUSI4203)	3
Marketing Principles (BUSI3413)	3
Compensation and Benefits (BUSI4333)	3
Management of Human Resources (BUSI4123)	3
Business Ethics and Christian Wisdom (BUSI3783)	3
Global Business Environment (BUSI4703)	3
Negotiation Strategy (BUSI3793)	3
Executive Development (BUSI4423)	3
Elective Courses (4 Upper Division credit hours required)	45
TOTAL	120

School of Health and Science

Welcome to the School of Health and Science. The curriculum of the School of Health and Science provides students with foundational educational experience to enhance their understanding of the natural world. Every student at OKWU, regardless of major, passes through the School of Health and Science because several courses of the University's core curriculum are housed in this school. Skills in critical thinking, problem solving, communication, and instruction is provided in the health and science disciplines that are essential for intellectual development and personal growth: Exercise Science, Mathematics, Nursing, and the Physical and Biological Sciences.

Studies show that employers prefer applicants with strong written, verbal and critical thinking skills. For that reason, a degree in the Health and Science 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 for the School of Health and Science 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 Nursing

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

Bachelor degree: Bachelor of Science in Nursing

Graduate degree: Master of Science in Nursing, Doctor of Nursing Practice – See Graduate Catalog

Mission

In concert with the mission of OKWU, the Department 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 Department 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.

BSN Program Objectives- Upon completion of the Bachelor of Science in Nursing program graduates should be able to:

1. Synthesize liberal arts education with core nursing knowledge.
2. Be able to 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.

Conceptual Framework of the Department of Nursing

The conceptual framework used in the BSN Program consists of four components. A diagram of the conceptual framework appears at the end of this section.

The **first component** of the conceptual framework is the use of the Neuman Systems Model of Nursing and the Agape Nursing Model. Neuman Systems Model is based on systems theory, stress theory, adaptation theory and a holistic approach to client care. The Agape Nursing Model is a model based on Christ and addresses the character of the nurse. 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. An open 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, extra personal 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.

Basics Components of the Agape Model

The Agape Model focuses on ensuring Christ-centered patient care by addressing the character of the kingdom nurse in their personal and professional lives. Nurses are called as committed followers of Christ to offer self-sacrificing Agape love in actions based on Biblical principles of the fruit of the spirit, prayer, spiritual gifts, and guidance of the Holy Spirit. Ultimately, the patient receives Christ-centered care. The Nursing Metaparadigm includes the human being, environment, health, and nursing.

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 four areas, referred to as "Faith Integration", focus on the following five topics:

- 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.

Concept 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 nurse 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 (AACN), *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 relationships 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,

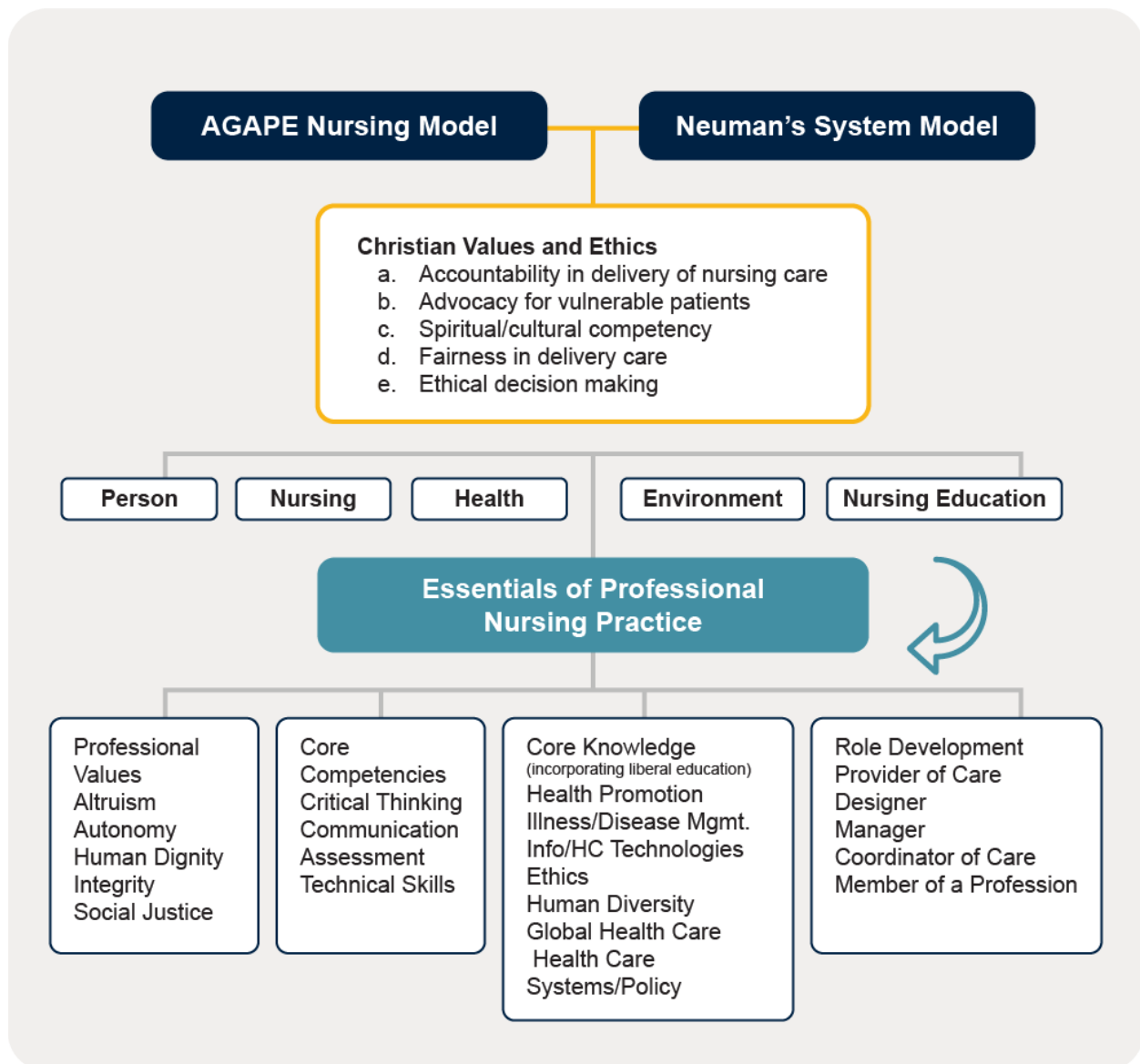
and caring to such teams. Self-awareness and self-evaluation are utilized to enhance professional relationships and improve communication.

In 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.



Accreditation and Memberships

The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Oklahoma Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The School is a member of the American Association of Colleges of Nursing.

RN to BSN Completion Program

The RN-BSN 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 RN to BSN program 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 or diploma program may transfer in 40 credit hours).

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 or diploma program may transfer in 40 credit hours).

RN to BSN students with a GPA of 2.3 to 2.49 may be admitted on academic probation. To be eligible to meet the RN to BSN probation 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. To be considered for admission to the RN to BSN program on academic probation the student must complete the appeal process to the Nursing Faculty Council (NFC) for consideration. Additional course progression standards apply.

Progression Requirements for Nursing Program

The following are the requirements for continuing in the RN to BSN program:

- Students must achieve a 2.0 for each individual major nursing course. If a 2.0 is not achieved, the student is required to repeat the course.
- Students whose cumulative GPA falls below 2.5 will be placed on academic probation for the next term.
- 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.
- It is the responsibility to maintain current RN licensure for the duration of the nursing program, including in the state in which they are implementing their clinical practice experiences. 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 Department 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

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

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 (ENGL1613), and Written Communication 2 (ENGL1813). Any grade below this minimum passing standard does not meet degree requirements.

RN to 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 does not meet degree requirements. See RN to 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 Department of Nursing.

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

General Education Requirements	45
Biblical Studies	6
English Written Communications and/or Speech	6
Mathematics and/or Science (Biology, Chemistry, Physics, etc.)	12
Liberal Arts and Sciences (Humanities, Literature, Philosophy, Ministry and Christian Thought)	9
Additional Required (Additional courses from the other categories not already used)	9
Introduction to Adult Studies in Nursing (CLAC3213) * (Must be taken first or concurrently with the first course)	3
Major Requirements	36
Pathophysiology (NURS3813) *	3
Nursing Informatics (NURS3613)	3
Nursing's Role in Health Care (NURS3213)	3
Theoretical Foundations of Nursing (NURS3313)	3
Spiritual Care of the Client (NURS3713)	3
Nursing Ethics Seminar (NURS3723)	3
Nursing Research (NURS4323)	3
Health Assessment for Nursing Practice (NURS4653)	3
Health Promotion Across the Lifespan (NURS4643)	3
Intercultural Nursing (NURS4433)	3
Community Health Nursing (NURS4533)	3
Management in Nursing (NURS4933) **	3
General Electives or Minor	39
Grand Total	120

*If a student has completed 12 credit hours with OKWU, they may be considered exempt from this course requirement.

**Must be taken as the last course in the degree program.

An RN to BSN student who has completed a Vizient AACN Nurse Residency program will get credit for NURS 4324, Nursing Research Course

Nurse Residency Programs assist new nursing graduates to transition into competent and professional practitioners. The Vizient AACN Nurse Residency program includes specific curriculum that prepares new nurses to deliver the knowledge, skills, and attitudes that are required for all nurses by the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, QSEN, Interprofessional Education Collaborative, Institute for Patient and Family-Centered Care, and Benner's Model. Newly licensed registered nurses (NLRNs) complete evidence-based practice projects, simulation, clinical competencies, quality improvement, participating in off unit experiences, and oral presentations. This external training equates to academic course credit in the OKWU School of Health and Science RN to BSN and MSN degree programs.

External Training	Course Credit Award
Completion of Vizient/AACN Nurse Residency Program	Nursing Research (NURS4324) (RN to BSN Entire Course)

RN to BSN Nursing Dual Credit Program

An undergraduate nursing student can apply for admission into the dual credit program, completing up to 8 hours in the Master of Science in Nursing, if the student meets the following requirements:

1. RN to BSN student must have completed at least 60 undergraduate hours with a cumulative GPA of 3.0 or above.

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

No probationary admission will be allowed.

If a student is admitted as a dual credit student, he/she will be permitted to enroll in one master's online course at a time. Students cannot double up on master level courses.

The following classes will meet both the baccalaureate and graduate degree requirements within the School of Health and Science.

RN to BSN students may substitute:

RN to BSN	MSN
Pathophysiology (NURS3813)	Pathophysiology for the Graduate Nurse (NURS6583)
Nursing Informatics & Tech Resources (NURS3613)	Health Informatics/Evidence-Based Practices (NURS5773)

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 degree: 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 and Humanities 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
3. 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
2. Appropriate skills in general and technical written and oral communication
3. An integration or synthesis of truth gained from both general education and major courses with their Christian faith and practice
4. Sensitivity to the ethical implications of the methods, technologies, and state of knowledge of their chosen major within the context of a Christian worldview.
5. 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 (ENGL1613), and Written Communication 2 (ENGL1813). Any grade below this minimum passing standard does not meet degree requirements.

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 Programs

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 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 STEP Program.

The approved technical programs include:

General Education Requirements	30
Biblical Studies	6
English Written Communications	6
Humanities and/or Literature	3
Mathematics and/or Science	3
Social or Behavioral Science	9
Christian Liberal Arts Curriculum	3
Technical Program (maximum)	30
Grand Total	60

The OKWU transfer credit policy can be found at: <https://www.okwu.edu/disclosure>.

School of Education and Humanities

Building Effective Educators with a Christian Perspective
1 Timothy 4:11-12



Associate Degree: Associate of Arts in Early Childhood Education

Graduate Degree: Master of Education in Educational Leadership – See Graduate Catalog

Teacher Education Accreditation

OKWU is regionally accredited as an institution by the Higher Learning Commission (HLC). The Educator Preparation Program (EPP) at OKWU is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly NCATE. Furthermore, the EPP is approved by the Office of Educational Quality and Accountability (OEQA) and by the Oklahoma State Department of Education (OKSDE) for teacher education on the elementary, middle school, and secondary levels. The following programs have national recognition from their respective learned societies until 2023: Mathematics Education, Social Studies Education, English Education, Elementary Education, Health and Physical Education, and Master of Education in Educational Leadership.

The OKWU School of Education and Humanities has formed a Teacher Education Executive Council (TEEC), which governs the activities of the EPP.

Unit Mission Statement

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

Conceptual Framework — The Conceptual Framework for OKWU's EPP 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** - Worldview
- E** - Expertise in Content
- R** - Reflective Teaching

EPP Philosophy — The distinctive OKWU EPP 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 TEEC 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 EPP 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

The distinctive hallmark of OKWU’s EPP 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 P-12 school classroom. Another major component of the EPP 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 acrostic, OKWU’s EPP 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 EPP 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 diverse backgrounds, 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. Teaching involves the difficult and rewarding challenge of helping students become better persons. The EPP 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 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’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 Objectives: Purposes and Outcomes

EPP Competencies —The EPP 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 OEQA. OKWU’s Teacher Candidate Competencies incorporate Oklahoma’s General Competencies and an institutional standard focused on worldview for 11

competencies. Therefore, OKWU's Teacher Candidate Competencies align with state and national standards.

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.

Standards align to the Interstate Teacher Assessment and Support Consortium ([InTASC](#)) standards.

Worldview

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

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. Christians have an added responsibility to live their lives in such a way that all who meet 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.

EPP Admission Policies

As candidates progress through the EPP they apply for admission at two levels:

- Admission to the EPP (45 credit hours)
- Admission to Student Teaching (March 1 of the junior year)

Admission to EPP

Students must apply for admission to the EPP and should initiate the application process as soon as possible after completing 45 term credit hours of college work. In the event that a student fails to meet all of the criteria for full admission to the EPP, provisional admission may carry with it certain conditions. The applicant will be notified of the interview process.

Admission to the EPP takes effect with junior standing. The term after completing 45 hours of college credit, a student can apply for admission to the EPP and must satisfy the following requirements:

1. Completed background check clearance
2. Earned overall GPA of at least 3.0
 - students who make a "D" or an "F" in a course, may be asked to repeat that course in order to raise their GPA
3. Completed one professional education course with a grade of "B-" or better
4. Passed the Oklahoma General Education Test (OGET)
5. Been recommended by an interview committee
6. Been accepted by a majority vote of the TEEC and the TEAB

7. Complete application
8. Completed LMS Assessments (Subject to change by state certification requirements.)

Admission to Student Teaching

The application for student teaching must be filed with the Clinical Placement Director by March 1 of the junior year. The following are generally required:

1. Completed background check clearance
2. Admitted to the EPP
3. Senior standing at the time of student teaching
4. Completion of specified minimum professional and specialized education courses with an overall GPA of at least 2.50 with no grade in the major courses below a "B-"
 - a. students who have a grade below "B-" in a professional or specialized course must retake the course and improve their grade before being admitted to student teaching.
 - b. if a grade below "B-" is made in a professional or specialized course during or after student teaching, students will be required to retake the course(s) before graduation
 - c. for a listing of professional and specialized courses see the current OKWU Catalog.
5. Satisfactory recommendation of the Student Teaching Review Board
6. Submit an application
7. Complete LMS assessment requirements for admission to student teaching
8. Successfully complete two (15 hour) field experiences
9. Admission will be conditional until all courses are completed and grades are reviewed prior to the student teaching term

Transfer students must earn a minimum of nine term hours in educator preparation courses at OKWU before being considered for student teaching.

Clinical Experiences

Teacher candidates participate in three levels of clinical (on-site) experiences. Freshmen and Sophomores spend three terms observing one hour per week in two different classrooms. In conjunction with methods courses, juniors participate in practicums which combine observation with teaching. Seniors enrolled in Student Teaching combine observations and instruction for a minimum of 13 weeks (about 3 months).

Background Screening

To be permitted into P-12 classrooms, teacher candidates must undergo a screening and background check. Further details will be provided in Called to Teach (EDUC1302).

Field Experience

OKWU's distinctive field experience involves one hour per week of observation and participation in an assigned classroom of a regionally accredited school.

Field Experiences are non-credit courses which are to be taken for a minimum of two terms. One Field Experience is taken in conjunction with Called to Teach (EDUC1302) at a local private school, one is taken with P-12 Learner Development (EDUC2303), and one is taken with Engaging Diverse Learners (EDUC2303).

The following Field Experience policies apply to **transfer students**:

- Any teacher candidate transferring less than 60 hours from another institution of higher education will be required to complete two Field Experience courses.
- Secondary or K-12 transfer teacher candidates with 60 hours or more will be required to complete 2 Field Experience courses.
- Elementary education transfer teacher candidates who need a term or more before methods courses must complete two Field Experience courses.
- Elementary transfer teacher candidates ready for methods courses will be required to complete one Field Experience.

Practicum — The distinctive practicum experiences at OKWU involve teaching and observing. Because of the intensity of practicum assignments, it may be necessary for candidates to adjust work and extracurricular activities while enrolled in a practicum. The practicum experiences are in conjunction with specific methods classes and vary in number between programs as follows:

Elementary Practicums: Elementary education candidates will be involved in five separate practicums during the junior year. Each 30-hour practicum follows an intensive methods course. During each practicum, candidates will teach at least nine lessons for one subject in an accredited classroom.

P-12 Practicums: Those teacher candidates who are seeking licensure in P-12 will be involved in two separate practicums, one at the elementary level and one at the secondary level. Each practicum will consist of 30 hours in the school, teaching a minimum of nine lessons.

Secondary Practicums: Secondary education candidates will be involved in two practicums, which will each consist of 30 hours in the school, teaching a minimum of nine lessons.

Student Teaching

During the senior year, teacher candidates spend a term student teaching with a partner school district. This is a graduated experience starting with observation; then each week or two the candidate will be given responsibility for teaching an added subject or class. During the latter part of the term, candidates have full responsibility for teaching all day. Student teaching culminates with a minimum 10-day solo teaching experience.

The School of Education and Humanities faculty and university supervisors realize student teaching is a rigorous experience. Therefore, ***it is strongly recommended that student teachers not have any major outside involvement***—class(es), work, coaching, or on-campus activities requiring travel or time.

Graduation Requirements

1. Fulfillment of degree requirements
2. 3.0 cumulative GPA
3. B- or better in all professional education courses

4x12 Elementary Education Requirement

The State of Oklahoma requires elementary education majors earn 12 hours of credit in four subject areas: Language Arts, Mathematics, Science and Social Studies – called the 4x12. OKWU has designated the following courses to meet the 4x12 requirement:

Language Arts

English Composition 1
English Composition 2
Intro to Communication
Intro to Literature

Mathematics

Math Survey
College Algebra
College Geometry
Math Elective

Science

Human Biology
Physical Science
Science Elective

Social Studies

US Government
US History
Physical Geography
General Psychology

Teacher Certification Examinations

Because the OKSDE requires all persons seeking a Standard Teaching Certificate in Oklahoma to take tests specific to the certification being sought, another distinctive of the School of Education and Humanities is the assistance it provides relative to these tests. These tests are given by the OEQA at designated times and sites. These tests cover information from coursework in general education (OGET), professional education (PPAT), and a specialization area (OSAT). Candidates for certification must pass these tests. Test fees may vary from year to year.

Information regarding testing dates, locations, fees, applications, and study guides may be obtained from Certification Examinations for Oklahoma Educators ([CEOE](#)) website.

Teacher Certification Requirements

1. Complete portfolio requirements designated degree requirements by the university

2. Pass an oral proficiency test achieving the novice-high level as defined by the American Council on the Teaching of Foreign Languages
3. Baccalaureate degree in teacher education
4. Pass the appropriate certification examinations (OGET, PPAT, OSAT)
5. Complete the application for certification which includes finger printing and a background/felony check

Transfer Limitation

All professional education courses (see Program Course Requirements below) must be taken from a college or university with an approved EPP. This usually DOES NOT include two-year colleges or non-accredited institutions.

Associate of Arts in Early Childhood Education

General Education Requirements	30
Old Testament Survey (CHAL1613)	3
New Testament Survey (CHAL1733)	3
Written Communications 1 (ENGL1613)	3
Written Communications 2 (ENGL1813)	3
Intro to Psychology (PSYC1803)	3
Mathematics course or Science course	3
Intro to Professional Studies (CLAC1743)	3
Humanities course	3
Social/Behavioral Science course	6
Major Requirements	30
Introduction to Early Childhood Education (EDUC1003)	3
Early Child Development (PSYC2503)	3
Early Childhood Curriculum Design (EDUC2203)	3
Family Dynamics and Community Involvement (EDUC2213)	3
Clinical Practicum (EDUC2223)	3
Intro to Children's Literature (EDUC2243)	3
Intro to Nutrition, Health, & Safety of Children (EDUC2253)	3
Creative Expression & Play (EDUC2263)	3
Engaging Diverse Learners (EDUC2273)	3
Intro to Managing the Learning Environment (EDUC2283)	3
Grand Total	60

Department of Humanities

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

Associate degree: General Studies

Bachelor's degree: Liberal Studies, Specialized

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 (ENGL1613), and Written Communication 2 (ENGL1813). Any grade below this minimum passing standard does not meet degree requirements.

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 credit hours required by the degree. These credit hours must include required general education credits, major courses in Business, Humanities or Ministry and Christian Thought, and any remaining elective credits.

General Education Requirements (or appropriate transfer course)	30
Biblical Studies	6
English Written Communications	6
Humanities and/or Literature	3
Mathematics and/or Science	3
Social or Behavioral Science	9
Christian Liberal Arts Curriculum (must be taken at OKWU)	3
Major Requirements	15
Introduction to Business (BUSI1943)	3
Small Business Management (BUSI2243)	3
Financial Management for Individuals (BUSI2643)	3
Fundamentals of Accounting (BUSI2743)	3
Business/Computer elective	3
General Electives	15
Grand Total (minimum)	60

Bachelor of Science Liberal Studies, Specialized

Liberal Studies — The Bachelor of Science in Liberal Studies, Specialized is a program designed to equip students with a general foundation of liberal arts knowledge coupled with specific knowledge and skills in three disciplines (as selected by the student in pre-defined core areas).

Liberal Studies Program Objectives - Graduates of the Liberal Studies, Specialized program should possess the following knowledge and skills:

1. Cultivate communication skills
2. Develop critical thinking skills
3. Develop an understanding of a Christian worldview
4. Demonstrate competence in two distinct academic areas
5. Understand and avoid plagiarism, citing sources in proper format
6. Differentiate and organize ideas, concepts, and theories

General Education Requirements	45*
Biblical Studies	12
English Written Communications	6
Communications	3
Humanities and/or Literature	6
Mathematics and/or Science	6
Social or Behavioral Science	9
Christian Liberal Arts Curriculum**	3
Major Requirements	36*
Core Area One	18
Core Area Two	18
General Electives	39*
Grand Total	120*

*Total program hours must include at least 40 hours of credit in courses numbered 3000 or above. Core areas must be selected from OKWU Major or Minor programs, or other area with the permission of the Dean. Courses cannot be double counted in the Core area. Each core must have 18 credits independent of the others.

**May be met if taken at the associate's level. If a student has completed 12 credit hours with OKWU, they may be considered exempt from this course requirement.

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 degree: Psychology Studies

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

Upon completion of the Psychology program, students should be able to

1. Demonstrate understanding of the various theories of human development, including biological, psychological, and sociological.
2. Demonstrate understanding of the various personality theories and major counseling approaches currently in use.
3. Demonstrate understanding of the categories of abnormal behavior and theories of etiology and treatment.
4. Demonstrate the ability to understand and critically evaluate the philosophical underpinnings of psychological theories including the perspective of a Christian worldview.
5. Demonstrate the ability to critically evaluate and produce scientific research in the behavioral sciences.
6. Demonstrate understanding of the various models and processes of integration of the behavioral sciences and Christian faith.
7. Demonstrate direct practice through classroom training and participation in psychology and social service programs while integrating a Christian worldview.
8. Demonstrate development of community relationships for academic enrichment, ongoing adult learning, and professional development.
9. Demonstrate development of self as a skilled helper through personal exploration and transformation through Christian sanctification and/or truth as contained in the Holy Scriptures and as directed by the Holy Spirit.

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 (ENGL1613), and Written Communication 2 (ENGL1813). Any grade below this minimum passing standard does not meet degree requirements.

On the following pages are the tables of required courses for the majors offered by the Department of Social and Behavioral Sciences.

Bachelor of Science Psychology Studies

General Education Requirements	45
Biblical Studies	12
English Written Communications	6
Communications	3
Humanities and/or Literature	6
Mathematics and/or Science	6
Social or Behavioral Science	9
Christian Liberal Arts Curriculum*	3
Major Requirements	36
Fundamental Statistics for the Behavioral Sciences (PSYC3923)	3
Human Development Across the Lifespan (PSYC2783)	3
Theories of Personality (PSYC3123)	3
Counseling Theories and Techniques (PSYC4683)	3
Abnormal Psychology (PSYC4783)	3
Senior Psychology Seminar (PSYC4823)	3
History of Psychological Thought (PSYC3633)	3
Research Methods (PSYC4853)	3
Sociological Foundations (SOC12223)	3
Group Dynamics (CHAL3323)	3
Psychology of Persons in Social Environment (PSYC3583)	3
Marriage and Family Relations (PSYC2433)	3
General Electives	39
Grand Total	120

*May be met if taken at the associate's level. If a student has completed 12 credit hours with OKWU, they may be considered exempt from this course requirement.

The 120 credit hours required for graduation must include at least 40 hours of credit in courses numbered 3000 or higher.

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)*

Associate of Applied Science: Christian Ministry

Bachelor degree: Ministry and Leadership

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 OKWU 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.

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 — OKWU has articulation agreements with RHEMA Bible Training College and Victory College 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.

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 (ENGL1613), and Written Communication 2 (ENGL1813). Any grade below this minimum passing standard does not meet degree requirements.

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.

CROSS Training

The CROSS Training program is a series of courses designed to meet The Wesleyan Church's ordination requirements. On their own, CROSS courses are not for college credit. Students however, may apply to transfer their CROSS courses as a block into the following degree: the Bachelors in Ministry and Leadership.

Graduation Requirements for Bachelor of Science in Ministry and Leadership

In order to graduate from OKWU 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
- 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's degree requirement of 120 total credit hours
- Payment of all tuition, fees, and other charges

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 non-traditional B.S. Ministry and Leadership major.

General Education Requirements	45
Biblical Studies	12
English Written Communications	6
Communications	3
Humanities and/or Literature	6
Mathematics and/or Science	6
Social or Behavioral Science	9
Christian Liberal Arts Curriculum*	3

*May be met if taken at the associate's level. If a student has completed 12 credit hours with OKWU, they may be considered exempt from this course requirement.

Bachelor of Science Ministry and Leadership

Students who have successfully completed 45 credit hours or more take the following major courses:

Ministry and Leadership Major Courses – PRACTICAL TRACK		39
Non-profit Leadership & Operations (BUSI4283)		3
Ministry and Technology (CHAL4313)		3
Church Administration (CHAL3423)		3
Ministry in a Pluralistic Culture (CHAL2513)		3
Evangelism and Discipleship (CHAL3113)		3
Group Dynamics (CHAL3323)		3
Persuasive Speaking 1 (CHAL3413)		3
Persuasive Speaking 2 (CHAL4613)		3
Pastoral Care (CHAL3543)		3
Leadership Seminar: Theology of Christian Leadership (CHAL4233)		3
Christian Spiritual Formation (CHAL4023)		3
Ethical Challenges and Contemporary Issues (CHAL4443)		3
Budgets and Fundraising (CHAL4433)		3
General Electives		36
Total		120

Ministry and Leadership Major Courses – WESLEYAN ORDINATION TRACK		45
History of Christianity (CHAL3153)		3
Introduction to Theology (Systematic Theology 1) (CHAL3213)		3
Advanced Theology (Systematic Theology 2) (CHAL4523)		3
Ministry and Technology (CHAL4313)		3
Church Administration (CHAL3423)		3
Ministry in a Pluralistic Culture (CHAL2513)		3
Evangelism and Discipleship (CHAL3113)		3
Inductive Bible Study-Romans (CHAL3853)		3
Persuasive Speaking 1 (CHAL3413)		3
Persuasive Speaking 2 (CHAL4613)		3
Pastoral Care (CHAL3543)		3
Leadership Seminar: Theology of Christian Leadership (CHAL4233)		3
Christian Spiritual Formation (CHAL4023)		3
Ethical Challenges and Contemporary Issues (CHAL4443)		3
Budgets and Fundraising (CHAL4433)		3
General Electives		30
Total		120

School of Ministry and Christian Thought Programs
Offered in Partnership with other Institutions
Associate of Applied Science in Christian Ministry
RHEMA Bible Training College and Victory College

OKWU, RHEMA Bible Training College and Victory College 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.

OKWU will transcribe up to 30 credit hours for completion of approved RHEMA Bible Training College or Victory College courses. At least 24 hours of general education must be taken at OKWU, and up to 6 hours may be transferred in from another regionally accredited institution.

Associate in Applied Science
Christian Ministry

General Education Requirements	30
Biblical Studies	6
English Written Communications	6
Humanities and/or Literature	3
Mathematics and/or Science	3
Social or Behavioral Science	9
Christian Liberal Arts Curriculum	3
Major Requirements	27-30
Approved courses from RHEMA or VC	27-30
Electives	0-3
Grand Total	60

COURSE DESCRIPTIONS

ACCT	Accounting	HUMA	Humanities
BIO	Biology	IT	Information Technology
BUSI	Business	LIT	Literature
CHAL	Ministry and Leadership	MATH	Mathematics
CLAC	Christian Liberal Arts Curriculum	NURS	Nursing
COMM	Communication Arts	PHY	Physical Education
CROSS	CROSS Training	PHYS	Physical Science
EDUC	Education	POLS	Political Science
ENGL	English	PSYC	Psychology
HADM	Health Care Administration	SOCI	Sociology
HIST	History		

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 [myOKWU](#) by searching Catalog and/or Sections by term.

GPS Undergraduate Course Descriptions

ACCT2113 Accounting 1

The conceptual framework of accounting is emphasized as it relates to the analysis and recording of transactions and the preparation of financial statements. Not ordinarily open to freshmen. Completion of the general education mathematics requirements recommended prior to enrolling.

ACCT2123 Accounting 2

Demonstrate knowledge and application of managerial accounting tools and techniques used in making decisions.

BIO1383 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.

BUSI1713 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.

BUSI1943 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.

BUSI2243 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.

BUSI2643 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.

BUSI2743 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.

BUSI3011 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.

BUSI3153 Organizational Structure and Culture

Demonstrate an understanding of the impact organizational structure and culture has on organizations.

BUSI3243 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.

BUSI3253 Intermediate Accounting 2

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

BUSI3303 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.

BUSI3313 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.

BUSI3323 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.

BUSI3333 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.

BUSI3343 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. Prerequisite: Statistics and College Algebra

BUSI3353 Outdoor Leadership Experience

This course will explore the concepts, idea, and principles that managers need to build and maintain effective work teams and task forces within organizations. The focus will be on learning and developing team building skills, personal leadership development, communication, and problem solving. Students will be challenged to employ some of the ideas, concepts, and principles while on a weeklong trek through the back country. Activities (weather permitting) may include teambuilding initiatives, adventure course races, rock climbing, rappelling, hiking, mountain climbing, and/or white water rafting.

BUSI3413 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.

BUSI3433 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.

BUSI3523 Money & Banking

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

BUSI3613 Emotional Intelligence

This course requires the student be familiar with Emotional Quotient (EQ) theory, as well as participate and apply understanding in practical assignments. As a result of successfully completing this course, students

will have compiled a personal EQ profile which will include multiple self-discovery assessments, self-perceived assessments, and their own personal manifesto-addressing lifestyle and career.

BUSI3713 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.

BUSI3743 Campus to Career: the Basics

Prepares students with skills and tools which allow them to obtain a job and transition from college to prosperous careers. These skills include: 1) writing resumes, 2) developing interview skills, 3) gaining business etiquette skills, 4) avoiding common employee mistakes, 5) exploring/exploiting career networking skills.

BUSI3753 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.

BUSI3773 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.

BUSI3783 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.

BUSI3793 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.

BUSI3803 Entrepreneurship

This online course teaches essential skills and knowledge for entrepreneurs. Learners will explore how entrepreneurs create successful ventures and develop functional skills in management, accounting, marketing, and business law. The course offers an assortment of interactive exercises, videos, selected readings, case studies, and self-assessments that engage students and provide opportunities to practice entrepreneurial skills.

BUSI3833 New York Business Seminar

This course will allow students to visit numerous businesses in a major metropolitan area, interact and learn from executives employed at these firms and experience firsthand what leaders of these organizations are looking for in their new hires and what challenges these executives face on the horizon. Students will also explore, study, and present relevant facts about important historical events and cultural sites. Other coursework will focus on applying academic principles to specific business challenges.

BUSI4113 Personal Leadership

Develop a personal philosophy of leadership through a personal assessment; focused on personal and professional development.

BUSI4123 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.

BUSI4203 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

BUSI4223A 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.

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BUSI4223B 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.

BUSI4233 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.

BUSI4283 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.

BUSI4323 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.

BUSI4333 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.

BUSI4343 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.

BUSI4423 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.

BUSI4703 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.

BUSI4713 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.

BUSI4733 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.

BUSI4963 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.

CHAL1613 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.

CHAL1733 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.

CHAL2513 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.

CHAL3103 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.

CHAL3113 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.

CHAL3153 History of Christianity

A survey of Christianity from its inception to present with a focus on the persons, events and movements that have shaped the church. An element of the course will explore the history of the Wesleyan Church.

CHAL3213 Introduction to Theology (Systematic Theology 1)

This course surveys the major doctrines of the Christian faith with an evangelical, Wesleyan emphasis. Important topics considered will be, Inspiration and the Doctrine of God, including the Trinity, Anthropology and Hamartiology.

CHAL3323 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.

CHAL3413 Persuasive Speech 1

This course is an introduction to the fundamentals of public speaking and sermon preparation and delivery. Emphasis is given to the Biblical basis of preaching, the process of sermon construction, and other

persuasive messages, and the use of resources.

CHAL3423 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.

CHAL3443 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.

CHAL3523 Biblical Perspectives

This course reflects OKWU's commitment as a Christian institution to nurturing an appreciation for the rich resources of the Scriptures for creative faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and to integrate faith, learning, and living.

CHAL3543 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.

CHAL3853 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.

CHAL4023 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.

CHAL4233 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.

CHAL4313 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.

CHAL4433 Budgets and Fundraising

The course surveys basic financial concepts within a typical non-profit organization (NPO). Topics include a biblical view of stewardship, budgeting, financial management, fundraising, and ethics. The course investigates the NPO's role within society, budget development, financial reporting, fundraising, and ethical concerns. Not intending to produce in-depth financial skills, the course provides the student with financial language and understanding that enables effective leadership within the NPO.

CHAL4443 Ethical Challenges and Contemporary Issues

A survey of the principal ethical theories with an emphasis on the practical application of these principals to moral and social issues of today. Topics to be considered may include, but are not limited to, abortion, euthanasia, capital punishment.

CHAL4523 Advanced Theology (Systematic Theology 2)

A continuation of CHAL3123, Advanced Theology will focus primarily on Soteriology, Ecclesiology and Eschatology. While considering the overall orthodox beliefs of the Christian Church, the focus will be on distinctive Wesleyan positions.

CHAL4613 Persuasive Speaking II

A continuation of CHAL 3413, Persuasive Speaking II centers on the delivery of sermons, and other persuasive messages, based upon the principles learned and developed. This is the practical segment of the students training emphasizing preparation and delivery of messages under observation and constructive criticism.

CLAC1743 Introduction to Professional Studies

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.

CLAC3113 Introduction to Adult Studies

This course is designed to teach new students OKWU's approach to adult learning within the Christian university. It will provide students with the tools necessary for successful learning experiences: university policies and expectations, communication and time management skills, goal setting, library resources available, teamwork and personal strengths. Students will learn the basics of APA formatting required throughout GPS programs.

CLAC3213 Introduction to Adult Studies in Nursing

This course is designed to prepare new nursing students with the OKWU approach to adult learning within the Christian university, and preparation for nursing specific requirements. 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 as well as the necessary tools for success in the online environment. Students will become aware of the various theories of moral, spiritual, and learning development. Students will learn how successful teams form, develop, and learn to perform at the highest levels. Other topics include the history of Oklahoma Wesleyan University and the Office of Graduate and Professional Studies, issues of adult learners, and introduction to writing using the APA format.

COMM1823 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

COMM1923 Interpersonal Communications

Understand the skills required to interact effectively with others.

CROS1220 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.

CROS1410 Survey of Christian Education

This course is an overview of the philosophy and methodology of Christian Education within the life of the church.

CROS1610 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.

CROS1710 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.

CROS1800 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.

CROS2620 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.

CROS2920 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.

CROS3110 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.

CROS3210 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.

CROS3250 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.

CROS3320 Advanced Theology

This course builds upon CROSS1210 Introduction to Theology, with an emphasis on Hamartiology, Christology and Soteriology from a Wesleyan Arminian perspective.

CROS3450 Preaching 1: 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 use of resources.

CROS3510 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.

CROS3520 Preaching 2: 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.

CROS3710 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.

CROS3720 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.

CROS3820 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.

CROS3850 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.

CROS3900 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.

CROS4020 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.

CROS4230 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.

CROS4270 Leadership Perspectives

A study of the leadership competencies required for licensing and ordination in the Wesleyan Church, with an emphasis on leading out of one's relationship with God and personal giftedness. Further, this course contains an additional week of class (4 weeks total) to allow time to provide a study of both the biblical and historical basis for women in pastoral leadership positions, including that of the solo or senior pastor.

CROS4310 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.

CROS4430 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.

CROS4540 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.

CROS4810 Internship

This internship is designed to provide a student with a wide range of experiences in ministry under the direction of a pastor-supervisor in a local church setting. Three hours of academic credit will be given for a minimum of 90 on-site hours of ministry exposure. NOTE: Three terms or one summer are necessary to meet the ordination requirements for The Wesleyan Church. Must complete 36 credit hours in the Bachelor program before enrolling in this course.

EDUC1003 Introduction to Early Childhood Education

This course will be an introduction to the early childhood profession with an emphasis on professionalism and developmentally appropriate practice. Topics include an overview of history of early education, theoretical program models, types of early childhood models, community resources, professional organizations, and contemporary trends.

EDUC2203 Early Childhood Curriculum

This course is a study of the developmentally appropriate practices and the teacher's role in supporting development of young children ages birth to nine. Emphasizes curriculum planning including goals, environment, roles of teachers and parents, materials, and settings.

EDUC2213 Family Dynamics and Community Involvement

This course is an overview of the role of the family, community and the physical, cognitive, social, and emotional growth of the child in a diverse society. Includes benefits of and strategies for developing positive, reciprocal relationships with families in an early childhood setting ages birth to nine.

EDUC2253 Nutrition, Health, and Safety for Children

This course is designed to examine the health status of young children, proper nutrition, and the safe and conducive learning environment. Students acquire information on childhood illnesses as well as health concerns of typical and atypical children.

EDUC2243 Intro to Children's Literature

Surveys evaluation, selection, and utilization of books for children; extensive reading of children's and young adult books with emphasis on books which meet the needs and interests of children and young people.

EDUC2223 Clinical Practicum

This course is a supervised practicum with a seminar component and a minimum of 30 clock hours in an approved clinical site—preferably an accredited agency or a Department of Education approved site. Course includes the study of the physical and human qualities that combine to create an environment that is safe and healthy, and promotes optimum learning for young children. Emphasis is on using reflective practice to examine components of quality, set goals, and design a plan for professional growth for the early childhood educator.

EDUC2263 Creative Expression and Play

This course is designed to prepare students for the classroom by facilitating the development of creativity in various teaching methods/strategies/techniques. This will help the candidate develop and plan lessons integrating art, music, human movement and physical activity for the early childhood classroom.

EDUC2273 Engaging Diverse Learners

This course will take an in-depth look at P-12 students to include English Language Learners (ELL), exceptionalities, socioeconomic differences, learning styles, and others. Students will understand diversity in the classroom and its challenges.

EDUC2283 Managing the Learning Environment

This course covers all of the essential elements of effective classroom management. From the first day to the last day, from discipline to consistency, students will learn strategies for creating a safe, healthy, fun learning environment.

EDUC3133 Technology in Education

This educational technology course is designed to assist teacher candidates with the integration of technology into elementary and secondary classrooms. This classroom uses a constructivist approach to understanding the use of technology in 21st century classrooms.

EDUC4133 Educational Issues

An advanced seminar recommended for educators and education majors. Individual application of educational philosophy is encouraged in examining communication styles and dealing with traditional,

current, and controversial issues and concepts which face contemporary teachers.

ENGL1613 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 ENGL1813 Written Communication 2. Exception: A grade of C (73%) is considered a minimum passing grade for Nursing students.

ENGL1813 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 (73%) is considered a minimum passing grade for Nursing students.

Pre-requisite: ENGL1613

ENGL2403 Life and Works of C. S. Lewis

A survey of the life of popular 20th-century British author C. S. Lewis and the genres in which he wrote. Attention will focus on the key themes that bind his life and writings together.

HADM3013 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.

HADM3323 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.

HADM4053 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.

HADM4373 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.

HADM4823 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.

HADM4913 Healthcare Management Strategy

This course will introduce students to concepts, principles, and practices of strategic management in multiple health care settings using case studies from the health care industry. Students will develop their knowledge in areas including negotiation, leadership, organizational design, organizational culture, how people work in organizations, and strategy (including stakeholder and SWOT analysis, along with the current approaches to the development of strategic plans).

HIST1823 United States History II

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

HIST2833 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.

HUMA2133 Human Experience

Analyze the ways in which the human experience is influenced by historical, social, ethnic, economic, technological, and/or geographic contexts.

IT2113 Fundamentals of Information Technology

Develop an understanding of information technology fundamentals.

IT3113 Fundamentals of Management Information Systems

Demonstrate an understanding of information systems in global business.

LIT2733 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.

MATH0500 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.

MATH1813 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.

MATH1913 Concepts of Mathematics II

Apply the concepts of statistical reasoning, data analysis, modeling, and interpretation.

NURS3213 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.

NURS3313 Theoretical Foundations of Nursing

Designed to acquaint the practicing nurse with theory-based, research-supported nursing care within a Christian framework. Includes historical, economic, technological, and legal influences on the nursing practice and on health care. The Neuman Systems Model of Nursing will be presented as a framework for nursing care and practice.

NURS3613 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.

NURS3713 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.

NURS3723 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.

NURS3813 Pathophysiology

This course is designed to build upon knowledge obtained by students in anatomy and physiology and in clinical practice. Pathophysiology focuses on the changes and responses resulting from pathological processes. This course provides the student with an opportunity to review his/her personal knowledge base and build on it, providing a foundation for subsequent nursing courses and continued nursing practice. Faculty will utilize a variety of learning methods to include but not be limited to: lecture/discussion, case study presentations and small group participation to achieve the objectives of the course. The pathological processes found to be most common within the community will be the focus of course content.

NURS4323 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. This course includes an Experiential Learning Clinical (ELC).

NURS4433 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. This course includes an Experiential Learning Clinical (ELC).

NURS4533 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. Experiential Learning Clinical (ELC) required.

NURS4643 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 Experiential Learning Clinical (ELC).

NURS4653 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 Experiential Learning Clinical (ELC).

NURS4933 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. Christian Worldview Core Learning Clinical (ELC) required.

PHY1101 Physical Activity 1

This course is an activity course which includes the learning and development of different types of movements and routines related to physical activity. This class offers an individualized approach to fitness with a focus on the individual's personal responsibility for his/her fitness and health throughout life. The online nature of the course provides flexibility to the student for participating in a variety of physical activities on his/her schedule, at locations of his/her choosing. Students are allowed to participate in different activities during this course.

PHY1201 Physical Activity 2

This course is an activity course which includes the learning and development of different types of movements and routines related to physical activity. This class offers an individualized approach to fitness with a focus on the individual's personal responsibility for his/her fitness and health throughout life. The online nature of the course provides flexibility to the student for participating in a variety of physical activities on his/her schedule, at locations of his/her choosing. Students are allowed to participate in different activities during this course.

PHYS1113 Environmental Science

This course is designed to provide a general overview of environmental science, with an emphasis on sound science, stewardship, and sustainability. Topics include basic concepts of environmental science, relationships between living and nonliving things, human impact upon the environment, and care of earth's resources to support future generations of living things. Critical thinking skills will be utilized throughout this course, as these skills underlie one's ability to carefully consider scientific concepts and their effects upon human interactions. The study of environmental science is approached with an understanding of the grave responsibilities of human beings to practice wise stewardship of God's creation.

POLS1713 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.

PSYC1803 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.

PSYC2433 Marriage and Family Relations

Study of the family, its continuity, and its change. Areas included are mate selection, single-hood, marital adjustment, conflict management, sexual adjustment, child rearing, family finances, marital dissolution, and blended families.

PSYC2503 Early Child Development

This course is an overview of the physical, cognitive, social, and emotional aspects of young children and their application to the care, guidance, and development of the child, birth to nine.

PSYC2783 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: PSYC1803

PSYC2883 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: PSYC1803 and PSYC2783

PSYC3123 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)

PSYC3583 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.

PSYC3633 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)

PSYC3923 Fundamental Statistics for the 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).

PSYC4683 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: PSYC1803 and PSYC2783 and PSYC2883 and PSYC3583.

PSYC4783 Abnormal Psychology

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

PSYC4823 Senior Psychology Seminar

A capstone course designed to integrate learning achieved over the student's course of study. A project based on student interest will be chosen for completion. Students will be allowed to choose from one of four tracks: 1) Senior Research, 2) Senior Literature Review, 3) Senior Practicum Review, or 4) Senior Review of Psychology. Integration of Christian faith in the Wesleyan-Armenian tradition with the science of psychology will be emphasized. Professional issues will also be discussed.

PSYC4853 Research Methods

An applied study of research methods and techniques used in behavioral science and experimental psychology. Emphasis is placed on the importance of theory to research and research design, hypothesis construction, and research procedures including data collection, statistical analysis, interpretation and reporting.

SOCI2223 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

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Executive Director of OKWU Foundation.....	Dr. David Preston
University Pastor	Rev. Torrey Martin

Faculty

Keri Bostwick, 2013*

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

Jason L. Bussey, 2015*

Assistant Professor of Accounting

Chesapeake Energy School of Business

B.S., Oklahoma State University; M.B.A., Oklahoma Wesleyan University; ABD, Anderson University

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Registrar

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Dean of the School of Education and Humanities, Director of MEd, and Instructor of Education

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

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Associate Professor of English

School of Education and Humanities – Department of Humanities

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

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Assistant of Professor of History and Political Science

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B.S., Texas A&M University; M.A., University of Houston

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Assistant Professor of Field and Photography

School of Education and Humanities – Department of Humanities

B.F.A., University of Washington; M.A., University of Oklahoma

Jessica Johnson, 2013*

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B.S.N., Pittsburg State University; M.S.N., Northeastern State University; D.N.P., Capella University

Rosanina Ketchum, 2015*

Director of Graduate Nursing Programs and Associate Professor of Nursing

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A.A.S., Oklahoma Wesleyan University; B.S.N., Oklahoma Wesleyan University; M.S.N., Indiana Wesleyan University; D.N.P., Grand Canyon University

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B.A., Pennsylvania State University; M.S.S.L., Oklahoma Wesleyan University; M.A.C., Grand Canyon University

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Associate Professor of Pastoral Theology and Director of the Honors Program

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Eric Peterson, 2011*

Assistant Professor of Criminal Justice

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B.S., Oklahoma Wesleyan University; M.B.A., Southern Nazarene University; Master Criminal Justice, Walden University

Stacy Pierce, 2017*

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B.S., Trevecca Nazarene University; M.A., Western Carolina University; M.S., Emporia State University

Lisa Riggs, 2009*

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B.A., English, Oklahoma Wesleyan University; M.A., University of Tulsa; Ph.D., University of Tulsa

Jana Russell, 2021*

Undergraduate GPS Director and Part-time Instructor for the Chesapeake Energy School of Business

Chesapeake Energy School of Business

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

Cheryl Salerno, 2013*

**Technical Services Librarian
Drake Library**

B.S., Oklahoma Wesleyan University; M.L.I.S., University of Oklahoma

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B.S., Northeastern State University; M.S., Pittsburg State University; Ed.D., University of Arkansas

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Chesapeake Energy School of Business

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**Director of Exercise Science, Instructor of Exercise Science, and Instructor of Education
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Brian Turner, 1999*

Assistant Professor of Physics

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B.S., Southern Nazarene University; M.S., University of Texas at Dallas; Ph.D., University of Texas at Dallas

Jerome Van Kuiken, 2011*

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Emily Voelkers, 2019*

**Public Services Librarian
Drake Library**

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

Wendel Weaver, 2005*

**Dean of Chesapeake Energy School of Business and Professor of Business
Chesapeake Energy School of Business**

B.S., University of Texas; M.B.A., Le Tourneau University, D.B.A., Anderson University

Allison Weeter, 2019*

**Director of Academic Center for Excellence and Assistant Professor of English
School of Education and Humanities – Department of Humanities**

B.A., Mid America Nazarene University; M.A., University of Tulsa; M.A., University of Durham

Mark Weeter, 1986*

Dean of the School of Ministry and Christian Thought and Professor of Ministry and Christian Thought

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

* Date of faculty affiliation with OKWU