



Southwestern Assemblies of God University – American Indian College
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www.aicag.edu

2021-2022 CATALOG



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Accreditation

Southwestern Assemblies of God University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500) for questions about the accreditation of Southwestern Assemblies of God University.



Authorizations

The Arizona State Board for Private Postsecondary Education has authorized SAGU to offer the following degrees at the SAGU AIC campus:

- Associate of Science in Business Administration
- Bachelor of Science in Business Administration
- Associate of Arts in Early Childhood Education
- Bachelor of Arts in Elementary Education: ECE – Grade 8
- Bachelor of Arts in Education (Pre-Professional)
- Associate of Science in General Studies
- Bachelor of Science in Interdisciplinary Studies

The Arizona State Board does not review nor prohibit programs of religious instruction.

Endorsement

Southwestern Assemblies of God University (SAGU) is endorsed by the Alliance for Assemblies of God Higher Education.

Change of Catalog Information

Information provided by this catalog is subject to change without notice and does not constitute a contract between SAGU and a student or an applicant for admission.

Notice of Nondiscriminatory Policy Related to Students

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



SAGU Home Campus

SAGU's main campus is located in the heart of the rich blacklands of North Texas in Waxahachie, the county seat of Ellis County (population circa 30,000). This unique city provides an excellent setting for a university outside of the big-city congestion, yet it affords the benefits of the Greater Dallas-Fort Worth Metroplex. The Waxahachie campus currently occupies 76 acres providing ample area for its present facilities and future growth.

Address: 1200 Sycamore St., Waxahachie, TX 75165. To contact SAGU please call 972.937.4010, fax 972.923.8153, or email at info@sagu.edu. The SAGU web page contains a wealth of information about the University. www.sagu.edu

SAGU's Waxahachie campus houses the following facilities: Barnes Student Center, Bridges Hall, Claxton Athletic Center, Davis Hall, Pearl Ellis Archive Center, Farmer Administration Building, Foster Center, Garrison Wellness Center, Hagee Communication Center, Harrison Graduate School, Information and Security Center, SAGU Athletic Complex, Sheaffer Center, Sycamore Place, Teeter Hall, and the P. C. Nelson Memorial Library (with over 110,000 volumes, membership in the Online Computer Library Center, and many searchable electronic databases for all SAGU students to access).



Memberships

American Association of College Registrars and Admissions Officers
American Institute of Certified Public Accountants
American Society of Training and Development
American Theological Library Association
Amigos Library Services-Consortium Southwestern US
Association for Christians in Student Development
Association for Orientation, Transition, Retention in Higher Education
Association of Business Administrators of Christian Colleges
Association of Christian Librarians-Evangelical Library Consortium
Association of Christian Teachers and Schools
Association of College and University Housing Officers International
Association of Higher Education Parent/Family Program Professionals
Association of Texas Professional Educators
Association on Higher Education and Disability
College and University Personnel Association-Human Resources
Consortium of State Organizations for Texas Teacher Education
Council on Adult and Experiential Learning
Council on Social Work Education
Education Deans of Independent Colleges and Universities of Texas
Educause
Ellis-Dallas County Teacher Advisory Council
Hope Education Network/Convoy of Hope
Independent Colleges and Universities of Texas
International Accreditation Council for Business Education (IACBE)
League of Christian Schools
Metroplex Area Consortium of College Career Centers
Music Teachers National Association

National Association of Assemblies of God Christian Schools
National Association of College and University Business Offices
National Association of Colleges and Employers
National Association of Foreign Student Advisors
National Association of Intercollegiate Athletics
National Association of Student Personnel Administrators
National Career Development Association
National Christian College Athletic Association
National Council for State Authorization Reciprocity Agreements
National Religious Broadcasters
North American Coalition for Christian Admissions Professionals
Online Computer Library Center-International Library Consortium
Readings for the Blind and Dyslexic
Society for Human Resource Management
Sony Academic Alliance
Sooner Athletic Conference
Southern Association of Student Employment Administrators
Texas Association of Certification Officers
Texas Association of College Registrars and Admissions Officers
Texas Association of Colleges for Teacher Education
Texas Association of Institutional Research
Texas Coordinators for Teacher Certification Testing
Texas Education Agency
Texas Independent College and University Libraries
Texas Library Association
Texas Library Consortium-State of Texas
Texas Music Educators Association
Texas Music Educators Conference
The Conference Board

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Academic Calendar 2021-2022

Fall 2021

Financial Registration Opens	June 24
New Student Orientation	August 26-29
Residence Halls Open (new students)	August 26
Residence Halls Open (returning students)	August 29
A & Main Sessions Begin	August 30
A Session Last Day to Withdraw	October 11
Fall Break	October 11-12
A Session Ends	October 15
B Session Begins	October 25
Thanksgiving Break	November 24-28
Main Session Last Day to Withdraw	November 29
B Session Last Day to Withdraw	December 6
Final Exams (through Blackboard)	December 7-10
Last Day of On-campus Classes	December 9
Main & B Session Semester Ends	December 10
Dorm Check Out	December 11

Spring 2022

Financial Registration Opens	December 1
New Student Orientation	January 6-9
Residence Halls Open (new students)	January 6
Residence Halls Open (returning students)	January 9
A & Main Sessions Begin	January 10
Martin Luther King Day (no classes)	January 17
Winter Break	February 11-13
A Session Last Day to Withdraw	February 21
A Session Ends	February 25
Spring Break	March 14-18
B Session Begins	March 7
Easter Break (no classes)	April 15-18
Main & B Sessions Last Day to Withdraw	April 19
B Session Ends	April 22
Final Exams	April 25-29
Semester Ends	April 29
Commencement	April 30
Dorm Check Out	April 30

GENERAL INFORMATION



Statement of Purpose

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

Statement of Faith

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

We Believe

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

Statement of Core Values

Bible-based Education

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

Academic Excellence

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

Spiritual Formation

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

Missions-mindedness

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

Pentecostal Distinction

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

Servant Leadership and Ministry

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

Community and Personal Wellness

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

University Student Learning Outcomes

Upon graduation from SAGU, students will be able to:

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

University Standards

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

High Christian standards relate to all facets of university life. Though they are reflected in the spiritual development of the student, they do not end there. Christian citizenship is a biblical obligation. Christian ethics extend into the intellectual development of an individual, and Christian morality regulates social relationships. Accordingly, the Christian will assume responsibilities in the educational community with cheerfulness and friendliness. Relationships at SAGU must reflect moral purity and distaste for promiscuity. High standards are imposed in the area of physical development. This results in habits and diets that contribute to good health and physical well-being.

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

History

SAGU AIC is the direct result of SAGU's outreach to plant an instructional site in Phoenix, Arizona, in direct response to the request of AIC to explore whether two institutions of like mission could work together. Following on the heels of a successfully implemented 'teach-out' program in the spring of 2016 for students who were formerly enrolled in AIC, SAGU designed and secured permission from its regional accrediting association and the state of Arizona to offer academic programs at the AIC location beginning with the fall 2016 semester. Today, in accordance with its institutional statement of purpose, SAGU AIC continues an historic accredited and effective training ministry that equips Native Americans and an ethnically diverse student population for Christian service, emphasizing biblical truths and academic excellence within a Christian community.

AIC was originally founded in 1957 by missionary Alta Washburn who saw the great need to prepare Native Americans for church ministry. During its years of development, AIC successfully added an Associate's degree in Business and a Bachelor's degree in Education to its Bachelor's degree in Ministerial Studies. In time the school achieved regional accreditation with Higher Learning Commission until the transition of 2016. Today SAGU AIC alumni include pastors, educators, business professionals, tribal leaders and others who are bringing positive change to their communities. SAGU's history is one of passionate vision, cooperative efforts, ministry and missions effectiveness, and academic growth to accommodate its institutional purpose.

Three Bible schools formed Southwestern Bible Institute. Southwestern Bible School was established at Enid, Oklahoma, in 1927 under the leadership of the Reverend P. C. Nelson, a brilliant man, who also authored the Assemblies of God doctrinal textbook "Bible Doctrines." Shield of Faith Bible School (Rev. Guy Shields), was founded in Amarillo, Texas (1931). The third, Southern Bible Institute in connection with the Richey Evangelistic Temple and Rev. J. T. Little, began at Goose Creek, Texas (1931) and later moved to Houston in 1933.

In time these three schools merged and occupied the main campus in Waxahachie, Texas, in 1943. In 1944 a junior college division was added and received regional accreditation in 1968. This operated until 1988 when the junior college and the Bible College divisions were united under the title of Southwestern Assemblies of God College, and regional accreditation for the College was established in 1989. Southwestern began its distance education program in 1984.

During its developing years Southwestern came under the ownership of eight Assemblies of God Districts: Arkansas, Louisiana, Mississippi, New Mexico, North Texas, South Texas, and West Texas. During the 1990's the school experienced an unprecedented rate of student growth. In December 1994, the Board of Regents unanimously approved the name change to Southwestern Assemblies of God University and authorized the development of the Thomas F. Harrison Graduate School to provide master's degree programs.

During the first fifteen years of the 21st century, SAGU's rate of facility growth to service its student population took on amazing proportions. In 2004, the University restructured its academic organization to recognize two colleges under the University umbrella: the College of Bible and Church Ministries, and the College of Arts and Professions. In 2013 the University adjusted its college identities again, dividing into the College of Bible and Church Ministries, the College of

Business and Education, and the College of Music and Communication Arts. In 2015, SAGU was approved by regional accreditation as a Level V institution authorized to offer doctoral programs.

SAGU AIC Site Administrators



Jonathan D. Gannon, D.Min.
SAGU Vice President &
SAGU AIC President
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Our passion at SAGU AIC is ultimately to transform and equip our Native American students and others into leaders, teachers, marketplace professionals, and pastors for life and ministry. Even before our students arrive on campus, we are deeply committed to their journey. We truly understand that each student embodies a story, a calling, and a range of distinct gifts that are unique to them and their future. We strive to create a campus experience that not only provides them with an excellent education, but one that activates and enables each student to discover the greater purposes for which God has called them. I believe our role here is sacred. We work to ensure that the investment of your time and resources to live and learn at SAGU AIC is transformative for life.

Where you decide to attend college will be one of the most important decisions of your life. So why consider SAGU AIC? Because I firmly believe that our campus will not only prepare you academically and spiritually for success, but that you will be transformed through the people and the community that will accompany you on your journey at SAGU AIC.



Joseph J. Saggio, Ed.D.
Executive Vice President of the College (SAGU AIC) &
Administrative Dean of the College (SAGU AIC)
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At SAGU AIC, our classroom teaching, ministry experience, and field work all work together to help you in discovering your divine purpose! Expect to be challenged, encouraged, and empowered as you move through your educational journey here at SAGU AIC. Our Spirit-led, well-qualified instructors have one goal in mind--your success. Our small classes, dedicated faculty, and Christ-centered teaching will help you to accomplish just that. We look forward to partnering with you to discover and achieve your divine purpose!



Joel A. Cornelius, B.A. (Oneida Nation)
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I am very excited to be part of the Executive Team at SAGU AIC! I have had the privilege of serving for the past 35 years in pastoral leadership as a network presbyter, elder, coach, and local church pastor in Montana, North Dakota, and Arizona. This coupled with 25 years of service as a staff chaplain and board member for the Montana Indian Youth Camps has given me tremendous insight into the needs of young people, and especially Native American youth of various tribal backgrounds. Most recently I have served as the Lead Pastor at Tuba City Assembly of God where we saw the church more than double over the several years we were there. Much of our growth and success was in the lives of our young people. As a 1989 graduate of (then) American Indian Bible College I know the importance of this school and I'm thrilled to be part of it, having served for many years on the SAGU AIC Board before being asked to serve as the Vice President for Student Development for this campus.

SAGU AIC Campus and Facilities

The SAGU AIC Campus is located at 10020 N. 15th Ave., Phoenix, Arizona 85021, in the northwest section of the greater Phoenix area, otherwise known as "Valley of the Sun." SAGU AIC is set on a beautiful desert campus. From its hillside, the western sunsets and the lights of greater Phoenix are in view. The campus is close to several large shopping centers which are easily accessible by the



local transit system. The nearness of the business community provides a variety of employment opportunities.

Directions: Follow Interstate Hwy 17 and exit at Peoria Avenue. Go east to 15th Ave and turn right (or south) about 4 blocks.

[Map to Campus](#)

Chapel and Administration



As one enters the campus from 15th Avenue, immediately to the left (south), is the distinctive Henson Memorial Chapel. It is built in the form of an arrowhead and seats up to 250 persons.

Housed within the same building are the Administrative Offices of the President, Administrative Assistant, Director of Student and Institutional Services, Clerical Assistant for Student and Institutional Services. The Enrollment Office and Warrior Chapel are located upstairs.



Academic Buildings

As one enters the campus from 15th Avenue, immediately to the north sits the Lee Academic Center (LAC). This structure was built in an octagonal shape to simulate a Navajo Hogan.

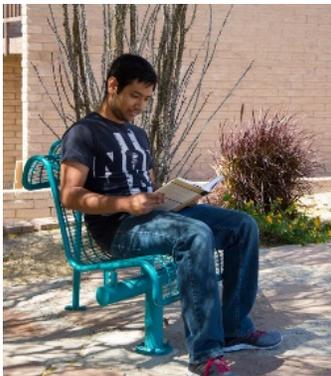


This is the main location for college classrooms, faculty offices and the office of the Executive Vice President/Administrative Dean for the SAGU AIC campus.





The lower and upper floors of the central part of the Alta Washburn Building contains the Dorothy L. Cummings Library (down the hill and facing south). It holds over 25,000 catalogued items, including a large section on Native American history and culture. The library houses three distinct study areas for students and is the central location for academic support assistance. The library also provides computers for student usage and access to major electronic databases in the main SAGU system to support student research and educational development.



In addition, on the east side lower level of the Alta Washburn Building is the Warrior's Den with a campus bookstore and coffee house. Hours are posted.

The Charles W. H. Scott Student Center houses SAGU AIC athletic facilities, complete with locker rooms, showers, and a weight room.



Dormitories and Student Life



The Alta Washburn Building is the focal point for much of student life. The east and west wings of the two-story building serve as dormitories. The Theodore Gannon Dormitory also houses an additional 56 students and contains a student lounge. Each room has its own bath facilities with central heating and air conditioning.

The Roger Cree Student Union contains a recently remodeled and equipped student lounge with recreational equipment that serves both on and off-campus students. The office of the Vice President of Student Development is also located there.



Facilities for the Physically Challenged

The College is equipped with ground level access or appropriate ramps to provide easy access to all areas of the campus for wheelchair students.



The Ramsey Cafeteria has seating capacity for over 230 diners. The Cafeteria features additional outside tables and seating that can be used for eating, studying, socializing, and special events.

STUDENT SERVICES



Gannon Dormitory

Student Life

Attendance at SAGU AIC is designed to be a life enriching experience. By living, worshipping, working, and interacting with other Christian young people, one is stimulated by the influence of examples to include Christ in every facet of daily living. A full schedule of activities is planned to emphasize the importance of Christian values. The faculty and staff of SAGU AIC are committed to providing services to make the student's university experience meaningful and enjoyable, while intentionally promoting an atmosphere conducive to student learning.

Spiritual Focus

Activities are promoted which contribute to the spiritual development of students. Central to this program are three periods each week shared by the entire University community. Seasons of worship are accompanied by spiritual challenges extended to the students by the administration, faculty, visiting guest speakers, and fellow students. As God works during these times, many students are filled with the Spirit and make deep personal commitments to God.

Personal devotions are strengthened in connection with residence hall life. Life Groups are formed to encourage a student's spiritual growth as well as community growth.



Global Prayer Focus

SAGU participates at the center of a worldwide prayer movement. On the Waxahachie campus, the Hugh P. Jeter World Prayer Center is open daily to inspire intercessory prayer for all regions of the world as well as personal needs. The Road to Emmaus Prayer Walk features a prayer path of approximately one mile in length. Administrators, faculty, staff, and students use the walk daily for prayer and exercise. Everywhere SAGU students may be there is a constant focus on systematic, unselfish, intercessory prayer for individual nations of the world.

Student Ministries

SAGU's primary objective is the training of individuals to enter world-wide Christian service. In keeping with this objective, Student Ministries complements academic training with essential practical training and opportunities for Christian service. Therefore, all students are required to be faithful in chapel (Warrior Worship) and church attendance. Students are strongly encouraged to participate in local church ministries. All students are required to serve a minimum of one hour of practical ministry service per week. Christian service should characterize every student's life.

The Vice President of Student Development supervises Student Ministries. Students consult with the Vice President concerning their placement in churches and ministry outreaches. Students' ministry experiences are retained in a Student Ministry record.

Personal Life

SAGU maintains concern about the personal life of its students. All students (married or single, off campus or on campus) are expected to conduct themselves at all times in accordance with the teachings of the Word of God, the accepted standards of the Assemblies of God, and the standards of conduct held by SAGU. SAGU students must realize the importance of exemplifying Christian living both on campus and off campus. Since many come from various backgrounds, it is necessary that each student becomes acquainted with SAGU's standard of conduct and dress. The University states its intention of making biblical principles its primary basis for conduct as referred to in the Assemblies of God Bylaws, Article IX, Section 6, as follows:

In view of the alarming erosion of national moral standards, we reaffirm our intention of holding up biblical standards against all forms of worldliness. We urge all believers to "Love not the world,

neither the things that are in the world ... For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world (I John 2:15, 16).”

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

Social Life

Social life plays an important part in the development of Christian character and poise. The University seeks to provide a well-balanced program of social events for the student body. Opportunities for social experiences are planned at SAGU AIC by the Associated Student Body and Residential Life.

Student Life Committee

The Student Life Committee has the responsibility of maintaining the high Christian standards of the University. The committee functions to remedy difficult problems but may also require a student who does not embrace the aims and ideals of the University to withdraw if general welfare demands it.

General Services and Policies

Orientation

SAGU is dedicated to helping men and women adjust to life as university students. The orientation program actually begins before students arrive on campus with a series of communications which answer important questions and provide helpful information about SAGU.

Days are designated at the opening of each fall and spring term for orientation, testing, and counseling. All new students participate in these activities. Freshmen students are required to enroll in the college life orientation course (GES 1122 Strategies for Student Success). Topics covered in the course serve to better acquaint students with the distinctive programs of SAGU and enable them to realize the most from a university education.

Campus Security Services

Campus Security Services at SAGU AIC is under the direction of the Vice President of Student Development. The department provides safety patrols on the campus. Student ID cards are provided by the Enrollment Office. Reports of theft, vandalism or other criminal or questionable activity should be filed with the Security Department.

Student Counseling Services

SAGU AIC is concerned about each student. Faculty members are available during the week at posted hours for personal conferences. Also, students can make appointments with faculty who have professional training in pastoral counseling professional help in dealing with problems of social,

emotional, or interpersonal nature. This faculty counselor is available to help students who need free, confidential, biblically-based counseling in the following areas:

- ★ Personal Counseling covering such issues as stress, loneliness, anger, self-esteem, and other relational, emotional, spiritual, moral and cultural problems that may arise in daily life
- ★ Premarital Counseling for pre-engaged or engaged couples and seminars each semester which cover such topics as conflict, communication, biblical roles and responsibilities, finances, sexual relationships, and family devotions
- ★ Marriage and Family Counseling
- ★ Referral Services to additional professional counselors serving SAGU AIC students are also available. (Please see either the Executive Vice President or the Vice President for Student Development for details.)

Career Services

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

Student Billing Services

The Student Billing Office serves the students of SAGU in all university-related financial matters:

- Statements and payment reminders are sent out monthly to students via Lionmail and the email address provided in the FAFSA.
- Any credit balance on a student's account is processed as an overpayment. These funds are distributed to the student within 14 business days from the day that the credit is created. SAGU uses a third-party processor to issue electronic refunds. Students should watch their Lionmail for detailed information if they are expecting a refund or contact the Student Billing Office.
- 1098-T tax forms are processed each year for students and parents. These forms are made available to students through MySAGU Student Portal.
- Student Billing staff are available to assist students with payment options or account questions.

Student Employment

Though SAGU is unable to guarantee employment to students, the University makes an effort to aid students to find jobs either on or off campus. Work opportunities may be available on campus from time to time. Many students seek outside employment to finance at least part of their expenses. Part-time jobs are available at many local businesses.

SAGU Christian Bookstore

SAGU Christian Bookstore, located at Sycamore Place, carries a complete stock of textbooks and academic supplies. The bookstore is also the official carrier of SAGU insignia items, including apparel, mugs, and decals as well as gift items like Christian books, Bibles, jewelry, snacks and various electronic items. Special orders are welcome. SAGU AIC students order their books online from the SAGU bookstore. SAGU AIC maintains a local service to ensure academic resources are available for students.

Housing Services

Students derive special benefit from community life in a rich, Christian atmosphere. Facilities are provided for single students under age 24 to live on the campus. All single undergraduate on campus students under age 24 are expected to live on campus. Any exception to this policy at SAGU AIC must be approved by the Vice President of Student Development.

Food Services

Food services are provided in the College cafeteria. Meals are served three times a day during the week and twice a day on weekends. Other food services are provided on special occasions. For a description of these facilities see the section entitled Campus and Facilities.

Mail Service

Student mail is distributed by campus personnel. Mail boxes are provided to all on-campus students and are located in the Cree Student Union building.

Health Services

The health care needs of students are coordinated through the Student Development Office. Each student is responsible for their own health/medical insurance. The Student Development office is available to give referrals to medical resources. Students who do not have health/medical insurance must sign a waiver with the Student Development Office. +The following is a description of SAGU medical service care for students.

Students classified as “on campus” enrollment (not “online only” coursework) have access to SAGU Care (known on the SAGU AIC campus as “Warrior Care.”). This provides access to professional health advice by qualified medical professionals 24 hours a day, 7 days per week via a dedicated phone number. This service provides for “call in” prescription service when determined necessary by qualified SAGU Care medical staff. Students enrolling currently will have year-round coverage throughout the United States as long as they remain enrolled at SAGU AIC. Contact the Vice President of Student Development with any questions about this service. Additionally, Native American students have access to area Indian Health Service facilities including Phoenix Indian Medical Center and Native American Community Health Incorporated.

HEW Regulations

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

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

Student Rights with Regard to Education Records

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

- Other school officials who have legitimate educational interests have access to the records. Officials of other schools in which the student seeks to enroll will have access to these records upon the written consent of the student.

- Also having access are authorized representatives of the Comptroller General of the United States, the Secretary, the Commissioner, and the Director of the National Institute of Education. In connection with a student's application for receipt of financial aid, access is granted to state and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974 (nothing in the paragraph shall prevent a state from further limiting the number or type of state or local officials who will continue to have access there-under).
- Access is granted to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.
- Accrediting organizations will have access rights in order to carry out accrediting functions.
- Records may be viewed in compliance with judicial order or pursuant to any lawfully issued subpoena, upon condition that the students are notified of all such orders or subpoenas in advance of the compliance there with by the educational institution.
- Student records will be updated each semester enrolled and course work with grades and total grade point average are figured for the semester's work.
- The student has the right to inspect his records maintained by SAGU. To do this the student must request the permanent record from the Registrar. Also, if the information contained in the file is determined to be incorrect, the right to a hearing to change, delete, or write explanations regarding the information in question will be granted. Should a file contain information on another student, only that information pertaining to the inquiring party will be provided.
- The student has the right to waive the option of reviewing recommendations for admission. The student opting to waive the right of inspection may sign the form "Student Waiver of Rights" provided in the Registrar's Office or sign the "Waiver of Rights" provided on the front of the recommendation forms used for admissions purposes. The student is not required to waive the right of inspection and would in no case be refused admission, or any of the services offered by Southwestern Assemblies of God University, because of failure to sign the waiver.
- The student has the right to challenge the content of his/her education records. To do this, the student should request the form "Request to Amend or Remove Educational Record" from the Registrar's Office. After completing the form, it should be presented to the Registrar, and in the event the request is not approved, a date of hearing will be set. The student may be present during the hearing and will be notified on the day of the hearing of the action taken. A scheduled fee is charged for a copy of a transcript.
- Students have until the last day of late registration to request that "Directory Information" be withheld from the public. Pursuant to the Family Educational Rights and Privacy Act of 1974, "Directory Information" includes a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended. If one does not want the "Directory Information" made public, he/she needs only to sign the form, "Notice to Withhold Directory Information," that is available in the Registrar's Office.

- This law does not grant the right to contest the grade given the student's performance in a course, or the right to examine a teacher's grade book.

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

Grievance Procedures

At SAGU AIC a student with a grievance concerning any of the conditions of enrollment shall abide by the following procedures. The intent of the procedure is to provide students with a means of representing grievances to appropriate levels of supervision, without fear of reprisal of any kind.

1. A grievance about anything related to Student Life (dormitories, food services, student ministry, or athletics) shall be reported to the Vice President of Student Development (SAGU AIC) in writing, no later than five (5) days after the student has become aware of its occurrence. Likewise, any grievance related to the academic programs or instruction should be relayed to the Executive Vice President and Administrative Dean (SAGU AIC) in writing no later than five (5) days after the student has become aware of its occurrence. (Note: grievances about grades fall under the University's policy of grade appeals and will be handled accordingly.)
2. The specific Vice President (depending on the specific area of the grievance), or other administrative designee, shall meet with the student privately to discuss the nature and substance of the grievance, in an effort to resolve the matter according to biblical principles.
3. If the student feels his or her grievance has not been satisfactorily resolved (with the exception of grade appeals which are handled through University policy), an appeal may be made to the SAGU AIC President. The appeal must be presented to the Campus President in writing. Such hearing shall be scheduled within five (5) business days of the receipt of the request.
4. A written response shall be given to the student no later than five (5) business days after the hearing. The Campus President shall be the final appeals board for all students.
5. If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1740 W. Adams, Suite 3008, Phoenix, AZ 85007, phone # 602-542-5709, website address: <http://azppse.gov>.
6. The grievance procedure outlined herein is available only to currently enrolled students at the SAGU AIC campus.

Student Complaints Concerning Instructors

The University is an institution focused on academics and student success. Because of their knowledge in the field and expertise in instructional guidance the University vests qualified instructors with the task of preparing and delivering courses related to student degree goals and evaluating student work. Consequently, instructors have the prerogative to design and require appropriate assignments, set expectations for student performance and the activities of scholarship within their courses, and provide helpful feedback and appropriate assessment to aid student progress. This prerogative is an historic standard prevalent in higher education. Therefore, any formal complaint may not be made concerning course design but concerning process and whether or not a student was treated justly. A student may appeal a final grade if one is able to demonstrate that an inappropriate grade was assigned as a result of caprice, prejudice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with clearly stated syllabus requirements or in other class-wide instructions issued by the instructor. In all steps identified below the outcomes must be documented and provided to the parties involved.

A complaint will be invalidated should it be discovered in the process that a student engaged in steps of discord, used any means including social media to defame an instructor or academic leaders, and/or sought to influence individual members of an adjudicating panel.

Should a student have a conflict over the instructor's evaluation, an assignment matter, or an issue of behavior, he/she is expected to approach the instructor individually in an effort to reach an understanding. If this fails, then the following process should be invoked. (Title IX issues are not covered in this policy. Title IX policy is addressed in The Student Handbook.)

Step 1: A student with a complaint about instructor treatment must first visit personally with the instructor with the expectation of resolving the matter or at least understanding what are the differences. No other hearings or reviews will occur without this step.

Step 2: If step 1 does not resolve the matter, the complainant must submit a complaint in writing to the Dean of the College for which the course is delivered. This shall include evidence and testimony that step 1 was followed. A form (www.sagu.edu/complaintform) is available for this purpose and it should be filed no later than 10 days after the conversation with the instructor. No complaint will be received by the Dean if the complainant refuses to commit to a written record. All persons against whom a complaint has been filed will be notified of the allegations. The Dean will commence an investigation of facts and ensure that the student and instructor meet with him/her on the matter. This investigation may include interviews of all parties involved in the dispute and the gathering of all available evidence. A complaint may be withdrawn at any step without prejudice and cannot be reopened.

Step 3: Once the investigation has concluded, the Dean shall inform the complainant of its resolution. If the student is unsatisfied with this determination, an appeal in writing may be made to the Vice President for Academics. The Vice President shall appoint a minimum of three university academic personnel as a final appeals committee to review the documentation related to the matter.

The review committee shall not convene a factfinding investigation of its own. The finding of facts shall be relegated solely to the applicable college Dean. The appeals committee shall review all available evidence to determine if University policy was followed without bias or prejudice and if judgments were made in harmony with the information provided to the class as a whole and to the complainant. If the committee finds references to evidence not provided, they shall defer to the appropriate Dean for further documentation. The decision of this committee shall be final.

In the event that a complaint may address the actions of an Academic Dean, the principles stated above will be retained. However, the student in Step 2 shall make an appeal in writing and submit it to the Vice President for Student Development (www.sagu.edu/complaintform) who shall notify the Office Academics. The Vice President for Academics shall appoint an adjudicating panel of faculty with reputable character to engage a fact-finding process and review all pertinent evidence and render a decision on the appeal. One of the panel members will notify the student and Dean in writing of the decision and forward a copy to the Office of Academics. Should this step fail to satisfy the student complaint, a final appeal may be made to the Vice President for Academics, who shall review all evidence provided by the student and the adjudicating panel and render a decision which shall be final.

The appeal policy above shall apply to all residents of the main campus and all distance education students and those studying at remote sites.

Students at **SAGU AIC and SAGU VALOR** will follow the principles of the policy above but the pathway for address is as follows: Step 1: discussion with the individual faculty member involved in the grievance; Step 2: If unsatisfactory, appeal to the local Administrative Dean or Administrative Director; Step 3: If unsatisfactory, appeal to the panel of academic personnel appointed by the Administration whose decision shall be final.

Athletics and Intramural Program

The purpose of athletics is to promote and develop good physical health practices, as well as to offer an opportunity for the student to coordinate physical effort, self-discipline, and Christian testimony in the arena of sports. Team cooperation and the development of a sense of fair play in sports are important components of this program. SAGU AIC competes in the National Christian College Athletic Association (NCCAA), Division I in Men's and Women's Basketball and Men's and Women's Cross-Country. There is also an intramural program. This program is open to the entire campus (administration, faculty, staff, and students). Visit the SAGU AIC Athletic Director for more information.

Student Organizations & Ministries

Associated Student Body

Student leaders endeavor to make SAGU AIC a better university campus by promoting Christian fellowship and cooperation among students and faculty. The Associated Student Body encourages spiritual activity, fosters school pride, promotes school spirit, and builds school loyalty. They also plan numerous activities for the student body.

Honor Societies

Kappa Delta Pi Honor Society - Kappa Delta Pi, international Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. Pioneering from its beginning by including women as well as men, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising 582 chapters and more than 45,000 members. The Society endeavors to maintain a high degree of fellowship among its members, promote professional growth, and honor achievement in educational work. The SAGU Greek Chapter of KDP, Alpha Epsilon Tau, was chartered on February 28, 2010 with twenty-seven members.

Phi Alpha Theta Honor Society - Phi Alpha Theta is a professional society with a mission to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. SAGU's first induction was 2001. The chapter seeks to bring students, teachers, and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by its members.

Sigma Chi Pi - Sigma Chi Pi is an honor society of the Assemblies of God. Its purpose is to encourage and honor outstanding academic scholarship, approved Christian character, and Christian leadership demonstrated by graduates of postsecondary schools endorsed by the Alliance for Assemblies of

God Higher Education. The name “Sigma Chi Pi” means “Diligent Christian Leader.” Membership is by recommendation of faculty vote and is limited each year to a percentage of the graduating class.

Sigma Iota Epsilon Society - Sigma Iota Epsilon is the internationally recognized honorary and professional management fraternity of the Academy of Management. The goals of Sigma Iota Epsilon are to stimulate scholarship in management, to gain recognition of the contribution and value of scholastic achievement in the management discipline, and to promote cooperation between the academic and practical aspects of management. Faculty members of the Business Department extend honorary membership to business majors taking college courses related to management in any of several business specializations. The SAGU chapter of SIE, Alpha Nu, was chartered September of 2011.

Theta Alpha Kappa Honor Society - Theta Alpha Kappa is the only national honor society for religious studies and theology. It has local chapters at colleges, universities, and seminaries across the nation honoring undergraduate and graduate students of academic excellence. In addition, TAK also recognizes faculty who serve their institutions with distinction in these fields. TAK was established at SAGU in 2009.



FINANCIAL INFORMATION



Financial Policies

Costs & Payment Schedule

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

Schedule of Fees

To view the information about charges for tuition and various fees, please visit www.aicag.edu.

Deferred Payment Plan

Students are encouraged to pay in full at registration. If students are unable to pay in full, they may take advantage of the deferred payment plan, which allows them to pay in installments over the course of each semester, as shown in the charge below:

	# of Payments	Enrollment Period	Down Payment	1st Pmt	2 rd Pmt	3rd Pmt	4 th Pmt	5 th Pmt	6 th Pmt
Fall	6	1st day of open Reg. – June 30	Due at time of Reg.*	7/30	8/30	9/30	10/30	11/30	12/30
	5	July 1 – July 31	Due at time of Reg.*	8/30	9/30	10/30	11/30	12/30	
	4	August 1 - End of late Reg. period	Due at time of Reg.*	9/30	10/30	11/30	12/30		
Spring	5	1st day of open Reg. – Dec. 31	Due at time of Reg.*	1/30	2/28	3/30	4/30	5/30	
	4	January 1 - End of late Reg. period	Due at time of Reg.*	2/28	3/30	4/30	5/30		
Summer*	2	1st day of open Reg. - end of late Reg. period	Due at time of Reg.*	6/15	7/15				

*DE Courses only

B Session Only			
	1/3 Down	1/3 Payment	Final Payment
Fall	Registration	11/30	12/30
Spring	Registration	4/30	5/30
Summer	Registration	7/15	8/15

Down Payment:

Undergraduate Dorm Students (12+ hours)	\$2,500
Undergraduate Off-campus & Distance Education Students (12+ hours)	\$1,500
Undergraduate Students (On-campus & Distance Education – 11 hours or less)	1/3 total charges

The remaining semester charges, after the down payment, will be divided equally among the remaining installments.

There is a fee of \$60 charged to use the deferred payment plan. A late payment fee of \$20 will be added each month a scheduled payment is missed.

Student Account Classifications

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

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

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

Delinquent Accounts Policy

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

Refund Policies

Overpayment

Student accounts with overpayment due to financial aid will be refunded within 14 days after SAGU has received the financial aid from the vendor and it has been applied to the account. Once an overpayment refund has been issued, the student has 240 days to cash the check. If 240 days pass and the check has not been cashed, SAGU will return the funds to the appropriate vendor. For all refunds resulting from Title IV aid, the funds will be returned to the Department of Education. For all refunds resulting from non-Title IV aid, the funds will be sent to Texas Unclaimed Property.

Three-Day Cancellation

An applicant who provides written notice of cancellation within three days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, the school shall provide the 100% refund.

Other Cancellations

An applicant requesting cancellation more than three days after signing an enrollment agreement and making an initial payment, but prior to entering the school, is entitled to a refund of all monies paid, minus the enrollment fee of \$50.

Withdrawal and Termination

Upon withdrawal or termination, all amounts due to SAGU are payable in full. No refund is given for fees. All financial aid that was previously awarded for subsequent semesters in the current school year is cancelled at the time the student withdraws. In order for the student to be re-awarded, he/she must submit a written notice of intent to re-enroll to the Financial Aid Office.

Fall and Spring Semesters

Any student who withdraws, terminates, or drops a class during the normal fall or summer semester will be refunded tuition, room and board according to the following schedule:

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

Refunds are not issued past the 5th week of class. All fees are non-refundable.

A and B Session Refunds will be based on the following schedule:

Session A: First and Second Week of Classes	100%
Session B: First and Second Week of Classes	100%

Refunds are not issued past the 2nd week of classes. All fees are non-refundable.

Summer Session Refunds are based on the following schedule:

First and Second Week of Classes	100%
Third Week of Classes	50%

Refunds are not issued past the 3rd week of classes. All fees are non-refundable.

For specific dates, please see the academic calendar.

Housing and meal charges will be refunded at pro-rated amounts based upon the number of weeks a student was enrolled for the semester, through the fifth week of class.

After the fifth week of classes no refunds will be made on tuition, housing, or meal charges. No refund will be given for fees.

Return of Institutional Grants and Scholarships

If an institutional grant or scholarship recipient withdraws during a semester, the unearned amount of the grant or scholarship will be returned to the institution according to the tuition refund schedule. For example, if a student withdraws during the 100% tuition period, 100% of the student's institutional aid will be returned to the institution. The chart below identifies the full schedule of how institutional aid will be returned:

Tuition Refund Percentage	Return of Institutional Aid Percentage
100%	100%
75%	75%
50%	50%
25%	25%
0%	0%

Financial Aid Policies

The following policies and funds are specific to the undergraduate student. Please see the Graduate Academic Catalog for policies and funds related to the Graduate Student.

Application Dates

Applications for financial assistance are available after January 1 of each year for the following academic year (August-May). The Free Application for Federal Student Aid (FAFSA) can be submitted on-line at www.fafsa.gov and should be completed by March 1. Priority is given to students whose FAFSA's are submitted by March 1 and whose files are accurate and complete by April 15. To have funds ready at registration, the following deadlines are suggested: Apply by May 1 and have a complete and accurate file by July 1. Students planning to attend summer school need a FAFSA filed for the academic year preceding the summer session. Students are required to apply for institutional aid prior to the end of late registration each semester. After the end of late registration, students cannot be awarded any additional institutional financial aid even if otherwise eligible.

Financial Aid Eligibility

The financial aid lock in date is the last day a student can receive a 100% refund. This date will determine Pell Grant and Stafford Loan eligibility. Classes added after this day will not be eligible for additional federal or state aid. Federal Pell Grants will prorate by the number of credit hours registered in on this day. Students receiving Pell funds are required to attend at least one class period in each course to become eligible for funding. Stafford Student Loan eligibility requires a student to be locked into no less than six (6) credit hours. In order to qualify for state financial aid, students must lock into the required number of hours for each program. Please see the Financial Aid Office for these program requirements.

Return of Title IV (Federal Financial Aid) Policy

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

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

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

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

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

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

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

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

Unofficial Withdrawals and Earning All Non-Passing Grades

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

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

Post-Withdrawal Disbursement

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

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

Returning Title IV Funds

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

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

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

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

Overpayments

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

Non-Attendance

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

If you fail to begin attendance in all of the courses for which you are registered, you will have failed to establish eligibility for financial aid. Therefore, repayment of all received financial aid is required.

Last Date of Attendance Determination for Programs That Take Attendance

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

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

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

Federal vs. Institutional Refund Policy

The requirements for federal Title IV program funds when you withdraw are separate from any refund policy that SAGU has regarding institutional grants and scholarships or other non-federal financial aid. Therefore, **federal funds may not cover all unpaid institutional charges due to a**

student's withdrawal, and you may still owe funds to SAGU to cover any unpaid institutional charges. SAGU may also charge you for any Title IV program funds that we were required to return. When you approved your bill for the semester, you were emailed a copy of SAGU's return policy to your LionMail account. If you do not have access to this or are not familiar with SAGU's refund policy, you should contact the Student Billing Office at StudentBilling@sagu.edu or (972)825-4645 to ask for a copy.

Withdrawal Requirements and Procedures

You may contact the Registrar's Office at registrar@sagu.edu or (972)825-4640 so that they can provide you with the requirements and procedures for officially withdrawing from school. When considering withdrawing from the University, students are encouraged to contact the Financial Aid Office first to see how the withdrawal could affect their aid. The Financial Aid Office will assist the student in making an informed decision. Students can contact Financial Aid at financialaid@sagu.edu or by calling (972)825-4730.

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

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

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

Additional Questions

If you have questions about your Title IV program funds, you can contact the Financial Aid Office at financialaid@sagu.edu or (972)825-4730. You may also call the Federal Student Aid Information Center at (800)4-FEDAID [(800)433-3243]. TTY users may call (800)730-8913. Information is also available on Student Aid on the web at www.studentaid.ed.gov.

Satisfactory Academic Progress Policy (SAP) - Undergraduate

Southwestern Assemblies of God University is required by law to formulate standards to gauge the progress of students receiving financial assistance through federal, state or institutional aid programs by applying both qualitative and quantitative measurements to academic work [34 CFR 668.16(3)]. These measurements shall be used to determine a student’s eligibility for all federal Title IV aid and for other need-based financial assistance, unless the terms of a particular grant or funding source states otherwise.

Time Frame Used in Measuring Progress

All SAP measurements are calculated annually at the end of the spring semester for all programs. Financial Aid Suspension will go into effect at the start of the following fall semester.

Qualitative Progress Measurement: Minimum Cumulative Grade Point Average

A cumulative Grade Point Average (CGPA) of 2.0 or higher must be attained by the end of the student’s first spring semester. Students that transfer credits from other institutions will also have this GPA calculated in the CGPA. This average must be maintained at the end of each subsequent spring semester for a student to continue to receive financial aid. Students who do not meet this minimum CGPA requirement will be placed on Financial Aid Suspension. According to SAGU academic grading policy, only the latest grade for a repeated course is calculated into the CGPA. More detailed information on how the CGPA is calculated can be found under the Academic Policies in the catalog.

Quantitative Progress Measurement No. 1: Number of Credit Hours Required to Complete

When students enroll for classes and receive financial aid to pay for them, students are expected to complete those classes. If students do not complete at least 70 percent of the credit hours that are attempted during the year, the student will be placed on Financial Aid Suspension. Only passing grades count as successful completions. Incomplete or other grades that do not result in earned credits will not count as completions.

Hours Attempted	Hours Required to Complete	Hours Attempted	Hours Required to Complete
24	18	23	16
22	15	21	14
20	14	19	13
18	12	17	12
16	11	15	11
14	10	13	9
12	8	11	8
10	7	9	6
8	5	7	5
6	4	5	4
4	3	3	3

Quantitative Progress Measurement No. 2: Maximum Time to Complete a Degree

Students must select a program/degree of study before they can receive financial aid. When students receive financial aid to help pay a program/degree of study, they are expected to complete that program without taking a lot of time.

A student's progress may be evaluated for only one program at a time. Each financial aid applicant must select a primary program/degree of study prior to receiving financial aid payments. A student who is concurrently completing more than one program or major may request additional time to complete the program. A request for additional time must be submitted in writing to the Financial Aid Office.

To make sure that students complete their program in a reasonable amount of time, a limit set by law has been placed on the number of hours that students can attempt in order to complete the program/degree. That limit is 150 percent of the minimum number of hours required to complete the program/degree. (For example, if you are in a program/degree that takes 66 hours to complete, you must finish your program within 99 attempted hours. If you are in a program/degree that takes 120 hours to complete, you must finish your program within 180 attempted hours.)

Once students reach the 150 percent limit, they will no longer be able to receive additional financial aid payments. There are many variables that go into calculating that limit, including, but not limited to:

1. All attempted credit hours are counted regardless of whether or not financial aid was received to pay for them.
2. Any transfer hours that are accepted from other colleges toward completion of the program are counted. If you are a transfer student, you must submit transcripts from all previous colleges.
3. If a course is repeated, all attempts are counted.
4. If a student withdraws from a course, it is still counted as an attempt.

Note: If a student cannot complete the program within the 150 percent limit, they will be placed on Financial Aid Suspension when that determination is calculated. Students have the ability to submit an appeal for this determination.

Financial Aid Suspension

If a student fails to meet any one of the SAP measurements described above, they will be placed on Financial Aid Suspension. While on suspension, students will not be eligible to receive any financial aid. Students will be notified of this via their campus email address.

Reinstatement Procedures

To regain financial aid eligibility, a student must pay the expenses related to at least half-time enrollment (6 or more hours in a semester) during the period of suspension and satisfy all SAP requirements. After meeting all SAP requirements, the student must request reinstatement of eligibility in writing to the Financial Aid Office.

Appeal Process

Students placed on Financial Aid Suspension may petition the Financial Aid Department to consider mitigating (special) circumstances that resulted in inability to meet the SAP requirements. The appeal must be typed and must include the Suspension Appeal Form, an explanation with

supporting documentation (i.e., medical statements, divorce documents, letters of unemployment, etc.) of the reason(s) the minimum academic standards required by SAP policy were not achieved. Additionally, each appeal must be submitted with a letter of endorsement from an SAGU faculty/staff member. The appeal narrative and documentation should also demonstrate that the adverse circumstances have been resolved.

All appeals will be reviewed within 7 business days of the Financial Aid Office's receipt of a complete appeal (appeal form, student's appeal letter, endorser letter and supporting documentation). Notification of the review will be sent via SAGU email.

For appeals that have been approved, students will be placed on Financial Aid Probation for one academic year, beginning with the next fall semester. SAP will be calculated again at the end of the spring semester; if the cumulative standard is met, students will be placed back in good standing. Students that meet SAP for the academic year, yet are not meeting the cumulative requirement, will remain on Financial Aid Probation until the requirement is met.

For students that have been denied, there is another level of appeal. The student must request, in writing, a review by the Financial Aid Committee. Appeals that have been approved at this level will be required to see an academic counselor in order to tailor the class schedule for student success.

Developmental Course Work

Students may take up to 30 hours of developmental course work and receive financial aid for those costs. These hours do not count toward the 150 percent limit to complete the student's degree, but they will be measured against Quantitative Measurement No. 1 described above. Once the student has attempted 30 developmental hours, he/she will only be paid for attempts of credit hours toward their program. The student cannot receive financial aid to pay for extra developmental hours.

Summer Enrollment and SAP

When calculating the SAP status, summer attempted hours will be counted toward the 150 percent maximum, and summer grade points earned will be calculated as part of the cumulative grade point average. The rule pertaining to completion of a minimum number of attempted credit hours will not be calculated for summer enrollment.

Financial Aid Will Not Pay For:

- Any credit hours in excess of the 150 percent maximum program limit (see discussion of Quantitative Measurement No. 2 above)
- Courses taken by audit
- Credit hours earned by placement tests
- Courses registered for after the official certification date of the semester (last day to receive 100% refund)

Financial Assistance

A number of scholarships, grants, loans, and work opportunities are available to help students. Further information and applications are available through the Financial Aid Office. Funding sources are subject to change without notice.

Federal Assistance Programs

General Eligibility Requirements and Deadlines

A student seeking financial aid must be a U.S. citizen or an eligible non-citizen; be seeking a degree, diploma or certificate; have a high school diploma, GED, or prove ability to benefit by passing an approved test; not be in default on any educational loan; not owe a refund on a federal grant; agree to use federal aid solely for educational purposes; and make satisfactory academic progress.

Applications for federal student aid must be submitted on an annual basis. The Free Application for Federal Student Aid (FAFSA) and the Institutional Financial Aid Application should be filed as soon after the first of the year as possible. Priority consideration is given to students who submit these documents by March 1 and complete their files by April 15 for the next academic year. Financial aid packets are available in the Financial Aid Office.

Federal Pell Grant: This is a federally funded grant based on financial need. A Free Application for Federal Student Aid (FAFSA) must be filed annually to determine eligibility. The FAFSA may be completed online at www.fafsa.gov. The amount of the grant depends on the student's (a) family contribution, (b) enrollment status, and (c) length of time enrolled during the academic year.

Federal Stafford Loan Program (Subsidized and Unsubsidized): The Stafford Loan is a low-interest loan made by a participating lender such as a bank, credit union, or savings and loan association. Students may borrow an annual maximum of \$3,500 per year as a freshman, \$4,500 per year as a sophomore, and \$5,500 per year as a junior and senior. Additional unsubsidized loan money is available under certain circumstances. Minimum monthly payment is \$50 per month and payment begins six months after the student ceases to be enrolled at least half time. Maximum repayment period is ten years.

Federal Parent Loan for Undergraduate Students (PLUS): PLUS Loans are meant to provide additional funds for educational expenses at a current rate of interest. Parents may borrow up to the cost of attendance minus any other aid for each child who is attending at least half time as a dependent undergraduate student. Normal repayment options require payments beginning within 60 days of the final disbursement. However, repayment options vary; contact your lender regarding these options. Parents can apply online at www.studentloans.gov.

Bureau of Indian Affairs Grant (BIA): Students should contact the area BIA Office in which they are registered to determine eligibility. Students may be required to submit a FAFSA.

Veterans Benefits: Veterans and veteran dependents may be eligible for Educational Benefits through the Department of Veterans Affairs. Contact your area Veterans Affairs Office to see if you meet eligibility requirements. Veterans are certified for enrollment through the Registrar's Office. Student eligibility for VA Rehabilitation is processed through the Financial Aid Office.

Scholarships and Grants

Institutional Scholarship and Grants

SAGU provides various institutional scholarships and grants for undergraduate students. Examples of such are as follows: Academic Scholarships, Assemblies of God Minister and Missionary Dependents Grants, Sibling Grants, and SAGU Faculty Dependents Grants. Please refer to the www.aicag.edu for a complete listing of all Institutional Scholarships and Grants as well as details regarding eligibility requirements and the application process for each.

Donor Scholarships

SAGU AIC provides several Donor Scholarships of varying amounts that are awarded to students who have been enrolled for at least two semesters.

District/Network Scholarships

Students who attend Assemblies of God churches within Districts that provide scholarships may explore their eligibility with their District or Network Offices.

ACADEMIC INFORMATION



Admissions Policies

Religious Experience

All applicants admitted for studies at SAGU AIC must evidence a born again spiritual experience as defined by the following passages of Scripture: John 3:3; Ephesians 2:8-9; Titus 2:11; 3:5-7; and I John 1:7-10. Applicants are expected to have accepted Jesus Christ as their personal Savior and Lord and be striving to live a Christian lifestyle. A pastoral recommendation is required (not required for licensed or ordained ministers with the Assemblies of God or other recognized denominations) as part of the application process.

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

Admissions Deadlines

For admissions in Fall, the Priority Deadline* is June 15th. The Regular Admissions Deadline is open until August 15th.

For admissions in Spring, the Priority Deadline* is October 1st. The Regular Admissions Deadline is open until January 2nd.

For admissions in Summer, the Priority Deadline* is April 1st. The Regular Admissions Deadline is open through May 1st.

**Priority Deadline indicates the latest preferred date that the admission process is begun. Applying by this date helps insure all needed documents can be completed before registration. In addition, early applicants receive higher consideration for institutional scholarships, grants and University housing. All prospective students are encouraged to make application as early as possible within 18 months of expected enrollment.*

First-Time Freshmen Admission

Students applying as First-time freshmen must meet the following requirements for admissions consideration. First-time freshmen are students who have no college experience after high school graduation.

1. Submit an official high school transcript showing the date of graduation and a minimum GPA of 2.0* from an accredited public or private high school, home school, or proof of high school equivalency (GED). High school transcript must include the appropriate college preparatory classes. Students without appropriate high school transcripts on file may not be eligible for state or federal aid.
2. Submit a completed and signed application for admission. You may apply online or print the needed documents at www.aicag.edu/admissions. All prospective students are encouraged to make application as early as possible within 18 months of expected enrollment.
3. Submit a \$35 **non-refundable** application fee; this fee is a one-time processing charge.

4. Submit the Pastoral Reference. The form should be from a licensed or ordained minister who has personal knowledge of your Christian lifestyle, ministry, and moral integrity.
5. Submit scores from the American College Test (ACT) or Scholastic Aptitude Test (SAT) taken within the last 5 years. The ACT test is preferred. The minimum score required for the ACT is a composite of 15*, or a combined SAT Equivalent. See www.collegeboard.org for SAT to ACT conversion.

All materials submitted during the admissions process become property of SAGU and will not be returned.

**Students that do not meet the minimum academic admissions requirements may be considered for admission on a case-by-case basis as determined by the Admissions Committee. Contact your Admissions Counselor for more information.*

Admission of Home-Schooled Students

Home-schooled students are encouraged to apply for admission. The Admissions Office works with home-schooled students individually considering each situation as unique. Requirements are the same as other freshmen or transfer applicants. A record of grades from grades 9-12 must be submitted in the form of a transcript, or GED certification. An ACT or SAT score is also required.

Home-schooled students under the age of 17 who do not have a high school diploma from an accredited high school or organization, and do not have a GED, may be admitted under a “non-degree seeking” status. By law, these students are not eligible for state or federal financial aid until they reach the age of 17, but may be eligible for institutional aid. At age 17, these students will be changed to “regular-degree seeking” status, at which time they may be eligible for state and federal financial aid.

Mandatory Vaccinations

Arizona has no mandatory vaccination laws for college students. If any SAGU AIC students matriculate to the Waxahachie Campus, vaccinations may be required. (See the Waxahachie campus catalog)

New Student Orientation and Strategies for Student Success

All new on-campus students will be required to attend and participate in SAGU’s New Student Orientation and the course GES 1122 Strategies for Student Success during their first semester at SAGU. Students beginning in the summer semester will be required to participate in the following fall semester.

On-campus students transferring into SAGU with less than 30 hours will be required to take the course GES 1122 Strategies for Student Success and attend SAGU’s New Student Orientation. Students with 30 or more transfer hours may have the course GES 1122 Strategies for Student Success waived; however, the required hours will be added to the student’s general electives. Students with over 30 transfer hours are also strongly encouraged to attend the New Student Orientation.

All new undergraduate Distance Education students are required to take GES 1122 regardless of the number of transfer hours.

Technology Expectations

It is expected of every student to have access to a reliable computer or mobile device in order to write papers and create other classroom assignments or exams. Additionally, students will need regular access to a reliable high speed internet connection.

Students in undergraduate programs will need to purchase or have access to the Bible software programs that the university recommends in order to complete required assignments within the General Biblical Studies portion of the degree. Other courses may also require online software as part of the required texts for the course to be completed successfully.

Students will have unlimited access to computers and the Bible software programs during Library business hours. Unlimited WiFi access is available campus wide.

Credit by Examination

The following policies and procedures govern all credit awarded through any advanced placement or credit by examination program:

1. Credit by examination may be earned for:
 - a) any course (or its equivalent) in which the student has not attempted* at SAGU or another institution.
 - b) any subject area in which the student has not already earned credit for a more advanced course, except by permission of the Vice President for Academics.
 - c) any course for which the student has not already received a grade.
2. Credit by examination courses are recorded on the transcript as a credit (CR) rather than a letter grade and are not semester specific.
3. A student may receive credit for a maximum of 25% of course work toward a degree. These hours do not count as credit earned in residence.
4. Credit received by examination satisfies degree requirements in the same way as credit earned by passing courses.
5. Students may not attempt credit for a CLEP examination for a course in which a failing grade has been earned at any educational institution.
6. Students desiring undergraduate credit based upon examination must take the examination at least one semester prior to the semester of their graduation.
7. Students who enter SAGU with credit by exam scores are required to officially declare any CLEP, AP, or ACT credit within their first academic year.
8. A recording fee will be charged per credit hour for CLEP, DAN TES or Departmental Exam credit. See current fee schedule for amount.
9. Credit will be posted after student officially matriculates and appropriate fees (if necessary) are paid.

**Attempted is defined as being enrolled in the course long enough to show up on the student's transcript.*

ACT Scores

Any student scoring between 27 and 28 on the English portion of the American College Test (ACT) will be exempted from taking ENG 1113 Composition and Rhetoric I. Students scoring between 29 and 31 will receive academic credit for ENG 1113 Composition and Rhetoric I. Students scoring a 32

or higher on the English portion of the ACT will receive academic credit for ENG 1113 Composition and Rhetoric I and ENG 1123 Composition and Rhetoric II.

Students scoring a 22 or 23 on the Math portion of the ACT will be exempted from taking MTH 1113 College Math, if required. Students scoring a 24 or 25 on the Math portion of the ACT will be exempted from taking MTH 1123 College Algebra, if required. Students scoring 26 or higher on the Math portion of the ACT will receive academic credit for MTH 1123 College Algebra.

Students scoring a 26 or higher on the Science portion of the Act will receive academic credit for BIO 1113 Biological Science and BIO 1111 Introductory to Biology Lab.

Students exempted from taking a course must make up the hours in their general electives. Scores must be from a nationally administered test and must be sent directly to the University from ACT. All scores must be validated by the Registrar's office prior to the awarding of exemptions or credits. Students may not receive ACT credit for courses in which they already have credit.

Advanced Placement (AP) Program

High school students with superior academic achievements may earn college credit through the College Board Advanced Placement Program. Scores should be submitted to the Registrar's Office. Only scores of 3, 4, and 5 will be considered for credit.

College Level Examination Program (CLEP)

CLEP tests are designed to evaluate nontraditional college-level education such as independent study, correspondence work, etc. Both enrolled undergraduate students and entering freshmen may receive CLEP credit for CLEP tests, which are classified as "Subject Examinations." Scores are not accepted for CLEP "General Examinations." Credit will be awarded based on the University's criteria and required scores. (Students are not eligible to earn ENG 1113 credit by examination if they have earned more than 30 credit hours.)

Defense Activity for Nontraditional Educational Support (DANTES) Program

Enrolled undergraduate students and entering freshmen may receive DANTES credit for some examinations. Credit is awarded on a course-by-course basis as recommended by the Registrar. Credit will not be accepted for business, English, foreign languages, history or speech courses. Contact the Registrar's Office for information.

The International Baccalaureate (IB) Program

Students who received their diploma through the International Baccalaureate program will receive college credit on the Higher Level International Exam with a test result of 4 or better. The amount of credit awarded will depend upon test scores. The hours will only be awarded after review of the International Baccalaureate transcript.

Early Admission/Dual Credit Program

The Early Admission/Dual Credit Program is designed for high school students who wish to enroll in college level courses. Students may enroll in up to 6 credit hours per semester. These students are considered non-degree seeking students until fully admitted to the University. Contact the Admissions Office for current requirements and pricing.

Admission as a Transfer Student

Transfer students must meet the same admissions requirements as entering freshmen. (See above.) Transfer students are students who have attended college after graduation from high school. However, students transferring into Southwestern with at least 21 hours of applicable transfer credit may have their high school transcripts and ACT or SAT score requirements waived. *Applicable credit is defined as credit that applies to the student's intended degree program at SAGU.* SAGU reserves the right to request transcripts or scores from students, regardless of total number of credits transferred.

SAGU requires that transfer students request official transcript(s) from each college attended. Transcript(s) must be sent directly from the previous college to the SAGU-AIC Admissions Office. Transfer students are expected to have eligibility to re-enroll in the last school attended. Any enrollment permitted without an official transcript is only provisional and students may not be permitted to re-enroll without official transcripts on file. Additionally, no transfer credit will be allowed until a satisfactory transcript is on file. Students entering with this status are considered freshmen until official transcripts are received, evaluated, and processed. This may have an effect on state and federal financial aid.

Transferring from Unaccredited Institution

Students transferring in from unaccredited institutions are required to submit ACT or SAT scores, regardless of total number of credits transferred. Scores will be used for academic placement. For complete details concerning SAGU's unaccredited institution policy, please refer to the Transfer Policy section.

Academic Status

When determining a transfer student's academic status, the total number of hours attempted and cumulative grade point average from all transfer schools are used. Any student transferring into SAGU whose cumulative grade point average falls below SAGU standards will be placed on the appropriate academic status. If deemed necessary, a student may be given conditional admittance as determined by the Admissions Committee.

Admission of Former Students

Former students* seeking to re-enroll must:

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

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

Admission as a Special Student

Applicants who do not want to pursue a degree, but want to take courses can apply as Special Students. As non-degree seeking students, Special Students are ineligible for state and federal financial aid and are limited to a maximum of 12 credit hours total. Special students may not apply to become degree-seeking students between sessions in the same semester.

Divorced/Separated Students

Divorcees who have not remarried, and whose former spouse is still alive, may be admitted only on the following conditions:

1. The divorce must have been legally finalized for at least three months prior to admission.
2. The applicant must agree to pre-registration counseling with the Dean of Students and to reside off campus if required. Dating is prohibited without the consent of the Vice President for Student Development and the parents. Persons who are separated from spouses are not permitted to date.

The University reserves the right to grant admission based upon the facts found in each individual case.

Former Inmates of Penal Institutions

Anyone who has been in a penal institution shall re-establish himself/herself in society for at least one year prior to the date of application before coming to SAGU. The following guidelines are followed:

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

Transfer Policies

Transfer of Credits from Accredited Colleges or Universities

Credit for courses that have been earned at other regionally accredited colleges or universities with a grade of "C-" or above and meet the requirements of the student's chosen degree may be transferred into undergraduate studies at SAGU. Courses completed with a grade of "D+" or below will not be accepted in transfer. SAGU only transfers credit to meet course requirements for graduation. With the exception of transient courses, grades received at other institutions are not entered on SAGU transcripts and do not count toward the student's GPA. Transient courses - courses taken by continuing SAGU students - will still have grades recorded on the SAGU transcript.

Students must request official transcripts from their previous institutions be sent to the Admissions Office in order to transfer credit. Official transcripts must come directly from the sending institution. The University determines acceptable transfer credit from other institutions based on evaluation of course content as described in the catalogs of those institutions and in consultation with appropriate academic units at SAGU as necessary for clarification. Transfer credit may only be received for course work completed at regionally accredited institutions, or institutions which satisfy SAGU's Unaccredited Institution Policy. A lower-level course that is transferred for an upper-level course does not count towards the upper-level hour requirement.

New/Returning Transfer Student

For policies concerning transfer credit for new and returning students, please refer to section entitled Admission as a Transfer Student.

Current Student

Continuing students – students currently enrolled - planning to transfer courses from other colleges should check with the Registrar’s Office before taking any course work. Students who are within the last 30 hours of their degree can only transfer six (6) additional hours. Continuing SAGU students who take courses as transient students at other institutions may transfer their grades back to SAGU.

Transfer of Credits from an Unaccredited College

In order to have courses from an unaccredited college evaluated, the student must complete the following steps:

1. An official transcript (signed and sealed) must be sent directly from the college to the Admissions Office.
2. An official transcript from the sending college as to the duration of courses must be provided. This must include how many minutes the course met each day, how many days it met each week, and how many weeks it met in each semester.
3. Letters from at least three (3) colleges that are regionally accredited or accredited with the ABHE (Association for Biblical Higher Education) that indicate acceptance of the credits from the unaccredited college in question must be submitted. In addition, a statement of how the credits are accepted should accompany the letters (for example, the credits are accepted on probation, only half of the credits are accepted, only Bible courses are accepted, etc.).
4. A catalog that has a full course description of each course represented on the transcript must be provided.
5. The student must provide a syllabus for each course.
6. Please note that students transferring credits from unaccredited institutions will be required to submit ACT/SAT scores regardless of total number of hours transferred.

Finally, the student must validate the transfer of unaccredited courses by earning at least a 2.0 grade point average during the first 24 credit hours of study at SAGU.

Transfer of Developmental Course Work

Please refer to section following entitled Developmental Studies Courses Policies.

Military Credit

Credit is reviewed on a course-by-course basis. Former military personnel may receive up to four (4) hours of physical education credit with proper documentation.

Vocational/Technical Credit

General Guidelines for Acceptance of Vocational Type Credit

SAGU will accept a limited amount of vocational/technical credit towards the completion of a degree. Courses that are terminal in nature and focus on a single trade or craft (cosmetology, massage therapy, automotive, etc.) are not eligible for transfer. Also, SAGU will only transfer credit from institutions for which transfer is a stated option and are accredited by a CHEA-recognized

accrediting agency. SAGU does not accept vocational credits that are awarded through Continuing Education Units (CEUs).

Courses eligible for transfer should meet the following requirements:

1. Courses are transcribed as college credit and are not terminal in nature.
2. Transferring institution is accredited by a CHEA-recognized accrediting agency.
3. Courses cover a range of intellectual and professional skills rather than narrowly focusing on a repetitive single skill set or craft.

Acceptance of Credit for Courses in Which SAGU Does Not Offer Programs

SAGU will accept up to 12 elective hours of vocational, technical, or applied sciences credit towards degrees in which SAGU does not have a specified emphasis in the coursework being transferred. Credit will be evaluated for quality, content, and learning outcomes. The general guidelines for acceptance of vocational credit as stated above apply. Courses eligible for transfer should employ a theoretical framework and higher-order thinking skills for the vocation in which they are being trained.

Acceptance of Credit for Courses in Which SAGU Offers A Program

For technical coursework in which SAGU does have an area of emphasis (Criminal Justice), transfer credit will be assessed on a course-by-course basis for applicability. All credit must still meet the general guidelines for acceptance as stated above.

Correspondence Work

SAGU will accept up to twelve hours of correspondence work from a regionally accredited university toward a degree.

Developmental Studies Course Policies

Developmental studies courses, as listed below, are integral to the success of those students entering the University with academic challenges. Placement of students into such courses is dependent upon entrance examination scores and any applicable transfer credits. Enrollment in a developmental course incurs the same charges and is valid for the same financial aid as non-developmental courses. Successful completion of a developmental course does not apply toward a student's degree completion.

Achievement in Mind (AIM) I (GES 0011) and II (GES 0021): Placement in these courses is determined at the time of initial enrollment, based upon composite ACT scores.

Crossroads (GES 0031): Required for all students with the academic status of Academic probation.

English Development: Upon initial enrollment, students with an ACT English score or Reading score below 18 or the equivalent SAT Critical Reading score or below are required to enroll in ENG 0113, Integrated Reading and Writing, their first semester. Students who demonstrate mastery of learning outcomes, including a final essay, will be eligible to enroll in ENG 1113, Composition and Rhetoric I. Students may repeat this course for credit until they have met course objectives. Students with scores of 18-19 (or the SAT equivalent) will enroll in ENG 0111 Composition Lab, concurrently with ENG 1113, Composition and Rhetoric I.

Math Development: Upon initial enrollment, students with an ACT Math score of 20 or below or an SAT Math equivalent are required to enroll in MTH 0043 Developmental Math Sequence in their first semester and master a designated number of modules, determined by the level of mastery indicated on the placement exam, in order to earn credit. Students may repeat this course until they have mastered all of the modules determined by their initial placement results and required for their degree plan's General Education Math course.

Transfer of Credits From or To Other Colleges or Universities

In addition to other transfer policies, students may not receive credit toward graduation requirements for courses that SAGU deems "developmental" or "remedial." If credit is received for these hours at another university, SAGU may use these credits as a placement device into subsequent courses.

SAGU does not authorize the transfer of the following courses to any college or university for standard graduation credits. Use of these courses as a placement tool is purely via institutional prerogative. These courses may be considered "developmental" or "remedial." Each of these courses will receive a grade of Credit/No Credit (CR/NC).

Academic Policies

Required Student Participation in University Surveys

SAGU engages in an ongoing program of assessment to determine the effectiveness of its education programs and services and to make informed strategic planning decisions. This process, under the direction of the Vice President for Institutional Effectiveness, involves the participation of students in nationally standardized assessment instruments as well as tests and surveys developed within the University. The type and frequency of assessment instruments will vary according to the needs of the University. SAGU expects each student to participate in the following events as directed by the University:

Graduating Student Survey

Administered during the last semester of all graduating students

Assessment of General Education Progress

Administered to all Juniors

Student Satisfaction Inventory

National Survey of Student Engagement

Career Services Exit Questionnaire

Residence Hall Survey

Other surveys as needed

Academic Records

Student records are housed in the Registrar's Office. All documents created by the institution or received by the institution on behalf of the student become the property of SAGU. Except for the SAGU student transcript, SAGU does not release copies of those documents to any other entity or the student. Students seeking records that originated with other institutions or entities will need to submit requests directly to those entities.

SAGU transcripts may be requested by the student in writing for a fee. Transcripts will be released only when students are clear of all financial obligations to the University and are current on all student loans. Grade reports are available online after the conclusion of each semester. If a student wishes to petition a grade it must be done in writing to the Registrar's office.

Classification of Students

Classification of students is determined on a semester basis. Classification will be determined as follows:

- Freshman: 0-29 hours
- Sophomore: 30-59 hours
- Junior: 60-89 hours
- Senior: 90 or more hours
- Full-time Student: A student who is carrying at least 12 semester hours
- Part-time Student: A student who is carrying less than 12 semester hours
- Special Student: A student who is not pursuing a degree

The Unit of Credit and Student Load

SAGU has two modalities for course offerings: On-campus and online. SAGU calculates course credit for both modalities using the semester credit hour based on the Carnegie Unit. On-campus courses generally assume students to have 15 contact hours a semester per credit hour, and students are expected to prepare to spend two (2) hours outside of class for each hour spent in class. This ratio applies regardless of the duration of the course.

Online courses do not require contact hours, but SAGU has established guiding principles for online courses based upon the Carnegie Unit regarding the expected academic rigor to ensure a quality learning experience for each online course. For an online course, the required student learning activities are equivalent to 38 hours of expected time investment per semester credit hour the course is offered. This ratio applies regardless of the duration of the course.

The exceptions to these credit calculations are remedial, skill-based or lab-based course (e.g., Developmental courses, Music Performance courses, Science Labs, Physical Education courses, Practicum/Internships etc.).

While online courses do not require physical seat time, SAGU ensures a quality experience through course rigor and outcome assessments. Online and on-campus students should expect to spend two hours in preparation each week for every one credit hour course (3 credit hour course x 2 hours preparation = 6 hours per week/per course).

To help students succeed in their academic and career goals, SAGU has established the following student load policies for the two course modalities and course durations.

All Undergraduate Degree-Seeking Students

- Students must enroll in a minimum of 12 credit hours during the semester to be considered full-time. Full-time enrollment calculations may include any combination of regular semester or A/B session coursework provided that the student enrolls, completes, and/or withdraws from the courses according to U.S. Department of Education regulations.
- Students enrolled in less than 12 credit hours during the semester are part-time.
- Students desiring to take any combination of credits equivalent to 21 or more semester credit hours in a single Fall or Spring semester or 17 or more semester credit hours in the Summer must secure special permission from the Dean for Academic Services.

Students Who Are Not Conditionally Accepted or on Academic Probation

- Students are limited to a maximum of 20 credit hours per Fall or Spring semester and 16 credit hours in the Summer, which includes all A/B session and regular semester courses.
- Students eligible to take A/B session courses may not enroll in more than ten (10) semester credit hours per session during Fall and Spring semesters and eight (8) semester credit hours per session during the Summer.

Conditionally Accepted Students or Students on Academic Probation

- Conditionally Accepted (CA) students are limited to a maximum of 13 credit hours per semester in accordance with their Conditional Acceptance stipulations*.
- Students on any type of Academic Probation are limited to a maximum of 14 credit hours per semester in accordance with their Academic Probation contracts*.
- Students eligible to take A/B session courses may not enroll in more than seven (7) credit hours per session.

Regardless of course type and modality, all student load policies operate on the overarching principle that the process of learning takes time and effort to achieve. Further, students should not be in course load situations where, based on available information, they are unlikely to succeed.

**Individual stipulations may vary depending on the academic needs of the student.*

Semester Calendar

SAGU operates on a semester calendar with regard to processes and policies related to graduation, academic statuses and enrollment statuses. Accordingly, the following definitions will apply to all SAGU students regardless of how they are taking courses:

Semester/Term: Fifteen-week period of courses during Fall and Spring. Twelve-week period of courses during Summer.

Session: Seven-week period of courses within Fall or Spring semesters. Six-week period of courses during the Summer semester.

Last Day of Semester: Final day of semester and academic period for regulatory purposes. The last day of the semester is typically the last day of final exams.

Session End Date: Last day of courses for six or seven-week sessions.

Conferral Date: Last day of the semester when eligible students who have applied for graduation have their degrees officially awarded. May be different than the graduation date or the date of the ceremony.

Grading

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

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59-below	0.0
CR	Credit	
PR	Progress	
NC	No Credit	
P	Pass	
NP	No Pass	
I	Incomplete	
W	Withdrawn	
WP	Withdrawn Passing	
WF	Withdrawn Failing	
WC	Withdrawn Credit/NC	
WM	Withdrawn-Military	

The following grades are given to specific courses: CR, NC, P, PR, NP. These grades do not affect grade point averages but do count toward academic degree requirements and academic progress.

Course Grade Amendment Procedure

Grades fall within the purview of the faculty who bear responsibility for assigning them. Any student requesting a review of the course grade must initiate the discussion with the faculty member who assigned the grade.

Definition of On Campus and Online Courses

On Campus Courses

Defined as any course in which no more than 25% of instruction time is delivered through the use of the Learning Management System (LMS). Professors are encouraged to utilize the LMS to offer students enhanced learning opportunities including, but not limited to, offering resources (PowerPoint, lecture notes, audio/visual files, website links, etc.), establishing interactive forums to

allow for out of class discussions, accepting digital copies of student assignments, and securely posting student feedback and scores through an integrated gradebook. This providing of resources as outlined above does not constitute “instruction”.

Online Courses

Defined as any course in which the instruction is delivered exclusively online through the use of the LMS. All course instruction, engagement, interaction, feedback and learning activities occur via the LMS. Online courses further make use of the approved lecture capture system. More information about how online courses work at SAGU can be found in the School of Distance Education section of the Undergraduate catalog.

Seminars

SAGU offers a variety of CR/NC seminars usually for the purpose of exposing students to talented field expertise. Students are allowed to take as many as they wish; however, only three seminars graded “CR” may be counted toward meeting graduation requirements.

Majors and Specializations

Major refers to the student’s general field of study and consists of a minimum of 9 hours for an Associate degree and a minimum of 30 hours for a bachelor’s degree. Specialization refers to a related specific sub-field of study within the major and consists of a minimum of 9 hours for an Associate degree and a minimum of 18 hours for a bachelor’s degree. All full-time students are to include at least one course from the General Biblical Studies component of General Education Studies per semester of enrollment until their requirement is satisfied. Part-time students are to include at least one course from the General Biblical Studies component per 15 semester credit hours of enrollment at SAGU.

Secondary Majors/Specializations – General Requirements

All degree-seeking students must declare a primary major/specialization. The primary major/specialization will serve as the principal basis for advising and course selection. Students may not use courses in the primary major as substitutions for courses in a secondary major (or vice-versa) unless it is for elective type courses. Programs where the major studies or specialization studies areas are left open for elective-based credit do not qualify for secondary majors/specializations.

Bachelor Degrees

Students wishing to declare a second major may do so by completing a minimum of thirty (30) hours unique to the second major in the major studies area. Students may request a second specialization by completing the minimum of fifteen (15) hours unique to another specialization in the specialization area. Students may not declare a secondary major or specialization where the respective number of unique hours is less than the minimum stipulated above. Students must complete all unique degree requirements for both programs.

Associate Degrees

Students may complete a second associates major by completing all hours unique to the second major with at least nine (9) hours difference between the primary and secondary major.

Special Opportunity

SAGU offers a core-curriculum of Bible/theology/ministry courses that can qualify students from any degree program to pursue ministerial credentials with the Assemblies of God. This 24 credit core consists of curriculum approved by the General Council of the Assemblies of God and SAGU owner districts for the purpose of ministerial credentials. At any point, a student who has completed all 24 credits may engage the credential process: Bible Study, The Church in Ministry and Mission, Christian Ethics, Authentic Christianity, New Testament Literature, Old Testament Literature, Introduction to Theology and Apologetics, and Pentecostal Doctrine and History. Please refer to section entitled “Ministerial Credentials for All SAGU Students.”

Audit Courses

Course audit is an option for students who want to gain more knowledge on a subject, but do not need the course for their degree. Audits are intended to give students a theoretical basis in a subject area and not intended for mastery of a subject. Therefore, students auditing a course only receive a grade of AU and are not required to complete the assignments or participate in class discussions. Course audits are not available via online. Additionally, students may not audit courses that are skill-based such as applied music courses, physical education courses, lab courses, internship/practicums, or computer skills courses.

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

Emergency Course Extension

Except in the case of documented circumstances outside of the student’s control such as health-related issues or natural disasters, no grades of [I] Incomplete will be permitted. Students will be expected to have met certain academic criteria in the course to be eligible for consideration. Students who believe they meet this requirement may contact the Registrar’s Office for more information.

Semester Honors and Latin Honors

Honors determinations are based on the semester GPA. After each semester, the Registrar publishes a President’s List of all students who have been enrolled for at least 12 semester hours earning a 4.00 semester grade point average, and a Dean’s List of students making a 3.50-3.99 semester grade point average. All work must have been completed on time. A student earning grades of “I”, “WF”, “WP”, “NC”, “WC”, “PR”, or “NP” do not qualify. Developmental courses, transfer courses, and credit by exam do not count toward the 12-semester hour requirement. However, college-level SAGU courses with CR grades (practicums, student teaching, seminars, etc.) may count towards the 12-hour minimum provided the student took other courses which resulted in an eligible semester grade point average.

Latin honors are recognized at commencement to graduating bachelor’s students with high cumulative grade point averages for all their college work.

3.50-3.74	Cum Laude
3.75-3.89	Magna Cum Laude
3.90-4.00	Summa Cum Laude

Examinations

1. Instructors give regular examinations during class hours within the semester. To make up an announced test, approval must first be secured from the instructor.
2. Final examinations occur at the end of each semester. All students must take these examinations. Graduating seniors with a grade of B or higher within a course may be exempted from the last examination of the course if the professor designates it as a final exam. However, a graduating senior with a grade of B or higher within a course, at the professor's prerogative, may or may not be exempted from a unit exam given during the final examination week. Early final examinations will not be permitted except for extraordinary emergencies.

Distance Education Examinations

The student should ensure that the examination method is understood prior to taking the test. The DE program has various online testing procedures, and methods may vary even within the same course. It is recommended that the course syllabus be reviewed carefully, and questions be directed to the instructor prior to taking online exams.

Whatever the testing method may be, all students must realize that exams must reflect the independent work and expertise of the student being tested. Questions concerning the content or grading of an exam should be directed to the course instructor and not posted on any electronic discussion area.

Online course exams are administered in Blackboard. To access the exam, the student should log in to the Blackboard course and follow the specific instructions as listed in the course syllabus.

Academic Integrity

Studies at SAGU are as inherently spiritual as they are intellectual. Students are admitted with the expectation of a commitment to honesty and stewardship. The true worship of God requires the worship of the whole being ("you shall love the Lord your God with all your...mind" Matthew 22:37). Students are expected to be honest in fulfilling all academic requirements and assignments. This pertains to examinations, themes, book critiques, reading reports, etc.

Therefore, any form of cheating or academic dishonesty is unfit to basic Christian discipleship and cannot be tolerated. Anyone cheating on a test or assignment may receive an "F" for the assignment or for the course and potentially face disciplinary action by the school. Course notes and other resources may not be brought into the testing room. Testing requires academic honesty and a student's honor is at stake if the testing situation is compromised in any fashion by having persons present or materials or technologies in use which impact the results of the test. Plagiarism, the use of another's uncited material as one's own, is impermissible. Reproducing material from other students by photocopy, computer media transfer, or by rewrite is cheating. This also specifically applies to the use of other people's essays, research papers, sermons and ceremonies from books, tapes, magazines, etc. without proper attribution. It further applies to downloading material from websites which are designed to aid in cheating on essays, term papers and dissertations.

A student will not be allowed to withdraw from a course if he/she is under investigation for academic dishonesty. In the event that the student is determined guilty of academic dishonesty,

then the student will not be allowed to withdraw from the course and will receive the grade determined by the faculty member. Refer to Standard of Conduct in the Student Handbook.

Academic Status

Academic status is determined by a student's cumulative grade point average (CGPA) calculated on the basis of all academic work attempted at the end of each semester. For continued enrollment in good academic standing, students must maintain a minimum cumulative grade point average of 2.0. Students who do not achieve this minimum requirement may incur one of the following academic statuses.

Academic Alert

A freshman or sophomore is considered on academic alert when their semester grade point average (SGPA) falls between a 2.0 and 2.25. Academic alert is not reflected on students' permanent records; however, it does serve as a caution to students who are in danger of falling below minimum academic requirements.

Academic Probation

A student is placed on academic probation at the end of any fall, spring or summer enrollment period in which the cumulative grade point average (CGPA) drops below a 2.0. A student on academic probation must abide by the following guidelines:

1. Students will not be permitted to enroll in more than 12 hours cumulatively per semester. (SAGU is not obligated to accept credits taken concurrently at other institutions during a student's probationary semester.)
2. Students will be required to comply with a probation contract which provides a plan for continued academic improvement. Failure to meet all obligations of the probation contract may result in academic suspension in the following semester.

Academic Suspension and Continued Academic Probation

A student who, during a probationary semester, either fails to raise their CGPA to the minimum 2.0 standard, fails to meet the terms of their probation contract, or has been on academic probation for 50% of their academic career will be placed on Academic Suspension at the end of that semester.

Students receiving their first academic suspension may appeal in writing to the Dean of Academic Services for re-admission on a Continued Academic Probation status. If the appeal is granted, the student will be required to follow the same guidelines listed under Academic Probation. Please note: Continued Academic Probation is considered a suspension status for purposes of tracking academic progress.

Students who make sufficient academic progress during their Continued Academic Probation semester, but whose CGPA remains below the 2.0 standard will be placed on Academic Probation the following semester until their CGPA is above a 2.0.

One- and Three-Year Suspensions

Students who fail to make sufficient academic progress during a Continued Academic Probation semester or face their second academic suspension at the conclusion of a semester will serve the second suspension as a one-year suspension. One-year suspensions preclude students from

enrolling at SAGU during fall, spring, and summer semesters. A student academically suspended a third time will not be allowed to re-enroll for three years (fall, spring, and summer).

Academic Accommodations

The Learning Centers assists students needing academic accommodations because of a documented physical or mental disability. Students needing such assistance must make application with the Learning Centers' Associate Director of Academic Accommodations once they are enrolled (phone – 972.825.4841; email – AcademicAccommodations@sagu.edu). Based on the disability documentation, the Associate Director will select academic accommodations for the faculty and students' use to maximize the learning experiences for students.

NOTICE OF NONDISCRIMINATORY POLICY RELATED TO STUDENTS WITH DISABILITIES: Southwestern Assemblies of God University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990), the ADA Amendments Act of 2008, and by Section 504 of the Rehabilitation Act of 1973. The Associate Director of the Learning Centers and Academic Accommodations, located in the Learning Centers housed in the Davis building, collaborates with SAGU students, staff, and faculty to provide equal access to educational programs and safeguards against discrimination for qualified students with disabilities.

Academic Advising/ Scheduling

Faculty members are available to work with the students on the issues of life, academics, career and spirituality. Before changing a major or prior to adding or dropping a course, students should seek out meaningful counsel provided by the University. Questions about academic interests should be brought to the attention of faculty members or to faculty members who are department leaders, or program coordinators. Faculty post hours of availability for student appointments.

Schedulers are SAGU staff members selected by the Registrar's Office and trained in consultation with Program Coordinators and Department Chairs for the purposes of scheduling specific groups of students. Students should freely consult with their schedulers who are assisting them with making the choices best suited for their academic program and completion goals.

As a further means of ensuring that undergraduate, degree-seeking students have the knowledge and skills they need to succeed, SAGU instituted a set of scheduling provisions that help safeguard against students taking courses before they are capable of successfully completing them.

These provisions include the following:

- All incoming freshmen and new Distance Education students are required take GES1122 Strategies for Student Success (S3) in their first enrollment period.
- First semester freshmen are generally limited to 1000-level courses. All other students may only take courses one college-level above their current classification (e.g., Sophomores may take classes up through the Junior-level [3000].).
- ENG 1113 Composition and Rhetoric I must be taken in the first enrollment period unless Integrated Reading and Writing (IRW) is necessary, then IRW must be taken followed in the next semester ENG 1113.
- ENG 1123 Composition and Rhetoric II must be taken the semester immediately following the successful completion of ENG 1113 Composition and Rhetoric I.
- Full-time students are required to enroll in a general education math course until the degree

requirement is fulfilled. If students are required to enroll in MTH 0043 Developmental Math Sequence prior to enrolling in a general education math course, students must complete the developmental requirement first, then enroll the following semester in a general education math course. Students enrolling less than full-time are required to start their math requirement no later than their second semester at SAGU.

Additionally, in line with SAGU's purpose of equipping students spiritually, all full-time, undergraduate students must take at least one Bible Core course each semester until the Core is complete. Part-time undergraduate students must complete a Bible Core course every other regular semester.

No later than the beginning of their Senior-year, students intending to graduate should apply for graduation with the Registrar's Office. This alerts the Graduation Coordinator in the Registrar's Office that the student is intending to graduate at the end of a specific semester. The Graduation Coordinator will then work up a degree audit to determine what requirements the student has left and communicate with the student about those requirements to ensure that the student is eligible to graduate in the semester he/she applied for. Applying before the start of the Senior-year also provides the student with the opportunity to make necessary adjustments to their schedule.

Course Repetition

Courses taken at SAGU or at any accredited or approved institution in which a grade of C- or lower was received may be repeated in residence at SAGU in order to improve the student's grade for that course. The student must apply to the Registrar's Office to retake the course. The original grade remains part of the permanent record, but only the final grade and grade points are counted in the student's cumulative grade point average (GPA). Students who make a lower grade on their second attempt may not revert to their first grade. Students should be aware that financial aid will only pay for one repeat of a course after a passing grade (D- or above) is received.

A course attempted at SAGU MUST be repeated at SAGU. Students may not transfer in courses to meet course requirements they have attempted at SAGU.

Students taking A/B Session courses may not repeat a course from the A Session in the B Session within the same semester.

Undergraduate Course Cancellation

On Campus Courses

On Campus Undergraduate courses must have a minimum of three (3) students enrolled in order to be offered. In the event that a course does not meet the minimum enrollment, all students enrolled in the course will be notified by the Registrar's Office who will work with each student to secure a suitable alternative. The same process applies in the event that a qualified instructor is unable to be secured for a course scheduled to be offered.

Online Courses

Online Undergraduate courses do not require a minimum number of students required for them to be offered. In the event that a qualified instructor is unable to be secured for a course scheduled to be offered students will be notified by the Registrar's Office who will work with each student to secure a suitable alternative.

Class Attendance Policy

Unlike some forms of learning, a residential program of education is designed as an in-class learning experience. In this instructional setting, the ability to pass examinations and complete outside projects is only a partial measure of the knowledge, skills, understanding, and appreciation a student may or may not have. Therefore, it is absolutely essential for each student to establish and maintain regular and punctual class attendance. Students may leave class early only by special permission of their instructor. Those scheduled for chapel ministry generally need no more than 5 minutes for preparation.

This policy is designed to assist students in the following ways: 1) to provide the necessary support for new students and at-risk students; 2) to provide a process of developing personal responsibility as students mature through their programs; 3) to provide latitude for students who represent SAGU on University sponsored activities under the direct guidance of designated sponsors.

Attendance is taken during every class meeting and begins on the first day each class begins for the semester (even if a student registers late for the class). SAGU's attendance policy takes into account the possibility that students may need to be absent from class on occasion due to serious illness or unavoidable circumstances. Absences which exceed the allowable number of times a class meets, regardless of the nature or reason for the absences, will result in the student being automatically administratively dropped from the course, receiving a grade of "WP, WF, or WC" depending on the type of the class and what grade the student earned. (The student will be assessed the established course withdrawal fee.)

The following is a chart of allowed absences for Undergraduate classes:

Frequency of Meeting	Developmental Classes Absences Allowed	1000-2000 Level Absences Allowed	3000-4000 Level Absences Allowed
Classes meet three times a week	5% unexcused and 25% excused* or 2 unexcused and 10 excused	Cannot Exceed 30% or 12 per semester	Roll must be taken. No minimum attendance numbers are required.
Classes meet two times a week	5% unexcused and 25% excused* or 1 unexcused and 7 excused	Cannot Exceed 30% or 8 per semester	Roll must be taken. No minimum attendance numbers are required.
Nights/Weekends	5% unexcused and 25% excused* or 1 unexcused and 3 excused	Cannot Exceed 30% or 4 per semester	Roll must be taken. No minimum attendance numbers are required.

*Excuses will be approved via the Academic Services office.

If a class meets twice a week, when a student is late twice it qualifies as an absence. If the class meets three times a week, then three tardies constitute an absence. Students missing fifteen minutes of class will be counted absent.

A student who is absent from a class is responsible to make the appropriate advanced arrangements with the faculty member for possible make-up work. The faculty member will have the prerogative

to determine if a student may make up any examinations or outside assignments due to a student's absence, along with the time frame in which the work must be completed. Students may receive reduced or no credit for work missed in class due to absences, however, no point reduction will be imposed upon a student's final grade for absenteeism.

Tardy Policy

Students missing fifteen minutes of a class will be counted as absent for that session. Every three tardies acquired in classes that meet three times a week and every two tardies acquired in classes that meet twice a week will be considered as an absence. The student is responsible, at the end of class, to identify his/her tardiness to the professor.

Course Withdrawal (Drop)

Students wanting to withdraw from or drop a course should do so in writing to the Registrar's Office in person or through the online form. Students must follow these date specifications when withdrawing:

Semester-Based Courses

Students may withdraw from individual courses until the Monday two-weeks prior to the end of the semester or the Monday closest to 90% of the semester. The Last Date to Withdraw from a Course is indicated on the Academic Calendar each semester.

A/B Session Courses

Students may withdraw from individual courses until the final Monday of the session or the Monday closest to 90% of the session. The Last Date to Withdraw from a Course is indicated on the Academic Calendar each semester.

A grade of "W" will be recorded on the student's transcript for the class dropped. A fee is charged to withdraw from a course; consult the current Schedule of Fees. Students and instructors will be notified through LionMail once the withdrawal process is complete. Students are not permitted to transfer courses from other institutions or through credit by exam to fulfill requirements for withdrawn courses.

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

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

Automatic Administrative Withdrawal (Online Courses)

Because SAGU faces a lawful responsibility and a financial aid liability with regard to "unofficial withdrawals," the following policy concerning automatic administrative withdrawal is in effect: Each student in an online course that has not submitted academic requirements toward their course(s) must complete progress reports during the period of study. Reports will be submitted through Blackboard by the date designated in the academic calendar.

Semester-Based Courses

If they have not otherwise completed academic requirements for their course, students in semester-based courses are required to complete two Progress Reports during the semester as indicated on the academic calendar. The first progress report is due toward the beginning of the semester and the second progress report is due toward the middle of the semester. If the student has not completed course requirements and did not complete the first progress report, the instructor will alert the School of Distance Education.

If, by the second progress report due date, the student has not submitted assignments and did not complete either progress report, the instructor will report to the School of Distance Education and the Registrar's Office for the purpose of automatic Administrative Withdrawal from the course.

A/B Session Courses

Students in A/B session courses that have not completed and submitted academic requirements toward their course(s) are required to submit a Progress Report for each course they are enrolled in. Failure to submit course requirements or the Progress Report by the calendar due date, will result in automatic Administrative Withdrawal from the course. Progress Reports for A/B Session courses are typically due toward the first half of the session.

All Courses

Upon submission to the Registrar's Office, a grade of Withdrawn Passing (WP) or Withdrawn Failing (WF) will be assigned at the instructor's discretion and a fee will be assessed by Student Billing. In the event of administrative withdrawal from a developmental course, a grade of Withdrawn (WC) will be assigned and a fee will be assessed.

Further, while WP and WC grades do not affect GPA calculations, they will count toward the Satisfactory Academic Progress (SAP) calculation for financial aid purposes. WF grades will affect undergraduate GPA calculations and may be used for Academic Probation and/or Academic Suspension determinations in addition to SAP calculations.

Change in Student Status (LOA)

Southwestern Assemblies of God University does not currently have an official Leave of Absence Policy. Should an emergency arise for a student requiring a Leave of Absence from their studies, students should contact the Registrar's Office to see what arrangements can be made based on the student's unique situation.

Complete Withdrawal from School (Semester)

Students needing to withdraw from school must file an official withdrawal notice in writing at the Registrar's Office or through the online form. Students failing to follow the proper procedure in withdrawing are not eligible for any refund and will receive grades in all courses as determined by the instructors. Official transcripts cannot be released until proper clearance is arranged. Students may not completely withdraw from the semester after receiving earned grades for courses including session-based courses.

Semester-Based Courses

Students may completely withdraw from school for the semester until the Monday two weeks prior to the end of the semester or the Monday closest to 90% of the semester. The Last Date to Completely Withdraw is indicated on the Academic Calendar each semester.

A/B Session Courses

Students may complete withdraw from school for the semester until the final Monday of the session or the Monday closest to 90% of the session. The Last Date to Completely Withdraw is indicated on the Academic Calendar each semester.

A grade of “W” will be recorded on the student’s transcript for the withdrawn courses. Students and instructors will be notified through LionMail once the withdrawal process is complete. Students are not permitted to transfer courses from other institutions or through credit by exam to fulfill requirements for withdrawn courses.

Military Withdrawal – Active Duty

A student who is a member of the national guard or reserve forces of the United States and who is ordered to active duty by the state or federal government during a period in which he/she is enrolled in school has the following options pertaining to that period of enrollment:

1. File for a Complete Withdrawal from School and receive a full refund of tuition and mandatory fees. The student will receive a WM (Withdrawal-Military) on his/her transcript for each of his/her courses. As with all other attempted courses, those courses would not be eligible for transfer.
2. Make arrangement through course instructors and approved through Academic Services for a limited and specific extension of time to complete courses. If arrangements are made and approved, the student’s registration will continue, and no refunds will be issued.

Students who apply for either benefit as a result of deployment will need to submit a copy of their military orders along with their request. For students using Title IV funds (federal financial aid) to finance their education, a complete withdrawal from school will initiate the Return of Funds calculation as required by federal regulations. For more information about the implications of a Military Withdrawal on financial aid status, please contact the SAGU Financial Aid Office. Additionally, students need to follow-up with the Student Billing Office regarding any Veterans Benefits they may be receiving.

Academic Forgiveness

A student who returns to SAGU after an extended absence and who demonstrates ability to do well academically, as described below, may use Academic Forgiveness to remove the effect of earlier unsatisfactory grades.

1. To be eligible, a student must:
 - a. Matriculate to SAGU after an absence of at least 7 consecutive years;
 - b. Have attempted at least 12 letter-graded hours since readmission;
 - c. Have earned at least a 2.00 GPA in all courses attempted since readmission;
 - d. Submit application for Academic Forgiveness, along with a \$250 non-refundable application fee, to the Registrar’s Office during the student’s first semester of being readmitted before the last day of late registration;

2. After the student applies for Academic Forgiveness and after eligibility is verified, the following adjustments will be made to the student's academic record:
 - a. GPA calculation will start fresh as of the new matriculation date;
 - b. Previous coursework will be graded on a credit (CR) or no-credit (NC) basis;
 - c. Courses with a letter grade of "C-" or higher will receive a credit (CR) grade;
 - d. All other graded coursework will receive a no-credit (NC) grade;
 - e. Forgiven courses will no longer factor into the student's cumulative grade-point average;
 - f. A symbol prefix will be placed next to each course on the student's transcript for which academic forgiveness has been granted.

Graduation Policies

Graduation Under a Particular Catalog

A student may graduate under the requirements of the catalog in force during the semester in which first enrolled, provided graduation is within 6 years from the end of that semester; the summer term may count as a part of the semester before or after it. However, a student may choose to graduate under the requirements of the current catalog, but only if the requirements of the catalog chosen are followed as a whole. To change catalogs, the student will need to complete the necessary paperwork from the Registrar's Office. The scheduler and the Registrar's Office will help the student in every way possible to avoid errors, but the student has the final responsibility for satisfying all degree requirements according to the catalog chosen.

Graduation Regulations

The following govern the graduation process:

1. Application for graduation must be made by the end of late registration in the first semester of their senior year. In order to qualify for a specific graduation date, graduates must have all program and course requirements completed by date indicated on their graduation application. This includes the receipt of all outstanding official transcripts with applicable transfer credit and any Credit by Exam credits. Degrees are conferred in the semester that all official documentation of completed requirements are received by the Registrar's Office.
2. All course work must be completed, and a passing grade received before the student is allowed to participate in the graduation ceremony.
3. A student must have attained an overall grade point average of 2.0 "C" to qualify for any degree or diploma awarded by SAGU.
4. Only 6 hours of the last 30 hours toward a degree or diploma at SAGU may be taken by transfer of credit (this includes all nontraditional credit and correspondence courses). Students may not transfer courses from another institution during their final semester.
5. A student awarded any degree or diploma from SAGU must have completed at least 25 percent of the credit hours required for the degree at SAGU.
6. A student is required to have completed a minimum of 30 hours of upper-level credit to be awarded a bachelor's degree.
7. Students desiring undergraduate credit based upon examination must take the examination at least one semester prior to the semester of their graduation and must complete the process to have the credit applied to their transcript before their degree is conferred.

8. Before a final transcript will be released, the student must take the Core Exam, clear with the Accounting Office and Library, and complete exit interviews with the Financial Aid Office and the Career Services Office.
9. Students must have a 2.0 grade point average in their general studies composition courses (ENG 1113 Composition and Rhetoric I and ENG 1123 Composition and Rhetoric II). Failure to meet this requirement will result in a student not being allowed to graduate.

Requests to withdraw an application for graduation for a specific graduation date must be received by the end of late registration in the semester that graduation is intended. Refunds of graduation fees will only be granted to requests observing this time frame. Changing one's graduation date to a later semester will require reapplication and fee.

Graduation Rates

The graduation rate calculates from the first-time, full-time students who enter SAGU and complete within a six-year period. From the first-time, full-time students who entered in 1999-2000, 37%; 2000-2001, 36%; 2001-2002, 35%; 2003, 36%; 2004, 39%; 2005, 36%; 2006, 39%; 2007, 32%; 2008, 41%; 2009, 41%; 2010, 45%; 2011, 43%; 2012, 44%; 2013, 45%; and in 2014, 49% graduated.

Some students enter SAGU for reasons other than obtaining a degree. Students come to experience the Pentecostal atmosphere and enjoy the spiritual dynamics. Others come and take courses for transfer purposes. This group of students accomplish their goals; however, they affect the graduation rate of SAGU students.

Associate Degrees

The Associate of Arts degree is typically awarded for programs with a strong background in theory and historical perspectives such as the humanities. The Associate of Science degree is typically awarded for programs with an emphasis in practical applications such as in natural or applied sciences.

Bachelor Degrees

The Bachelor of Arts degree is typically awarded for programs with an emphasis in theory and historical perspectives such as the humanities. The Bachelor of Science degree is typically awarded for programs with an emphasis in practical applications such as in natural or applied sciences.

School of Distance Education

SAGU's School of Distance Education (SDE) program is designed to extend the resources of the University outside of its walls. Located throughout the world are a number of adults who desire to continue their education without relocating to a university campus. SAGU has developed a program where one may obtain an accredited education without relocating family or career. Through the School of Distance Education, a traditional Bible-based educational experience may be obtained through a quality online academic format.

The School of Distance Education offers most University academic programs leading toward the Master of Arts, Master of Divinity, Master of Science, Master of Education, Bachelor of Arts, Bachelor of Science, and Associate of Arts degrees. Contact the School of Distance Education for a current list of program offerings.

Each degree program is uniquely designed for the adult student to earn a degree without moving to the campus. There is also an opportunity to earn up to 45 credits toward a baccalaureate degree (not available for Education Majors or Associate degrees, or Graduate-level degrees) from experiential learning. This may be limited by a student's previous college work or amount of experience. Up to 96 hours of transfer credit can be accepted (limit of 31 hours of non-traditional credit).

Who fits this Program?

Each semester, students from around the world enroll for in the School of Distance Education. Because of the flexibility of the program, a diverse group of students utilize the services of the School of Distance Education. Among those who benefit from this program are:

1. Individuals who were prohibited from finishing college due to circumstances or finances
2. Individuals who have experienced job loss and need training for a new career
3. Professionals who would like to receive credit for skills and knowledge already received through experience
4. Ministers who desire to earn a degree while maintaining their present ministry
5. Business professionals needing more skills to fulfill their job demands
6. Professionals who need a degree to advance in their present vocation
7. Retirees or Senior Adults who desire preparation for a new career or personal enrichment
8. Teachers who need to complete their college degrees
9. Christian school teachers who desire ACSI certification
10. Graduate students needing Bible or theology prerequisite courses

An Alternate Way to Learn – How it Works

Students have the opportunity to complete online academic advising and counseling with an academic advisor each semester regarding their degree progress. During the semester, students work under the professors' auspices via online interaction, the use of the toll-free number and email. Students have access to all college services, including the Library, Career Services, and Counseling. Students also receive an ID card upon enrollment, which is useful for admittance to libraries around the country.

Many adults want some interaction time with other students and their professors, and yet not be required to move to a university campus. SAGU has joined the best of two worlds. Each new student begins the program with the Strategies for Student Success Course (GES 1122). With the combination of an online orientation during the first semester, online interaction, and private study, individuals are able to obtain a quality degree which provides flexibility to "wrap around" personal schedules and commitments.

Ongoing Enrollment: Each subsequent semester, students complete course selection and registration online. Following registration, students are given access to the online courses for which they have registered. Students should purchase textbooks and study materials online from the University Bookstore as soon as possible after course schedules are approved. Students may contact the University Library to access other online resources and even check out books. Once the semester commences students will complete all assignments and/or exams under the supervision of their professors.

Work From Home: Each course syllabus is structured to provide step-by-step assistance through course assignments. Online courses contain important content. Exams are taken online. Many assignments and projects are designed to take advantage of one's particular work situation, thus increasing the quality of a person's learning experiences. All assignments are graded promptly by the professors, and the students are notified of the results. The professor is as close as a computer, telephone, or email message.

Any time students have questions regarding course material, professors may be contacted by email or by telephone. All professors are fully recognized and academically qualified members of SAGU's faculty. In addition, all academic programs and all courses taught through Distance Education employ the same learning outcomes as their on-campus counterparts. This insures that the skills and knowledge expected of Distance Education students are equivalent to those expected of fellow on-campus students.

Courses

Each semester a course schedule is published identifying the particular courses being offered the next semester. These schedules are uploaded to the Student Portal for review and selection.

Although a full-time load is considered 12 hours each semester, many students have found it advantageous to adjust their hours depending upon their projected personal schedule for that semester. Time management and load determination are important issues discussed during the Strategies for Student Success course.

Enrollment Procedure

All students admitted into SAGU are eligible to apply for enrollment in the SDE program. All required steps for enrollment can be completed online. Please refer to the section entitled "Admissions" for complete details.

Strategies for Student Success Course

Upon admittance into the SDE program, the student is ready to enroll in Strategies for Student Success (GES 1122). Students must successfully complete the two hour for credit course GES 1122 to be eligible to continue in the Distance Education program. Students who convert from the on-campus program and have already taken the on-campus version of Strategies for Student Success are required to re-take the course in its Distance Education version. The purposes of this course are:

1. To design a personal study program which equips the student with proper time management skills
2. To introduce the University services to which all students have access
3. To explain how to do a career analysis for the purpose of obtaining University credit for experience
4. To provide information on how to obtain University credit by testing
5. To give an opportunity to select the second semester's course work and meet with an academic advisor
6. To answer all questions
7. To discuss current issues in adult education



Student Life

SAGU is a denominationally sponsored university. All students, whether at the Waxahachie campus, extension sites, or in distance education, are expected to embrace standards of conduct that are represented by a deep consecration and devotion to Christ, clean conduct and conversation, modest apparel in dress and high biblical standards of moral conduct.

Credit for Experiential Learning

(This does not apply to Education majors, graduate students, or students pursuing an AA degree.)

Students that have been out of high school at least five years can apply for credit on the basis of experiential learning and receive up to a maximum of 45 credit hours toward their degree requirements. Non-traditional credit includes credit for Advanced Placement scores, ACT scores, CLEP scores, up to 12 hours of correspondence and Experiential Learning Credit. Generally, credit is given for Experiential Learning in specific course areas such as Biblical Preaching, Church Ministries, Counseling, Music, Criminal Justice, Business, etc. Students must apply these credits toward the requirements of their particular degree plan. These credits do not count toward residency requirements. However, students seeking experiential learning credit will register for the course APS 3313 Portfolio Development, which counts as residency credit. This course must be taken during the first semester of enrollment.

Students receive an Experiential Learning Credit Manual when they enroll in the course APS 3313 Portfolio Development. The Manual describes the level of experiential learning and competency that is required in each course area.

At the close of the semester, students present their portfolios for evaluation to the Portfolio Assessment Committee. This committee is comprised of SAGU faculty members representing the various disciplines at the University. After the committee evaluates the student's portfolio, the student is required to meet with the committee in person or via phone conference. The committee

will approve or deny credit for the portfolio. This committee will also determine the number of hours awarded as credit.

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

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

ACADEMIC PROGRAMS



Academic Programs



From Dr. Paul Brooks, Vice President for Academics:

SAGU manages its undergraduate academic program out of three colleges which are served by qualified faculty who have academic training and life experience appropriate to their disciplines.

Underlying our majors is a curriculum of GENERAL EDUCATION.

SAGU provides degree programs, which lead to competency in various academic disciplines. At the same time, students enjoy a substantial course of studies in general education curriculum. This core curriculum promotes the growth of knowledge and character as presented through a variety of broad-based and yet foundational disciplines.

These fundamental curricula include studies in Communication Arts, Psychology, Humanities, Mathematics, Science, Social Studies, Physical Education, and Biblical Studies. The specifics of these required studies are presented within each of the degree programs. At SAGU, all students in baccalaureate and associate's programs have significant study requirements in Bible, theology, and ministry. For those interested, this achievement can directly prepare them to apply for ministerial credentials with the Assemblies of God. The General Education curriculum assists students in the achievement of their academic, career, and spiritual goals by improving their skills in reading comprehension, oral and written communication, research and analytical thinking, as well as science, and math.

The General Education curriculum develops seven competencies that highlight proficient communication, critical thinking, and application in life. SAGU evaluates student achievement of the competencies through course-integrated assessments, which allows the institution to gauge students' achievements in accordance with the mission of the University.

- Competency 1: Students will write effectively.
- Competency 2: Students will communicate ideas effectively through oral presentation.
- Competency 3: Students will evaluate, synthesize, and employ information for research and problem-solving.
- Competency 4: Students will critique worldviews and issues, past and present, represented in literature and the sciences.
- Competency 5: Students will articulate foundational knowledge of Scripture and of Christian theology.
- Competency 6: Students will demonstrate knowledge of the principles of human interpersonal relationships and behavior.
- Competency 7: Students will formulate a Christ-centered response to social issues and problems.

The **College of Bible and Church Ministries** exists to promote a comprehensive program of training for life and ministry, offering a variety of programs leading toward Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science degrees. Their companies of academically qualified instructors are rich with experience, providing mature perspective to all who study at SAGU.

The College believes in the generation that God is raising up to follow His will into fruitful servant leadership. Christ is still building His Church (Matthew 16.18). Thus, SAGU is poised to contribute to the process of equipping strong, wise, and able men and women of God, who will walk with integrity of heart, produce an abundance of fruit that remains, and bear witness to the glorious gospel of Christ.

In the pursuit of its mission, the College emphasizes a sweeping program of hermeneutics (the science of Scripture interpretation), knowing that the entrance of God's Word gives light, and that only by the Word of the Lord are lives rescued, rebuilt and released into productive service. Students matriculating through these programs come out as unashamed workmen "handling accurately the Word of truth" (2 Timothy 2.15).

As you review the programs offered, it should become clear that no matter what practical ministry is engaged, whether pastoral, youth, children, music, counseling or otherwise, fidelity to the eternal Word lies at the core of its design. It is my high confidence that when you complete your academic journey, you will possess the tools you need to serve the calling of God upon your life in an exceptional way.

The College of Business and Education and the College of Music and Communication Arts both exist to promote a comprehensive program of training for life and ministry, offering a variety of programs leading toward the Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science degrees. SAGU holds that all men and women are called to the service of the Lord Jesus Christ (1 Peter 4.10; Romans 12.1-8). Some stand in the pulpit; many more stand in the marketplace. Whether educators, musicians, or entrepreneurs, God has a plan to use each one for His glory. The Colleges are here to foster that faith in all their students by way of carefully designed Bible-based curriculum in addition to the regular attendance of chapel. Every student who leaves this University has a lot to offer to the ministries of the local church and the mission of the gospel in this world.

Some rightly ask, "Why go to a Bible university to study business, literature, education, or history? Wouldn't it be better stewardship to get the most affordable education at a local college?" The answer, though simple, is profound. It is not good stewardship to sacrifice the future and God's truth to the classrooms of the intelligent who are divorced from the knowledge of God and His purposes. This conviction contributes to the unique role of SAGU in the world of higher education. The education delivered at SAGU is on a university level and is recognized by its peers as a quality program. Yet more than that, every day at SAGU, the power of a biblical world-view saturates the courses, whether in history, literature, business ethics, music, or teacher education. All students are challenged to excellence in their discipline of study, and in their devotion to Christ and His Kingdom.

SAGU instructors are fully qualified in their respective disciplines. They also know the Lord, and many instructors hold ministerial credentials. All are active in local church ministries, and some go beyond that regularly, while others participate in periodic mission trips. These hearts are deep wells of love for the students who come through their courses. It's no wonder that many students follow their examples and build a career as a platform to serve the ministry God has given them.

I invite you to take a few minutes to read the following introductions from our Colleges.

A Word About SAGU Colleges



College of Bible and Church Ministries

From the Dean: Our conviction is that God has redeemed for Himself a generation of developing leaders to lead His church in years to come. These are ordinary people that God has called, gifted and empowered. You may be one of them! You have experienced God's grace, heard His voice, and felt His power. You've said "Yes" to the Lord but now you need help to prepare yourself to serve effectively.

Dr. Michael
Clarensau,
Dean

The faculty of the College of Bible and Church Ministries exists to prepare church leaders who have keen minds, sharpened skills and hot hearts! Whether our students respond to the exploding demand that exists for children's pastors, the exciting opportunities in youth ministry, the challenging task of church planting and revitalization, guiding the disciple-making ministries of the church, worship, missions, or the critical task of pastoral ministry, we are determined that they will be prepared professionally and spiritually. The church and our world are crying for skilled people in the behavioral sciences with Christian values and convictions. We will help supply them.

The College of Bible and Church Ministries faculty has dedicated itself to the mission of preparing leaders who can mobilize the local church to represent Jesus Christ in our world without distortion in the power of the Holy Spirit. Ministry in and through the local church is our passion! We believe the local church exists to be the hands, feet, voice and healing presence of Jesus in our world. SAGU wants missionary passion to throb in the heart of every one of its graduates! We are convinced that divinely called, gifted, skilled and prepared leaders who serve in the power and passion of the Holy Spirit is the key to impacting our world with the gospel.

Consider the following **Statement of Learning Outcomes** for our ministry majors:

Knowledge – As a result of these programs, students should be able to:

1. Demonstrate competency in the general education core of the curriculum.
2. Demonstrate competency in the knowledge of Scripture and general theological terms and concepts.
3. Describe the significant personalities, events, and developments of Pentecostal history and explain the distinctives of Pentecostal doctrine.
4. Describe the significant personalities, events, and developments in church history and discuss their significance for the contemporary church.
5. Write a philosophy of ministry in keeping with a biblical view of the Church and its mission.
6. Take an exam for ministry credentials in their chosen field of ministry that results in a passing score.

Attitudes – As a result of these programs, students should be able to:

1. Subscribe to a high view of the authority and inspiration of Scripture.
2. Acknowledge the Lordship of Christ over their personal lives and ministries and the fellowship of the Church.
3. Relate a personal commitment to the Church, its varied ministries and its mission within contemporary culture.

4. Accept the challenges and opportunities of ministry within their chosen area of specialization after leaving college.
5. Report a refined and deepened sense of calling in keeping with a defined awareness of giftedness.
6. Report a deepened appreciation for the demands of ministry and leadership in the Church.

Ministry Skills – As a result of these programs, students should be able to:

1. Exegete, interpret, and apply selected passages of Scripture from a variety of literary types in keeping with their original, intended meaning.
2. Prepare sermons and structure learning experiences, then present both acceptably.
3. Present the gospel message effectively in personal and corporate evangelistic settings.
4. Structure a comprehensive program for the Church in their area of specialization in keeping with the total needs and mission of the Church.
5. Function effectively in expected tasks and roles for their chosen field of specialization within the ministry of the Church after leaving college.
6. Plan and conduct a variety of church services and ceremonies.



Dr. Sue Taylor,
Dean

College of Business and Education

From the College Office: The basic premise of the College of Business and Education is that all truth, revealed and discovered, is God's truth. Therefore, all subject matter, regardless of the major/specialization being pursued, must be thoroughly integrated with the Bible. This is not to say that the Bible should be correlated with the subject being taught; rather, it should be the foundation text of every course taught and the formal textbook(s) for the course should be viewed in the light of the Word of God.

Every faculty member is seen as a minister of the Gospel and teaches his/her General Education courses, are taught from a Christian worldview perspective, including the:

1. Business Department, offering a B.S. in Business with majors in: Accounting; Business Administration; Management; Marketing; and Business Sport Management.
2. History and Social Studies Department, with majors in History and Ancient Studies.
3. Teacher Education Department, offering majors in Elementary Education; English Language Arts and Reading Middle/Secondary; History/Social Studies Middle/Secondary; Music Education All Levels; Mathematics Education Middle/Secondary; Physical Education (EC-12); Theatre Education (EC-12); and Education (Non-Certification Track).
4. General Studies Department, offering majors in Interdisciplinary Studies and Mathematics.

The goal of the College is to graduate professionals who are: Authentic in Godliness; with Academic Excellence; based upon the Authority of the Word of God. Therefore, all students are prepared for ministry in the "marketplace," as well as to be productive, effective workers in the local church.

Mission Statement

The purpose of the College of Business and Education is to provide a variety of programs leading toward Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science degrees in professions that are outside of the local church, and to provide quality educational and professional Christian service in a variety of cultural contexts.

The following objectives exist to guide our service to for all "marketplace" graduates:

1. To prepare students for Spirit-filled, Bible-based ministry in the "marketplace."
2. To prepare students for excellence in professional areas outside of the local church.
3. To provide resources and opportunities for students to be fully prepared for lives of service.



Dr. Kimberly
James,
Dean

College of Music and Communication Arts

The CMCA has been collects under one academic roof those disciplines that have synergistic similarities: Music, Communication Arts, and English. All three academic programs form natural complements in curriculum and the use of facilities including:

- A focus on the use of sound, language and light in operation;
- Similar performance requirements for preparation and public display; and
- Curricular interdependencies.

Enabling this complement of faculty, technology and facilities is the Hagee Communications Center which serves as the home of the CMCA, housing state-of-the-art media technology and equipment, specially designed rehearsal and performance facilities, and faculty offices for the three programs:

- A 600-seat performing arts auditorium for music performance, theatre and special events, with a 2,000 square foot stage and 50-foot fly-loft for theatrical rigging and special effects
- Digital media labs with audio and video editing suites
- A black-box theater for one-act plays, spoken word, poetry reading and open-mic events
- Sound-isolation *Wenger SoundLok*® practice rooms equipped with *VAE*® digital acoustic manipulation, recording and playback technology
- Television broadcast studio, audio recording studio and film screening room, featuring *SONY* cameras, rigging and *OLED*® displays; *Newtek Tri-caster*™ video production technology; and audio mixing and recording components from *Euphonix*, *Solid State Logic* and *Digico*
- Dedicated, acoustically enhanced rehearsal halls for both instrumental and vocal programs
- Piano and music theory labs (SAGU is an *All-Steinway* school)

Notwithstanding the amazing capabilities the HCC provides for our academic programs within the CMCA, the mission of the college essentially translates into two practical goals:

- The raising up of graduates who can perform and publish all forms of media in support of the mission of the local church and its pursuit of the Great Commission, and
- The development of graduates—media world changers—who can bring redemption to our world’s media-rich culture and turn its influence toward divine purposes.

CHURCH LEADERSHIP PROGRAMS

BACHELOR OF ARTS - CHURCH LEADERSHIP

The Church Leadership program provides students an opportunity to develop a personalized specialization from Bible, theology, and practical ministry courses for the purpose of serving in a variety of church roles both as professionals and volunteers. During this program of study, students will engage in significant field ministry experiences on top of a common core of major studies.

Student Learning Outcomes

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

1. Exegete, interpret, and apply selected passages of Scripture from a variety of literary types in keeping with their original intended meanings.
2. Prepare sermons and structure learning experiences, then present both acceptably.
3. Manage the resources (financial, technological, and human) of the local church.
4. Plan and conduct a variety of church services and ceremonies.

Additional Program Requirements:

1. Thirty (30) hours of the student's overall program must be 3000-4000 level courses.
2. All course prerequisites must be met according to the academic catalog before taking any course.
3. Consultation with the student's program coordinator is highly recommended in the development of this major.
4. Students are encouraged to take one or more minors in relation with this degree program.

Additional Program Stipulations:

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. First-year students are to enroll in activity physical education courses each of their first two semesters at SAGU. Exceptions will be granted only with approval of the College Dean.

BACHELOR OF ARTS - CHURCH LEADERSHIP

GENERAL EDUCATION STUDIES 57 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication

ENG 1113 Composition and Rhetoric I

ENG 1123 Composition and Rhetoric II

3 hours from the following:

ENG 2233 American Literature through the Civil War

ENG 2243 American Literature after the Civil War

ENG 2273 Introduction to Literature

GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *9 hours*

GOVP 2213 U.S. National Government - or -

GOV 2213 National and State Government

HIS 1113 American History I

PSY 1153 Introduction to Psychology

Natural Science/Mathematics: *6 hours*

3 hours from the following:

BIO 1113 Biological Science

PHY 1113 Physical Science

3 hours from the following:

MTH 1113 College Mathematics

MTH 1123 College Algebra

Physical Education: *4 hours*

PED 2232 Wellness and Lifestyle

2 hours from activity courses without duplication: PED 1101-PED 2291

General Biblical Studies: *24 hours*

BIB 1223 The Church in Ministry and Mission

BIB 2213 Bible Study

REL 1133 Authentic Christianity

REL 1153 New Testament Literature

REL 1163 Old Testament Literature

REL 3153 Christian Ethics

THE 2113 Introduction to Theology and Apologetics

THE 2333 Pentecostal Doctrine and History

MINISTRY TRACK 45 Hours

Core Studies *21 hours*

BIB 3483 Hermeneutics

CMN 3333 Biblical Preaching

LDR 1113 Introduction to Leadership Internships

LDR 2133 Leadership Internship I

LDR 3133 Leadership Internship II

PMN 3363 Biblical Preaching Lab

PMN 4413 Pastoral Leadership

Major Electives: 24 hours

Students will select additional courses totaling 24 credit hours from the following course designators:

BIB/CFM/CJU/CMN/COM/COU/CPR/DRA/GRK/HEB/ICS/MED/MUS/PHL/
PMN/PSY/REL/THE/YSM.

GENERAL ELECTIVES 18 Hours

These courses may come from any discipline.

TOTAL PROGRAM REQUIREMENTS 120 Hours

ASSOCIATE OF ARTS - BIBLE

The Associate of Arts in Bible offers two years of study for students desiring an emphasis in Bible and theology.

Upon completing the Associate of Arts in Bible, students will:

1. Identify key people, places, and themes of the Old and New Testaments.
2. Demonstrate a foundational understanding of Christian theology.
3. Articulate the essential elements of a Christian worldview.

Additional Program Stipulations

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. First-year students are to enroll in activity physical education courses each of their first two semesters at SAGU. Exceptions will be granted only with approval of the College Dean.

ASSOCIATE OF ARTS - BIBLE

GENERAL EDUCATION STUDIES 43 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication

ENG 1113 Composition and Rhetoric I

ENG 1123 Composition and Rhetoric II

3 hours from the following:

ENG 2233 American Literature through the Civil War

ENG 2243 American Literature after the Civil War

ENG 2273 Introduction to Literature

GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *9 hours*

GOVP 2213 U.S. National Government -or -

GOV 2213 National and State Government

HIS 1113 American History I

3 hours from the following:

PSY 1153 Introduction to Psychology

EDUP 2333 Child and Adolescent Development

Natural Science/Mathematics: *6 hours*

3 hours from the following:

BIO 1113 Biological Science

PHY 1113 Physical Science

3 hours from the following:

MTH 1113 College Mathematics

MTH 1123 College Algebra

Physical Education: *2 hours*

PED 2232 Wellness and Lifestyle -or-

2 hours from activity courses without duplication: PED 1101-2291

General Biblical Studies: *12 hours*

BIB 2213 Bible Study

REL 1133 Authentic Christianity

REL 1153 New Testament Literature -or-

REL 1163 Old Testament Literature

THE 2333 Pentecostal Doctrine and History

MAJOR STUDIES 12 Hours

BIB 1223 The Church in Ministry and Mission

REL 1153 New Testament Literature -or-

REL 1163 Old Testament Literature

REL 3153 Christian Ethics

THE 2113 Introduction to Theology and Apologetics

GENERAL ELECTIVES 9 Hours

TOTAL PROGRAM REQUIREMENTS 64 Hours

BUSINESS PROGRAMS

SAGU business programs provide curricular offerings which will assist students in becoming ethical and productive employees and leaders who serve their companies and communities from a biblical Christian worldview.

At SAGU AIC two programs are offered as residential: an A.S. degree in Business Administration, and a B.S. degree in Business Administration. Students desiring to matriculate to other bachelor's programs in business may transfer to the main campus in Waxahachie, TX or apply to continue as distance education students.

Business Department Mission Statement

The mission of the SAGU Business Department is to provide a quality business education founded on a Christian worldview that equips students to become servant leaders engaged in ethical business practices and committed to marketplace ministry.

Student Learning Outcomes for Bachelor of Science in Business Administration

1. Students will explain the major concepts in the functional areas of accounting, marketing, finance, management, and human resources.
2. Students will evaluate the legal, ethical, social, and economic environments of business using a Christian worldview and global perspective.
3. Students will demonstrate innovative thinking.
4. Students will demonstrate basic competencies in widely accepted decision-support technologies.
5. Students will apply analytical and critical thinking skills as well as knowledge of business concepts and functions to solve complex business problems.
6. Students will demonstrate competency in written and oral communication.

BACHELOR OF SCIENCE - BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration is offered at SAGU AIC as a dual-delivery program featuring some courses offered on site in Phoenix, and some courses offered via Distance Education through the main campus at SAGU. General Education courses can be taken on site at SAGU AIC or online through SAGU's main campus. (Contact Business Program Liaison at SAGU AIC for further information.)

GENERAL EDUCATION STUDIES 51 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication

ENG 1113 Composition and Rhetoric I

ENG 1123 Composition and Rhetoric II

3 hours from the following:

ENG 2233 American Literature through the Civil War

ENG 2243 American Literature after the Civil War

ENG 2273 Introduction to Literature

GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *9 hours*

GOVP 2213 U.S. National Government - or -

GOV 2213 National and State Government

HIS 1113 American History I

PSY 1153 Introduction to Psychology

Natural Science/Mathematics: *6 hours*

3 hours from the following:

BIO 1113 Biological Science

PHY 1113 Physical Science

MTH 1123 College Algebra

Physical Education: *4 hours*

PED 2232 Wellness and Lifestyle

2 hours from activity courses without duplication: PED 1101-2291

General Biblical Studies: *18 hours*

BIB 1223 The Church in Ministry and Mission

BIB 2213 Bible Study

REL 1133 Authentic Christianity

REL 1173 Introduction to Biblical Literature

THE 2113 Introduction to Theology and Apologetics

THE 2333 Pentecostal Doctrine and History

MAJOR STUDIES 57 Hours

Core Studies: *33 hours*

ACC 2213 Principles of Financial Accounting

BUS 1123 Survey of Economics

BUS 2513 Business Technology

BUS 2253 Business Law I

BUS 3413 Statistics

BUS 4453 International Business

BUS 4473 Strategy and Policy in Business
FIN 2113 Principles of Finance
MGT 2313 Principles of Management
MGT 2383 Management Communications
MKT 2323 Principles of Marketing

Professional Development: 24 hours

BUS 3123 Project Management
BUS 3133 Global Team Leadership
BUS 4113 Business Ethics
BUS 4123 Quality Improvement and Management
BUS 4443 Business Finance
MGT 4910 Management Practicum
9 hours of upper level courses from ACC/HRM/MGT/MKT

GENERAL ELECTIVES 12 Hours

TOTAL PROGRAM REQUIREMENTS 120 Hours

The Business Administration major is designed to provide academic experiences with a Christian perspective to facilitate students' abilities to perform responsibly and effectively in entry-level positions in the business administrative environment.

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

1. Utilize critical thinking skills and knowledge competencies to generate business strategies across a broad range of disciplines.
2. Apply management fundamentals including planning, organizing, directing, and controlling a business organization.
3. Demonstrate an understanding of how legal and ethical principles influence and impact organizations.

Additional Program Stipulations

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. First-year students are to enroll in activity physical education courses each of their first two semesters at SAGU. Exceptions will be granted only with approval of the College Dean.
4. All students must obtain and complete a 120-hour internship in their major field of study, subject to departmental approval.

ASSOCIATE OF SCIENCE - BUSINESS ADMINISTRATION

The Associate of Science in Business Administration provides curricular offerings, from a Christian perspective, to assist students in developing into productive employees in the business environment.

Upon completion of this program, students will:

1. Demonstrate knowledge of introductory business principles and practices as well as basic business terminology.
2. Demonstrate basic proficiency in financial accounting.
3. Demonstrate basic proficiency in the following computer applications: word processing, electronic spreadsheets, database, and presentation graphics to solve a variety of personal computer-related problems.

Additional Program Stipulations

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. First-year students are to enroll in activity physical education courses each of their first two semesters at SAGU. Exceptions will be granted only with approval of the College Dean.

ASSOCIATE OF SCIENCE - BUSINESS ADMINISTRATION

GENERAL EDUCATION STUDIES 43 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication

ENG 1113 Composition and Rhetoric I

ENG 1123 Composition and Rhetoric II

3 hours from the following:

ENG 2233 American Literature through the Civil War

ENG 2243 American Literature after the Civil War

ENG 2273 Introduction to Literature

GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *9 hours*

GOVP 2213 U.S. National Government - or -

GOV 2213 National and State Government

HIS 1113 American History I

PSY 1153 Introduction to Psychology

Natural Science/Mathematics: *6 hours*

3 hours from the following:

BIO 1113 Biological Science

PHY 1113 Physical Science

MTH 1123 College Algebra

Physical Education: *2 hours*

PED 2232 Wellness and Lifestyle -or-

2 hours from activity courses without duplication: PED 1101-2291

General Biblical Studies: *12 hours*

BIB 2213 Bible Study

REL 1133 Authentic Christianity

REL 1173 Introduction to Biblical Literature

THE 2333 Pentecostal Doctrine and History

MAJOR STUDIES 15 Hours

ACC 2213 Principles of Financial Accounting

BUS 1123 Survey of Economics

FIN 2113 Principles of Finance

MGT 2313 Principles of Management

MKT 2323 Principles of Marketing

GENERAL ELECTIVES 3 Hours

TOTAL PROGRAM REQUIREMENTS 61 Hours

EDUCATION PROGRAMS

The SAGU AIC Education program is designed to prepare students for certification with the State of Arizona, and thus be qualified to teach in either the public or private classroom. This preparation is accomplished through a combination of campus and field-based delivery systems. SAGU AIC offers an Education program that prepares students for certification in Early Childhood (Pre-K- Grade 3) or Elementary (Grades 1-8). Through the Harrison Graduate School one can obtain a master's degree in Education. Upon completion of course work at SAGU AIC, graduates can also seek certification by the Association of Christian Schools International (ACSI) and the Association of Christian Teachers and Schools (ACTS).

Student Learning Outcomes for Education Majors

Education Department objectives for SAGU AIC are based on the Arizona Professional Teacher (APT) standards. Upon completion of this program the student will:

Content Knowledge:

- Demonstrate knowledge and comprehension of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will teach.
- Display the ability to apply knowledge in creating learning experiences that make the discipline(s) accessible and meaningful for learners to assure mastery of the content.
- Illustrate the appropriate usage of a variety of instructional strategies to encourage all learners to develop knowledge and understanding of content areas while building skills and applying knowledge in meaningful ways. (APT Standards 4,5,8)

Student Development and Appropriate Environments:

- Demonstrate knowledge and comprehension of as well as application of how learners grow and develop, recognizing that patterns of learning and development vary individually both cognitively, linguistically, socially, emotionally, physically and culturally.
- Display the ability to analyze and synthesize knowledge in designing, creating and implementing developmentally appropriate and challenging learning environments, climates and experiences while utilizing appropriate educational strategies and techniques. (APT Standards 1,2,3)

Planning, Differentiating and Implementing Instruction:

- Demonstrate the ability to organize curriculum, plan, differentiate and implement effective instruction according to mandated learning objectives for K-8 instruction while utilizing multiple methods of assessment to monitor progress for all students, as well as to guide instructional decision-making.
- Apply knowledge and comprehension of individual differences and diverse cultures and communities to ensure inclusive learning environments while planning instruction that supports and enables each learner in meeting State Standards. (APT Standards 5,6,7,8)

Classroom Management and School Leadership:

- Demonstrate appropriate skills for efficiently managing a classroom in the public or private school sectors, working with others to create environments that support diversity for individual learners and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation for all learners.
- Exhibit the propensity, as a prepared educator, to seek appropriate leadership roles, to collaborate with learners, families, colleagues, other education 53 professionals, and community members to ensure learner growth, and to advance their chosen profession. (APT Standards 2,9,10)

Professional Knowledge:

- Demonstrate the ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
- Discuss the art, science, history, trends, issues, philosophy and theories of education while formulating a Christian worldview and a professional philosophy of education.
- Explain the importance of ongoing professional learning, the expediency of using evidence to continually evaluate and improve his/her practice, and ability to adapt practice to meet the needs of learners. (APT Standards 2,8,9)

Certification

Application for teacher certification must be made by separate action through the Arizona Department of Education. Graduates are expected to complete and pass all required Arizona State teacher certification exams. The Education degree with a concentration in Early Childhood or Elementary Education does not in and of itself qualify one for teacher certification.

BACHELOR OF ARTS - ELEMENTARY EDUCATION: ECE - Grade 8

GENERAL EDUCATION STUDIES 61 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication
ENG 1113 Composition and Rhetoric I
ENG 1123 Composition and Rhetoric II
ENG 2273 Introduction to Literature
GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *10 hours*

GOVP 2213 US National Government
GOVP 2111 Arizona State Government
HIS 1113 American History I
EDUP 2333 Child and Adolescent Development

Natural Science/Mathematics: *10 hours*

BIO 1113 Biological Science
BIO 1111 Introductory Biology Lab
PHY 1113 Physical Science
3 hours of Math

Humanities Studies: *3 hours*

3 hours from the following areas:

Fine Arts, Foreign Language, Humanities, Mathematics, Natural Science, or Social Science
(*Students seeking ECE Endorsement must take ECEP 2113 Foundations of Early Childhood Education.*)

General Biblical Studies: *18 hours*

BIB 1123 The Church in Ministry and Mission
BIB 2213 Bible Study
REL 1133 Authentic Christianity
REL 1173 Introduction to Biblical Literature
THE 2113 Introduction to Theology and Apologetics
THE 2333 Pentecostal Doctrine and History

General Electives: *6 hours*

MAJOR STUDIES 61 Hours

Elementary Concentration (Grades 1-8)

EDPP 2333 Technology for Education
EDPP 3183 Foundations and Methods of Structured English Immersion
EDU 2253 Foundations of Education
EDUP 3513 Curriculum and Instruction
EDUP 3523 Educating Exceptional Children
EDUP 3533 Cultural Diversity in the Classroom (Pre-K – Grade 8)
EDUP 3543 Methods for Instruction in the Arts (Pre-K – Grade 8)
EDUP 4223 Methods of Mathematics Instruction (Pre-K – Grade 8)
EDUP 4233 Assessment and Evaluation (Pre-K – Grade 8)
EDUP 4253 Methods of Social Studies Instruction (Pre-K – Grade 8)
EDUP 4263 Methods of Science Instruction (Pre-K – Grade 8)
EDUP 4313 Classroom Management (Pre-K – Grade 8)

ENG 3113 Children's Literature
RDG 3413 Foundations of Literacy Instruction
RDG 3423 Reading and Writing Across the Curriculum
RDG 3433 Literacy Assessment and Instruction
EDP 4111 Educator Assessment
EDUP 4912 Student Teaching

TOTAL ELEMENTARY ED PROGRAM REQUIREMENTS 122 Hours

The Elementary Education degree is designed to prepare students for Arizona state certification and qualify them to teach early childhood or elementary students in Christian, private, or public classrooms around the world.

Upon completion of this program, students will:

1. Demonstrate proficiency in content areas taught in preschool through grade three or grades one through eight.
2. Design and implement early childhood or elementary instruction and assessment based on state curriculum guidelines.
3. Create positive, productive classroom environments utilizing formal and informal settings and developmentally appropriate classroom management strategies.
4. Implement knowledge of professional roles and responsibilities.

Additional Program Stipulations

1. All students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester program. Completion of this degree meets the academic requirements for teacher certification in the state of Arizona. Teacher education candidates must also pass all required Arizona state teaching exams. Application for teacher certification must be made through the Arizona Department of Education. Students can seek certification through ACSI or ACTS.

BACHELOR OF ARTS - EDUCATION (PRE-PROFESSIONAL)

GENERAL EDUCATION STUDIES 50 Hours

General Education: 14 hours

COM 1143 Fundamentals of Speech Communication
ENG 1113 Composition and Rhetoric I
ENG 1123 Composition and Rhetoric II
ENG 2273 Introduction to Literature
GES 1122 Strategies for Student Success

Social/Behavioral Sciences: 9 hours

GOV 2213 National and State Government- or -
GOVP 2213 US National Government
HIS 1113 American History I
PSY 1153 Introduction to Psychology

Natural Science/Mathematics: 7 hours

BIO 1113 Biological Science
BIO 1111 Introductory Biology Lab
3 hours of Math

Physical Education: 2 hours

PED 2232 Wellness and Lifestyle

General Biblical Studies: 18 hours

BIB 1223 The Church in Ministry and Mission
BIB 2213 Bible Study
REL 1133 Authentic Christianity
REL 1173 Introduction to Biblical Literature
THE 2113 Introduction to Theology and Apologetics
THE 2333 Pentecostal Doctrine and History

MAJOR STUDIES 61 Hours

Core Studies: 27 hours

EDP 3413 Instructional Technology
*3 hours from EDP courses (upon Advisor direction) -or-
EDPP 3183 Foundations and Methods of Structured English Immersion*
EDU 2253 Foundations of Education
HUM 1133 Introduction to Fine Arts -or-
EDUP 3543 Methods for Instruction in the Arts
PSY 2323 Developmental Psychology -or-
EDUP 2333 Child and Adolescent Development
PSY 3463 Theories and Principles of Learning -or-
EDUP 3513 Curriculum and Instruction
EDUP 3523 Education Exceptional Children -or-
EDUP 3533 Cultural Diversity in the Classroom EC-8
EDUP 4313 Classroom Management EC-8
RDG 3413 Foundations of Literacy Instruction

Combination Area: 34 hours

A combination of 34 hours selected by the student and approved by advisor. 18 hours must be

upper level (3000-4000 coded courses). *SAGU AIC students must take GOVP 2111 Arizona State Government as a part of the Combination Area.*

GENERAL ELECTIVES 9 Hours

TOTAL PROGRAM REQUIREMENTS 120 Hours

The Education degree (Pre-Professional track) is designed to give students the spiritual, academic, professional and cross-cultural resources to be leaders in education classrooms around the world.

Upon completion of the program, students will:

1. Discuss the social, political, economic, academic, and psychological impact of education.
2. Explain how historical philosophies have influenced current educational theories.
3. Apply with minimum proficiency content knowledge in an education content area.
4. Design instruction that will create positive, productive classroom environments.

Additional Program Stipulations

3. All students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
4. First-year students enrolled full-time are to include GES 1122 in their first semester program.
5. Students are not eligible to take any 4000 level EDU courses on this degree.
6. This degree does not lead to state certification. Students may pursue ACSI or ACTS certification upon completion of this degree.

ASSOCIATE OF ARTS - EARLY CHILDHOOD EDUCATION (SAGU AIC ONLY)

The Associate of Arts in Early Childhood Education offers two years of study for students desiring an education degree which is foundational to a baccalaureate degree. It also prepares students for positions in Early Education Centers and qualifies them to teach preschool in Christian or private classrooms and centers around the world.

Upon completing this program students will:

1. Demonstrate proficiency in curriculum areas taught in preschool.
2. Design and implement instruction and assessment for children in preschool.
3. Demonstrate the ability to create developmentally appropriate, positive, productive classroom environments with appropriate classroom management strategies.
4. Demonstrate a knowledge of professional roles and responsibilities.
5. Demonstrate an understanding of differentiated instruction and diversity.

Additional Program Stipulations

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. Students are not eligible to take any 4000 level EDU or EDUP courses as part of this degree.

ASSOCIATE OF ARTS - EARLY CHILDHOOD EDUCATION

GENERAL EDUCATION STUDIES 39 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication

ENG 1113 Composition and Rhetoric I

ENG 1123 Composition and Rhetoric II

3 hours from the following:

ENG 2233 American Literature through the Civil War

ENG 2243 American Literature after the Civil War

ENG 2273 Introduction to Literature

GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *6 hours*

GOVP 2213 US National Government

HIS 1113 American History I

Natural Science/Mathematics: *7 hours*

BIO 1113 Biological Science

BIO 1111 Introductory Biology Lab

3 hours from the following:

MTH 1113 College Mathematics

MTH 1123 College Algebra

General Biblical Studies: *12 hours*

BIB 2213 Bible Study

REL 1133 Authentic Christianity

REL 1173 Introduction to Biblical Literature

THE 2333 Pentecostal Doctrine and History

MAJOR STUDIES 18 Hours

ECEP 2113 Foundations of Early Childhood Education

ENG 3113 Children's Literature

EDUP 2333 Child and Adolescent Development

EDUP 3523 Educating Exceptional Children

RDG 3413 Foundations of Literacy Instruction

RDG 3423 Reading and Writing Across the Curriculum

GENERAL ELECTIVES 3 Hours

TOTAL EARLY CHILDHOOD EDUCATION PROGRAM REQUIREMENTS 60 Hours

GENERAL STUDIES PROGRAMS

BACHELOR OF SCIENCE - INTERDISCIPLINARY STUDIES

Interdisciplinary Studies is designed for those students seeking studies in a general, broad-based academic discipline. This program allows individuals to select courses in one or more of the University's programs.

Admittance to this program requires approval from the Administrative Dean.

Upon completing this program students will be able to:

1. Compare and contrast Christian ethics with other ethical systems.
2. Summarize the ethical themes of the Old and New Testament.
3. Apply biblical principles in constructing a moral framework for the contemporary world.
4. Effectively communicate the impact of Christian ethics upon their expected vocational path.

Additional Program Stipulations

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. First-year students are to enroll in activity physical education courses each of their first two semesters at SAGU. Exceptions will be granted only with approval of the College Dean.
4. At least 30 hours must be from 3000 or 4000 level courses.

BACHELOR OF SCIENCE - INTERDISCIPLINARY STUDIES

GENERAL EDUCATION STUDIES 51 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication

ENG 1113 Composition and Rhetoric I

ENG 1123 Composition and Rhetoric II

3 hours from the following:

ENG 2233 American Literature through the Civil War

ENG 2243 American Literature after the Civil War

ENG 2273 Introduction to Literature

GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *9 hours*

GOVP 2213 U.S. National Government - OR -

GOV 2213 National and State Government

HIS 1113 American History I

PSY 1153 Introduction to Psychology

Natural Science/Mathematics: *6 hours*

BIO 1113 Biological Science

3 hours from the following:

MTH 1113 College Mathematics

MTH 1123 College Algebra

Physical Education: 4 hours

PED 2232 Wellness and Lifestyle

Any 2 hours from activity courses without duplication: PED 1101-2291

General Biblical Studies: *18 hours*

BIB 1223 The Church in Ministry and Mission

BIB 2213 Bible Study

REL 1133 Authentic Christianity

REL 1173 Introduction to Biblical Literature

THE 2113 Introduction to Theology and Apologetics

THE 2333 Pentecostal Doctrine and History

MAJOR ELECTIVE STUDIES 69 Hours

REL 3153 Christian Ethics

A combination of 66 hours selected by the student and approved by the scheduler.

30 of these 66 hours must be upper level (3000-4000)

TOTAL INTERDISCIPLINARY STUDIES PROGRAM REQUIREMENTS 120 Hours

ASSOCIATE OF SCIENCE - GENERAL STUDIES

The Associate of Science in General Studies is designed to prepare students to fill ministry and service roles by giving them a breadth of knowledge in the liberal arts and biblical studies, and to promote critical thinking that is fundamental to the higher education experience.

Upon completing this program students will be able to:

1. Demonstrate proficiency in General Education coursework.
2. Demonstrate proficiency in General Biblical Studies courses.
3. Complete a program of study to be used as a basis for further study at the bachelor's level.

Additional Program Stipulations

1. All full-time students are to include one General Biblical Studies course each semester until degree requirements have been satisfied.
2. First-year students enrolled full-time are to include GES 1122 in their first semester schedule.
3. First-year students are to enroll in activity physical education courses each of their first two semesters at SAGU. Exceptions will be granted only with approval of the Administrative Dean.

ASSOCIATE OF SCIENCE - GENERAL STUDIES

GENERAL EDUCATION STUDIES 43 Hours

General Education: *14 hours*

COM 1143 Fundamentals of Speech Communication
ENG 1113 Composition and Rhetoric I
ENG 1123 Composition and Rhetoric II
ENG 2273 Introduction to Literature
GES 1122 Strategies for Student Success

Social/Behavioral Sciences: *9 hours*

GOVP 2213 U.S. National Government - OR -
GOV 2213 National and State Government
HIS 1113 American History I
PSY 1153 Introduction to Psychology

Natural Science/Mathematics: *6 hours*

BIO 1113 Biological Science
3 hours from the following:
MTH 1113 College Mathematics
MTH 1123 College Algebra

Physical Education: 2 hours

PED 2232 Wellness and Lifestyle –or–
Any 2 hours from activity courses without duplication: PED 1101-2291

General Biblical Studies: *12 hours*

BIB 2213 Bible Study
REL 1133 Authentic Christianity
REL 1173 Introduction to Biblical Literature
THE 2333 Pentecostal Doctrine and History

MAJOR STUDIES 12 Hours

12 hours from any of the University programs available in AZ

GENERAL ELECTIVES 6 Hours

TOTAL GENERAL STUDIES PROGRAM REQUIREMENTS 61 Hours

COURSE DESCRIPTIONS



Course Numbers

The first figure of each number indicates the level of the course. The fourth figure usually indicates the number of semester hours of credit.

The University reserves the right to offer courses on alternate years or as needed. Any elective course scheduled may be withdrawn if demand is not sufficient.

SAGU does not guarantee that all courses and/or programs are offered at any one location.

Freshmen students may not take any course number 3000 or above.

Special Courses

Independent Research courses are designed to fulfill curriculum requirements of 1, 2, or 3 hours. Students are asked to complete a research project that is the equivalent of required course work. Independent Research courses are taken for residence credit and are numbered 1101, 1102, and 1103, or 2201, 2202, and 2203, or 3301, 3302, and 3303, or 4401, 4402, and 4403 (depending on the level of difficulty and credit awarded). Students must have advisor approval to take an Independent Research course. There is an extra fee.

Special Studies courses are offered in the schedule of classes during the summer or regular semesters. These courses are designed by the faculty to enrich the curriculum and fulfill degree requirements. Special Studies seminars and Special Studies courses are offered for residence credit and are designated by the codes SSS and SSC respectively. Because the student is meeting one-to-one with the instructor, there will be an extra fee.

Conference courses are those residence courses listed in the Course Descriptions section of the catalog in which requirements are met through individual, rather than the classroom, instruction. The student must receive the approval of both the instructor and the College Dean to enroll. Because the student is meeting one-to-one with the instructor, there will be an extra fee.

Applied Studies (Not all courses are offered at all locations)

APS 3313 Portfolio Development

3 Hours

This course focuses upon the preparation, development, and submission of an experiential learning portfolio for those students pursuing their Bachelor's degree through the School of Distance Education, who desire credit for experiential learning. Credit granted may range from 3 to 31 hours contingent upon approval of the portfolio.

Bible (Not all courses are offered at all locations)

BIB 1133 Biblical Prayer as Ministry

3 Hours

A survey of references and examples of prayer throughout the Scriptures. Biblical Prayer is viewed as Christian ministry. Practical interpretations of the concept are applied to the revealed purposes of God and to the unreached peoples of the world.

BIB 1223 The Church in Ministry and Mission

3 Hours

A biblical study of the mandate and extraordinary potential of the local church in its efforts to worship God, edify believers, and evangelize the entire world. The priority of both personal and corporate participation in God's great redemptive plan as expressed in the Old and New Testament is stressed. Additionally, students will explore leadership and ministry gifts within the Church and the central role of the Holy Spirit in advancing the kingdom of God.

BIB 2133 Book of Acts

3 Hours

A study of the Book of Acts with special emphasis on distinctive themes in Lucan theology as it relates to Luke-Acts. Attention is given to the expansion of the early Church, the work of the Holy Spirit, and the many challenges faced by the rapidly growing New Testament Church. (Prerequisite: REL 1153)

BIB 2213 Bible Study

3 Hours

Representative passages of Scripture from a variety of genre in both Old and New Testament will be analyzed and studied in order to learn basic Bible study skills. Special emphasis will be placed on the meaning of Scripture in its historical and literary context. The student will be introduced to the proper use of basic Bible study tools.

BIB 2233 Pentateuch

3 Hours

A study of Genesis through Deuteronomy with an emphasis on the prominent themes, historical events and legal codes. Attention is given to the concept of covenant and its significance throughout the Bible. (Prerequisite: REL 1163)

BIB 2243 Prison Epistles

3 Hours

An exegetical study of Ephesians, Philippians, Colossians, and Philemon emphasizing the message of each letter and its contribution to Pauline theology. (Prerequisite: REL 1153)

BIB 2263 Historical Books

3 Hours

A study of the history of Israel comprising the conquest, monarchy, captivity, and the restoration of Israel as portrayed in the Books of Joshua through Esther. (Prerequisite: REL 1163)

BIB 2273 Geography and Archaeology of the Ancient Near East

3 Hours

An introduction to the history and geography of the Ancient Near East accented by archaeological discoveries that give insight to the biblical world. (Prerequisites: REL 1153 and REL 1163)

BIB 2313 Biblical Languages and Tools

3 Hours

This course is a basic introduction to Biblical Hebrew and Greek that introduces students to the alphabet, grammatical terminology, and basic features of each biblical language with an emphasis on equipping the student to use commentaries, lexica, Bible software, and other language resources. (Prerequisite: BIB 2213)

BIB 2323 General Epistles

3 Hours

An exegetical study of Hebrews, James, 1 and 2 Peter, and Jude giving attention to the genre, theology, and application of each book. (Prerequisite: REL 1153)

BIB 2333 Pastoral and Thessalonian Epistles

3 Hours

An exegetical study of 1 and 2 Thessalonians, 1 and 2 Timothy and Titus that examines Paul's instruction and encouragement to his two associates in Ephesus and Crete and the church in Thessalonica. (Prerequisite: REL 1153)

BIB 3313 Corinthian Correspondence**3 Hours**

An exegetical study of Paul's letters to the church at Corinth including an introduction to the historical contexts and archaeology of this influential city. The pneumatological sections receive special attention highlighting their contribution to Pauline pneumatology. (Prerequisites: BIB 2213 and REL 1153)

BIB 3343 Romans and Galatians**3 Hours**

An exegetical study of Romans and Galatians emphasizing Paul's distinctive teaching of justification by grace through faith and sanctification by the Holy Spirit. (Prerequisites: BIB 2213 and REL 1153)

BIB 3413 Prophetic Literature**3 Hours**

A study of the history and messages of the Old Testament prophets. The course includes the exegesis of selected passages from the Major and Minor prophets. (Prerequisites: BIB 2213 and REL 1163)

BIB 3423 Poetical and Wisdom Literature**3 Hours**

A study of the books of Job, Psalms, Proverbs, Ecclesiastes, Song of Solomon, and Lamentations highlighting the poetic and literary characteristics unique to each genre. The theological content of each book is studied providing specific applications for faith and conduct. (Prerequisites: BIB 2213 and REL 1163)

BIB 3433 Hebrews**3 Hours**

An exegetical study of Hebrews accentuates the supremacy of Christ as the fulfillment of God's redemptive plan. (Prerequisites: BIB 2213 and REL 1153)

BIB 3473 Literary Study of the Bible**3 Hours**

A course designed to develop an appreciation for the artistry and beauty of the literature of the Bible. Emphasis will be placed upon literary genres, such as heroic narrative, epic, tragedy, lyric, poetry, and pastoral romance. This approach complements historical and theological approaches to the study of the Scripture. (Same as ENG 3473)

BIB 3483 Hermeneutics**3 Hours**

A study of the crucial importance of sound Bible interpretation for the ongoing process of teaching and preaching, including the history, science, principles, and practices of biblical interpretation. The classroom becomes a laboratory where the student, by using selected genre, is trained to discover the true meaning of the biblical passages by applying correct principles and using proper tools. (Prerequisite: BIB 2213)

BIB 4133 Seminar in the Old Testament**3 Hours**

An advanced exegetical study of an Old Testament book or theological theme. This course may be repeated provided the topic matter is distinct.

BIB 4143 Seminar in the New Testament**3 Hours**

An advanced exegetical study of a New Testament book or theological theme. This course may be repeated provided the topic matter is distinct.

BIB 4150 Senior Paper**0 Hour**

The senior paper represents the culmination of the student's biblical and theological training. The choice of topic must be made in consultation with the Department of Bible and Theology and an advisor will be assigned to the student to guide during the writing process. The course must be taken during the first semester of the senior year. (This course is available only to Bible and Theology, Biblical Studies, and Theological Studies Majors.)(Same as THE 4150)

BIB 4443 Synoptic Gospels**3 Hours**

A study of the life, ministry, and teachings of Jesus as recorded by Matthew, Mark and Luke. The common and distinctive characteristics and theology of each gospel will be evaluated. An overview of each book will be presented giving attention to its structure and dominant themes. Principles for the effective interpretation of the gospels are considered. (Prerequisites: BIB 2213 and REL 1153)

BIB 4453 Johannine Literature**3 Hours**

An exegetical study of the Gospel and Epistles of John emphasizing central theological themes including John's contribution to Christology. (Prerequisites: BIB 2213 and REL 1153)

BIB 4513 Apocalyptic Literature**3 Hours**

An exegetical study of Daniel and Revelation and other apocalyptic passages of Scripture. The characteristics of apocalyptic literature and the canons of interpretation that apply to this genre will be examined. (Prerequisites: BIB 2213 and REL 1153)

BIBP 2413 Pentateuch**3 Hours**

A study of the historical background, major biographies, themes and content of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy emphasizing God's covenant with Israel in light of redemptive history.

Biblical Languages (Not all courses are offered at all locations)**GRK 3113 New Testament Greek I****3 Hours**

A beginning course in Greek designed to prepare the student for elementary translation in the New Testament. The student will begin to build an essential vocabulary necessary for translation of the New Testament. (Prerequisite: ENG 1123 or High Entrance Exam)

GRK 3123 New Testament Greek II**3 Hours**

A continuation of GRK 3113 that will continue to build knowledge and skill level for translation and exegesis of the New Testament. (Prerequisite: GRK 3113 or equivalent)

GRK 4113 Intermediate Greek I**3 Hours**

An advanced study in biblical Greek. An inductive study of the various portions of the Greek New Testament to extend the student's knowledge of grammar, syntax, vocabulary and translation skills. (Prerequisite: GRK 3123)

GRK 4123 Intermediate Greek II**3 Hours**

A continuation of GRK 4113. An inductive study of the various genre of the Greek New Testament with emphasis on exegesis and textual criticism. (Prerequisite: GRK 4113)

HEB 3113 Biblical Hebrew I**3 Hours**

A beginning course in Hebrew designed to prepare the student for elementary translation in the Old Testament. The student will begin to build an essential vocabulary necessary for translation of the Old Testament. (Prerequisite: ENG 1123 or High Entrance Exam)

HEB 3123 Biblical Hebrew II**3 Hours**

A continuation of HEB 3113 that will continue to build knowledge and skill level for translation and exegesis of the Old Testament. (Prerequisite: HEB 3113)

Business (Not all courses are offered at all locations)**ACC 2213 Principles of Financial Accounting****3 Hours**

Accounting principles and procedures essential to the preparation of financial statements are developed with emphasis on their form, relationship, and presentation. Introduction to accounting principles for sole proprietorships, partnerships, and corporations. Use of accounting systems and application of valuation principles to assets, liabilities, equity, revenues, and expense.

ACC 2223 Principles of Managerial Accounting**3 Hours**

A continuation of ACC 2213. The course emphasizes the measurement and analysis of accounting information as a prerequisite for managerial decision making. Special attention is given to the use of cost data, budgetary controls, cost-volume-profit relationships in business decisions, and analysis and interpretation of financial reports for use by creditors, investors, and management. (Prerequisite: ACC 2213)

ACC 3000/4000 Special Topics I**3 Hours**

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

ACC 3343 Intermediate Accounting I**3 Hours**

A systematic study of intermediate accounting theory and practice. The development of accounting theory and processes are reviewed, and financial statement relationships are studied. A methodical in-depth examination of all of the major

balance sheet classification and account groupings follows. This course includes coverage of the official pronouncements of the FASB and other preceding AICPA bodies. (Prerequisite: ACC 2213)

ACC 3353 Intermediate Accounting II

3 Hours

A continuation of the study of intermediate accounting theory with a methodical examination of the major balance sheet classifications and account groupings. The course concludes with specialized topics of relevant interest to the intermediate student. These topics include income taxes, inflation and its impact on financial statements, accounting changes, statement of changes in financial position and analysis of financial statements. (Prerequisites: ACC 2213, ACC 3343)

ACC 4433 Managerial Cost Accounting

3 Hours

An analysis of basic cost relationships which include standard costing techniques, variance analysis, CVP analysis and the design of cost systems. Inventory planning and control techniques are studied. The income effects of alternative product costing methods are compared. A timely and relevant course for both the accountant who records and reports costs and the manager who receives and analyzes this information. (Prerequisite: ACC 2213)

ACC 4443 Income Tax Accounting

3 Hours

A study of personal income tax rules and regulations together with their application to specific taxpayer situations. A brief comparison of some basic differences between personal and corporate income tax regulations is also presented. Tax reference services will be introduced in the course, and students will be required to demonstrate some proficiency in their use. (Prerequisite: ACC 2213)

ACC 4453 Auditing

3 Hours

The course is designed to acquaint the student with the theoretical knowledge to successfully perform the attest function. Problems and case studies are used to grant the student practical exposure to the process since actual records are not available. (Prerequisite: ACC 2213)

ACC 4483 Advanced Accounting

3 Hours

This course completes the study of financial accounting theory. A variety of advanced topics are covered in depth. These topics include business combinations, consolidated financial statements, partnerships accounting, not-for-profit accounting, fiduciary accounting and advanced financial statement presentation. (Prerequisite: ACC 3353)

ACC 4593 Accounting Internship

3 Hours

Internship experience in an organization emphasizing accounting practices in any of several fields, such as financial analysis, auditing, taxation processes, accounts receivable/payable, cost accounting, business finance, etc. 120 hours are required for this internship. (Prerequisites: 12 hours of courses in the accounting specialization, permission of instructor and Department Chair)

BUS 1123 Survey of Economics

3 Hours

This course surveys basic microeconomic and macroeconomic principles including market structures, supply and demand, competition, government policy making, interest rates, and the banking system. Current economic problems are identified and analyzed in relationship to the basic economic principles explored.

BUS 1323 Personal Finance

3 Hours

This course will present an overview of personal financial opportunities (cash management, investments and retirement vehicles) and obligations (loans and mortgages) and how to manage them within the context of a Christian world view.

BUS 2253 Business Law I

3 Hours

A study of the U.S. legal system and its application and impact upon business/managerial decision-making as well as the typical legal issues encountered in the marketplace today. The course addresses the U.S. legal system/legal procedure, contracts, Uniform Commercial Code (Article 2), domestic and international sales and lease transactions, secured transactions, agency, and ethics.

BUS 2513 Business Technology

3 Hours

This course will prepare students for marketplace ministry through the development of job competencies in various technology applications. Students will achieve competency in a variety of applications such as Microsoft Excel, Microsoft Office, Microsoft Word, and others. Course content may vary from semester to semester as industry standards and certification opportunities become available.

BUS 3123 Project Management**3 Hours**

Companies continuously implement more efficient processes and launch new products and services. The successful management of these projects is critical for optimal business operations and growth. In this course, students will learn how to link projects to strategic goals, build cooperation among cross-functional teams, and manage resources within multi-project environments. Topics include project selection, leadership for project managers, scope management, team building and conflict resolution, cost estimation and budgeting, and project scheduling. In addition, student learning is aligned with the Project Management Body of Knowledge (PMBok) throughout the course, and students will complete a team-based project to provide practical experience. (Prerequisite: MGT 2383) (Same as MGT 3123)

BUS 3133 Global Team Leadership**3 Hours**

Organizations have expanded globally to remain competitive and to expand their product and service offerings. To facilitate world-wide expansion, companies utilize team leaders to facilitate virtual, cross-functional, and multi-national teams of experts. These global team leaders must overcome challenges like cultural and linguistic differences, the absence of face-to-face communications, and barriers to technological availability and usage to ensure that the organization's competitive and expansion goals are met. In this course, students will learn how to effectively lead virtual teams by overcoming temporal, spatial, and cultural challenges. Topics include the stages of team development, team facilitation, knowledge management, eCommunications, lateral leadership, and transformational leadership. In addition, students will evaluate real-world case-studies and will participate in virtual teams to gain real experience as global team members and global team leaders. (Prerequisite: MGT 2383)

BUS 3413 Statistics**3 Hours**

A study of basic statistical methods of distributions, central tendency, variability, correlation, sampling techniques, and hypothesis testing. (Prerequisite: Successful completion of MTH 1123. Same as MTH 3413)

BUS 4113 Business Ethics**3 Hours**

A study of contemporary business issues and dilemmas involving personal and corporate ethical practices, values, and corporate social responsibility in both the domestic and global marketplace using texts and case studies. (Prerequisite: Junior or senior class standing in any major/specialization.)

BUS 4123 Quality Improvement and Management**3 Hours**

Defective products and non-value adding activities are preventable expenses, and they reduce company profits. To become a competitive entity within our global business environment, companies can reduce their inefficiencies by embedding continuous, quality improvement and management techniques within the organizational culture. In this course, students will learn how to analyze processes, measurably solve problems, and implement sustainable solutions that reduce defects and improve quality within products and services. Topics include global competitiveness, change leadership, team management, conflict resolution, decision management, and Lean Six Sigma. Students will also utilize quality improvement tools like voice of the customer (VOC), root cause analysis, and affinity diagrams to gain real-world experience with quality improvement. (Prerequisite: MGT 2383)

BUS 4443 Business Finance**3 Hours**

A study of financing and investment decisions of the financial manager that maximize shareholder wealth. Topics include risk and return, interest and time value calculations, financial statement analysis, capital budgeting, long-term financing, and working capital management. (Prerequisite: ACC 2213)

BUS 4453 International Business**3 Hours**

An introduction to essentials of international business. Includes topics covering the nature of international business, international organizations and monetary systems, foreign environments, and special management and marketing considerations. (Prerequisite: MGT 2313)

BUS 4473 Strategy and Policy in Business**3 Hours**

Problem analysis and strategic management of today's businesses. The integration of knowledge and application of theories across functional areas is stressed. Case approach will develop skills of problem identification, analysis of alternatives, decision making, and proposal presentation. (Prerequisites: ACC 2213 and MGT 2313)

BUS 4593 Business Administration Internship**3 Hours**

Internship experience in an organization emphasizing management practices in any of several fields, such as managerial decision making, financial analysis, human resources management, labor management, supply chain management, operations management, organizational change management, etc. 120 hours are required for this internship.

(Prerequisites: 12 hours of courses in the business administration specialization, permission of instructor and Department Chair)

BUS 4913 Business Administration Capstone

3 Hours

Students will select either an onsite internship or capstone project in which they will be expected to propose and implement decisions using techniques learned during their degree. The capstone course will focus on the long-term implications of business strategy development, and management of a capstone project. (Prerequisites: 12 hours of courses in the business administration specialization, permission of instructor and Department Chair.)

FIN 2113 Principles of Finance

3 Hours

This course is designed to introduce students from all business disciplines to finance and prepare them for more in depth study in finance. The objective of this course is to provide the student with very basic analytical tools necessary to make value-enhancing financial decisions. Topics covered in the course include the time value of money, risk-return trade-off, valuation of financial assets and real assets, and capital structure decisions. At the end of this course, students are expected to have a good understanding of the basic techniques needed for making sound financial decisions.

FIN 3113 Personal Finance

3 Hours

This course is designed to introduce students from all disciplines personal finance basics, learn what the Bible says about money, and provide each student with the tools needed to be a good steward of their finances today and in the future. Personal finance provides major benefits that help steward financial resources more effectively and facilitate an improved standard of living. Specific topics that will be covered include: an overview of financial planning, economic concepts, goal setting, cash flow and budgeting, credit and debt, insurance (all types), income taxes, time value of money, investing, retirement planning, and principles in financial decision making.

FIN 3213 Entrepreneurial Finance

3 Hours

The major focus on this course is managing the financial decisions in a business in the start-up or acquisition phase along with maximizing the initial stages of growth. There is an emphasis on high growth firms, and the central objective is to gain an understanding of how entrepreneurs obtain and use financial resources. Additionally, the course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when the funds should be raised and from whom; what a reasonable valuation of the company is; and how funding should be structured. The course aims to prepare students for these decisions, both as entrepreneurs and venture capitalists. Furthermore, students will learn what the Bible says about managing business finances and provide each student with the tools needed to be a good steward of their finances today to create sustainable business ventures.

HRM 3113 Human Resource Management

3 Hours

A study of philosophies and policies of the personnel management system: planning and staffing; training and development; labor relations; understanding and managing people; financial compensation; assessment. (Prerequisite: MGT 2313)

HRM 3123 Conflict Resolution for Business Professionals

3 Hours

Students will demonstrate conflict resolution, mediation, and arbitration competencies by developing exceptional listening and communication skills, distinguishing between positive and negative conflicts in the workplace, interpreting body language, and utilizing conflict resolution best practices to reduce and/or eliminate negative conflict in the workplace. Upon successful completion of the course, students will receive an industry-recognized Crucial Conversations certification. (Prerequisite: MGT 2383)

HRM 4113 Compensation Management

3 Hours

Wage and salary administration in public and private organizations; determinants of general wage and salary levels and structures; total compensation systems, interrelationship among employee performance, intrinsic and extrinsic rewards, perceived equitable payments, employee satisfaction. (Prerequisite: HRM 3113)

HRM 4123 Employment Law

3 Hours

A study of the laws relating to employment. Includes defining the employer-employee relationship; regulation of discriminatory practices in employment (Title VII, the 1964 Civil Rights Act, and other statutes); regulation of the employment environment; and testing and evaluation of employee job performance. (Prerequisite: HRM 3113)

HRM 4133 Human Resource Development**3 Hours**

Practical and theoretical approaches to training and development of employees in an organization. Topics include organization, role and scope, training and development functions, philosophies, strategies, need analysis, development of program content, methods, materials and techniques, and evaluation and control of the training and development function. (Prerequisite: HRM 3113)

MGT 2313 Principles of Management**3 Hours**

Study of historical and contemporary management theory, models, and practices. Includes principles of planning, organizing, staffing, leadership, and control. Introduction to decision-making processes, styles, and situations. Emphasis on development of interpersonal managerial skills through student interaction and group activities.

MGT 2383 Management Communications**3 Hours**

Study and practice in writing a variety of business correspondence, foundations and practice of the elements of visual and verbal business communication. (Same as COM 2383)

MGT 3000/4000 Special Topics I**3 Hours**

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

MGT 3113 Nonprofit Management**3 Hours**

This course deepens student knowledge of nonprofits by examining the theoretical and practical aspects of the effective leadership and management of nonprofit organizations. The course includes the coveted topics of leadership, governing boards, accountability, partnerships, volunteerism, and fundraising for nonprofit organizations that operate in our global world. Video-based and real-world case studies from revered nonprofit leaders and organizations, lectures, and scholarly materials are utilized to prepare students to successfully lead, manage, and overcome key issues and sustainability challenges that plague nonprofit organizations.

MGT 3123 Project Management**3 Hours**

Companies continuously implement more efficient processes and launch new products and services. The successful management of these projects is critical for optimal business operations and growth. In this course, students will learn how to link projects to strategic goals, build cooperation among cross-functional teams, and manage resources within multi-project environments. Topics include project selection, leadership for project managers, scope management, team building and conflict resolution, cost estimation and budgeting, and project scheduling. In addition, student learning is aligned with the Project Management Body of Knowledge (PMBok) throughout the course, and students will complete a team-based project to provide practical experience. (Prerequisite: MGT 2383) (Same as BUS 3123)

MGT 4113 Organizational Behavior**3 Hours**

Analysis of organization in its various forms and the influence of environmental forces. Emphasis is placed on theoretical concepts, structural design and research findings about organizational relationships and effective management. (Prerequisite: MGT 2313)

MGT 4443 Entrepreneurship and Venture Management**3 Hours**

Fundamentals of identifying the need for and organizing a small business. The role and characteristics of the entrepreneur and problems of venture initiation are studied: new venture creation and its management through the first two or three years of operation. (Prerequisite: MGT 2313)

MGT 4453 Operations Management**3 Hours**

Analysis of the ongoing operations of established businesses. Students will be introduced to useful problem-solving techniques to deal with complex business problems. Topics include design and improvement of production processes, work measurement and standards, quality control, facilities layout, transportation problems, budgetary and cost control, inventory management, and PERT and critical path methods. (Prerequisite: MGT 2313)

MGT 4593 Management Internship**3 Hours**

Internship experience in an organization emphasizing management practices in any of several fields, such as managerial decision making, financial analysis, human resources management, labor management, supply chain management, operations management, organizational change management, etc. 120 hours are required for this internship. (Prerequisites: 12 hours of courses in the management specialization, permission of instructor and Department Chair)

MGT 4910 Management Practicum**0 Hours**

Beginning with the first Professional Development course, students will be enrolled in a co-requisite Practicum course every semester until they successfully complete either an approved 120- hour internship or a Capstone project. Students must successfully complete the course prior to graduation. (Prerequisite: Enrollment in Professional Development courses)

MGT 4913 Management Capstone**3 Hours**

Students will select either an onsite internship or capstone project in which they will be expected to propose and implement business decisions using techniques learned during their degree. The capstone course will focus on the long-term implications of business planning, strategy development, and management of a capstone project. (Prerequisites: 12 hours of courses in the management specialization, permission of instructor and Department Chair.)

MKT 2323 Principles of Marketing**3 Hours**

Study of the marketing function of the firm and the impact of consumer buying behavior. This course examines the variables of the marketing mix; product planning, pricing, physical distribution, channels of distribution, advertising, personal selling, and sales promotion. Investigates the economic, social, ethical, and political influences on the marketing environment.

MKT 3000/4000 Special Topics I**3 Hours**

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

MKT 3223 Consumer Behavior**3 Hours**

A study of the buying habits and preferences of consumers, models for explaining and predicting consumer and marketing behavior and consumer movements and attitudes with implications for marketing management policies and the business economy. (Prerequisite: MKT 2323)

MKT 3233 Business Marketing**3 Hours**

An overview of business marketing including: derived demand, vendor analysis, the multiple buying unit, value analysis, competitive bidding, industrial design, key accounts, and trade shows. (Prerequisite: MKT 2323)

MKT 3313 Social Media Strategy and Management**3 Hours**

Social Media Marketing (SMM) is the use of social media by marketers to increase brand awareness, identify key audiences, generate leads and build meaningful relationships with customers. Social media allows businesses to gain a competitive advantage through the creation and distribution of valuable, relevant and consistent content to attract and retain clearly-defined audiences. This course will focus on the creation, measurement, and strategy of Social Media Marketing. (Prerequisite: MKT 2323)

MKT 4123 Marketing Research**3 Hours**

This course is an introduction to the marketing research process enabling business analysis and decision making on behalf of a company or client. Topics include the creation and execution of a research project, an exploration of measurement instruments and survey design, analysis and reporting, as well as communicating research results at the leadership level. Additionally, ethical and organizational challenge related to applied research will be explored. (Prerequisites: BUS/MTH 3413, MKT 2323)

MKT 4313 Advertising and Promotion**3 Hours**

A study of the marketing promotional mix while gaining skills necessary to support the marketing with visual content. Topics include blogging, typography, color schemes, photography, video and editing skills for content creation. Additional focus will encompass strategies for advertising, sales promotion, personal selling, and public relations. Ethics and truth in advertising will be emphasized. (Prerequisite: MKT 2323)

MKT 4353 Digital Marketing and Sales Strategies**3 Hours**

This course provides a practical understanding of the internet marketplace focusing on applications within business, ministry, and missions, while also equipping the students with the skills needed to perform vital daily functions. Topics include internet marketing strategies, search engine optimization, creation and optimization of a product website/webpage, internet analytics, selling and telling in social media and mobile marketing. Additionally, ethical and organizational challenges related to marketing online will be explored.

MKT 4593 Marketing Internship**3 Hours**

Internship experience in an organization emphasizing marketing practices in any of several fields, such as account marketing management, advertising and promotion in media, event promotion, marketing research, database mining for marketing purposes, etc. 120 hours are required for this internship. (Prerequisite: 12 hours of courses in the marketing specialization, permission of instructor and Department Chair)

MKT 4893 Marketing Management**3 Hours**

This course builds upon material in Principles of Marketing but is more applied in nature and covers the four P's in greater depth. A study of the process of analyzing marketing opportunities. (Prerequisite: MKT 2323)

MKT 4913 Marketing Capstone**3 Hours**

Students will select either an onsite internship or capstone project in which they will be expected to propose and implement business decisions using techniques learned during their degree. The capstone course will focus on the long term implications of business planning, strategy development, and management of a capstone project. (Prerequisites: 12 hours of courses in the marketing specialization, permission of instructor and Department Chair.)

Children and Family Ministries (Not all courses are offered at all locations)**CFM 2143 Perspectives of Children and Family Ministries****3 Hours**

An overview study of the various perspectives of Children and Family Ministries. This course will provide the foundational understanding of the biblical perspective of ministering to children and families. Attention will also be given to the historical understandings of childhood and the development of ministry to children.

CFM 3113 Bridging Between Children and Youth**3 Hours**

A study of principles and methods for effectively helping individuals transition from childhood to adolescence within church ministries. Emphasis will be placed upon cooperative efforts between children's and youth pastors to facilitate successful transition. (Same as YSM 3113)

CFM 3123 Creative Methods for Communicating with Children**3 Hours**

Instruction and practice in a wide variety of creative methods to be used in teaching and preaching to children. Special emphasis will be given to developing skills and presentations. This lab-like course will prepare students to increase their ability to communicate effectively to children.

CFM 3133 Spiritual Formation of Children**3 Hours**

A study of the discipleship of children in keeping with their varied developmental needs and characteristics. Emphasis is given to training children, managing behavior, developing curriculum, and creating learning experiences that will effectively guide them in a growing relationship with Jesus Christ.

CFM 3143 Issues in Childhood and Family Life**3 Hours**

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

CFM 3153 The Hospitalized Child**3 Hours**

Overview of the role of the child life specialist in working with children and their families in healthcare settings, with emphasis on both theory and evidence-based practice.

CFM 3243 Marriage and Family Relationships**3 Hours**

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

CFM 4123 Reaching Children in Unique Contexts**3 Hours**

This course will involve students in understanding outreach to children in one or more unique contexts. Each student will also gain first-hand experience in reaching children in unique contexts agreed upon by the student and the program director. Such contexts may include camping programs, community organizations, urban settings, foreign countries, or other unique settings for reaching children. Students must be in either the junior or senior year.

CFM 4133 Leading Children and Family Ministries**3 Hours**

This course will address the role of the children's pastor or director of children and family ministries. Attention will be given to the administrative responsibilities of a director, recruitment and development of volunteers, support of parents, investment in families, and cooperation with the pastor and church staff. Working in churches of various sizes and cooperating with district and national ministries will be included.

CFM 4143 Family Life and Parenting**3 Hours**

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

CFM 4183 Children and Family Practicum**3 Hours**

Students will complete 120 hours in an off-campus setting in which they will obtain experiential learning in the field.

CFM 4999 Child Life Clinical Internship**9 Hours**

Students will complete a minimum of 480 hours of child life clinical experience in a healthcare setting, under the direct supervision of a Certified Child Life Specialist.

Christian Education (Not all courses are offered at all locations)**CED 4413 Adult Ministries****3 Hours**

A study of the characteristics of the adult at various life stages, and developing trends in the Church's work with adults. An investigation is made of methods which can be used effectively in reaching, teaching, and retaining adults in the local church with special emphasis upon principles which guide in structuring viable adult ministries.

Church Ministries (Not all courses are offered at all locations)**CMN 2313 Pastoral Counseling****3 Hours**

This course is designed to provide basic counseling training in those areas of counseling that are common among vocational ministries. The course will include marriage and family, grief, death and dying, crisis intervention, and biblical strategies for solving problems of life.

CMN 3113 Ministry of Teaching**3 Hours**

A study of the principles for effectively teaching Scripture to a variety of developmental and interest groups within the Church. The preparation of unit and lesson plans, the writing of objectives, selection of appropriate methodologies, effective presentation, and management of a quality learning experience will be discussed. Special emphasis will be given to an analysis of the teaching ministry of Jesus and the ancient Church. (Prerequisite: BIB 2213)

CMN 3123 Small Groups Ministry**3 Hours**

Prepares the student to serve and equip the church in design, curriculum selection, implementation and evaluation of small group ministry. Consideration is given to the training dimension for leader development as well as evangelistic intent. Emphasis will be on the biblical basis, effective models, and group dynamics of effective assimilation strategies within the local church and emerging ministry settings.

CMN 3163 Leadership in Ministry**3 Hours**

An examination of the theory and practice of leadership principles particularly in relationship to ministry in the local church and para-church ministries. Leadership principles are examined from multiple fields of leadership practice (business, church, education, sociology, philosophy, etc.) in an attempt to expose students to best practices that can be applied to their current and future roles as Christian leaders in the church and their community. Among the topics that are covered are self-assessment techniques, personality traits, parliamentary procedures, recruitment, motivation, retention principles, goal setting, vision development, and time management.

CMN 3173 The Church and Media**3 Hours**

The exploration of the challenges facing the twenty-first century Church in regard to reaching a media saturated generation and utilizing media to accomplish the goals of the Church. The course will give the student an overview of the various kinds of media useful to the Church including video, print, computers and multimedia, audio, lighting, drama, television, and radio broadcasting.

CMN 3183 Church Resource Management**3 Hours**

This course is an introduction to church resource administration. The administration of physical, financial, and human resources will be considered. This course also includes church liability management, taxation, insurance, and safety. The integration of technology into the administrative mission of the church will also be addressed.

CMN 3293 Theology of Compassion**3 Hours**

This course reviews the biblical foundation for compassion and traces the Church's theological interpretation and practical application of compassion throughout history.

CMN 3323 Leading Compassion Projects**3 Hours**

This course prepares students for leadership within the field of community relief and development, including skills in leading multifaceted projects, delegating responsibilities, inspiring volunteers, and managing funds.

CMN 3333 Biblical Preaching**3 Hours**

A basic course in the art and science of biblical sermon construction methodology. Special emphasis is given to the process of constructing sermons which are based on the meaning of the original author(s) of the Scripture(s) used for the sermon and which address contemporary human needs. (Prerequisite: BIB 2213, BIB 3483, COM 1143)

CMN 3373 Domestic Disaster Services**3 Hours**

This course presents the foundational principles and skills necessary to conduct services for the four phases of disasters: Preparation, Mitigation, Response, and Recovery, with the United States.

CMN 3423 International Disaster Services**3 Hours**

This course presents the foundational principles and skills necessary to conduct services for the four phases of disasters: Preparation, Mitigation, Response, and Recovery, in the context of international response.

CMN 4143 Leadership for Spiritual Formation**3 Hours**

A study of the development and administration of all the discipleship ministries of the local church. Leadership principles, recruitment and training of workers, staff relationships, planning, leading, organization and supervision are all considered with a view toward spiritual formation of God's people. Special attention is given to the discipleship ministries of the Assemblies of God.

CMN 4213 Personal Adjustment for Compassion Leadership**3 Hours**

Providing support through humanitarian outreaches can become physically, spiritually, mentally, and psychologically demanding on the caregivers. Preventative healthcare and self-care practices are critical, especially in the demanding environments often associated with disaster mitigation or relief. Students learn to monitor themselves and fellow relief participants to ensure sustained activities in a variety of settings.

CMN 4223 Entrepreneurial Leadership**3 Hours**

In this course students will learn the principles and practices that are essential to launch a health church or non-profit organization including the biblical characteristics of an entrepreneurial leader, organizational direction, team development, funding vision, marketing and communications, and culture.

CMN 4483 Church Ministries Practicum**3 Hours**

The student is assigned to a qualified mentor, and actively participates in a supervised ministry program. Emphasis in training is placed on the prospective graduate's specialization.

CMN 4913 Compassion Ministry Practicum**3 Hours**

Students will participate in a field experience with Convoy of Hope or another approved compassion organization. They will be assigned to a qualified mentor or training location overseas or in the United States and actively participate in supervised compassion efforts, community development, and other activities depending on practicum location. Students must successfully complete a field experience for a minimum of 12 weeks. This course is designed for Church Leadership students specializing in Compassion Ministry. 150-200 total practicum hours are anticipated. Students must apply for practicum approval to the ICS Committee one semester in advance. (Prerequisite: approval of the ICS Committee)

LDR 1213 School of Ministry Introduction Seminar**3 Hours**

The student will be exposed to the various ministries of their SAGU School of Ministry site. The student will be expected to learn the policies and practices of their local church and participate in various ministries as assigned. Students will learn basic leadership principles.

LDR 2113 Church Leadership Internship I**3 Hours**

The student is required to participate in practical ministry at the SAGU School of Ministry site. Students will gain an understanding of basic leadership skills and have the opportunity to implement these skills through participation in the local church setting. Emphasis will be placed on capturing the vision and functions of the church through observation of its staff and completing ministry hours in one or more departments of the church.

LDR 2123 Leadership Boundaries**3 Hours**

The student is required to participate in practical ministry at The Oaks Fellowship. Practical leadership concerns are addressed by reviewing several case studies of the leadership ministry of Jesus, specifically His leadership ministry in the context of the local church. Upon achieving a fundamental understanding of Jesus' methods, particular attention is paid to the balance of the leader's life and the successful fulfillment of the kingdom mission.

LDR 3113 Church Leadership Internship II**3 Hours**

The student is required to participate in practical ministry at the SAGU SOM site. Students will gain an understanding of basic leadership skills and have the opportunity to implement these skills through participation in the local church setting. Emphasis will be placed on capturing the vision and functions of the church through observation of its staff and completing ministry hours in one or more departments of the church.

LDR 3993 Internship in Church Leadership**3 Hours**

The student will participate in practical ministry at The Oaks Fellowship. Students will gain an understanding of ministry that takes place outside of church service opportunities. Emphasis will be placed on capturing the vision and functions of the church through observation of its staff and completing ministry hours in a chosen department.

LDR 4993 Protégé Experience in Church Leadership**3 Hours**

The student is required to participate in practical ministry. Under the guidance and supervision of pastoral leadership, students will lead teams of interns and volunteers in the local church. Emphasis will be placed on delivery and implementation of the vision, organizational mission, core values and project management in and through the local church. (Prerequisites: LDR 2123, LDR 3993)

Church Planting and Revitalization (Not all courses are offered at all locations)**CPR 3133 Church Health and Revitalization****3 Hours**

This course addresses the needs of existing churches in 21st century American settings. The student will be taught evaluation skills designed to assess the health of existing churches. Special emphasis will be given to congregations that are either plateaued or declining. Strategies will be presented designed to lead such churches to renewed health and subsequent growth. Attention will be given to the needs of congregations that are currently growing but will face potential plateauing and decline if they do not take necessary steps that will enhance the likelihood of continued growth. A student internship is included in this course.

CPR 3313 Understanding and Reaching the Community**3 Hours**

This course will familiarize the student with community analysis and assessment techniques. The student will be taught to develop churches and ministries based on a composite profile of the ministry focus group to be reached. The course will explore a variety of models and methods for developing ministries that impact people, communities, and cities with the gospel to win converts, make disciples, and build up the church. Emphasis will be placed on the discovery of evangelism forms that would effectively reach the people in the neighborhood and community context in which a church is located.

CPR 4113 Mentoring and Mobilizing Ministry Leaders**3 Hours**

This course introduces the student to principles of leadership made applicable to the church planting and revitalization context. The student will be taught how to transmit this information to potential local church leaders through the process of mentoring. The topic of mentoring is well-developed and clarifying instruction is given regarding a final essential component—the importance of worker mobilization in the church planting and revitalization context. A student internship is included in this course.

CPR 4613 Church Planting**3 Hours**

Students will be exposed to various stages of the church planting process. Foundational concepts will include the development of a philosophy of ministry, launching of public worship services, assimilation of people, and the importance of becoming a reproducing congregation. Advanced concepts will include the process for obtaining church incorporation, the financing of property, and the importance of adequate facilities. A student internship is included in this course.

Communication Arts (Not all courses are offered at all locations)**COM 1143 Fundamentals of Speech Communication****3 Hours**

An introductory speech course designed to develop individual speaking skills. Study in preparing, organizing, and delivering the basic types of speeches is included.

COM 2113 Web Design**3 Hours**

An introductory study of web design with a focus on using different media with web sites. Includes integration of digital photography, video and text, and other Internet resources for publication and public relations.

COM 2123 Computer Applications and Graphics in Mass Media**3 Hours**

A study in using hardware and software technology for print publications and computer-mediated communication in news media, public relations and advertising. Experience with desktop publishing, databases, scanning, and web applications. Also attention will be given to graphic design and animation for web communication and other types of computer media.

COM 2133 Print and Broadcast Journalism**3 Hours**

Students will explore methods of news, features and sports journalism with opportunities for practical application to real media outlets such as the University's website, SAGU.TV, and area publications. Writing and editing for both the eye and the ear will be studied and put into practical application. Special emphasis will be given to mastering the inverted pyramid formula, quote attributions, correct AP style, grammar and punctuation, and distinctive creativity.

COM 2143 Scriptwriting for Theatre and Film**3 Hours**

The exploration of the basic principles required to develop and write scripts for theatre and film production. Topics of study and application include: story treatments, research, source interviews, early script drafts, and final script submissions. (Same as WRT 2143)

COM 2213 Mass Communication in Society**3 Hours**

Principles of mass communication including historical, economic, social, ethical and legal factors influencing the operation and content of the mass media. Impact of new technology in changing the media. A survey of mass communication areas (newspapers, magazines, advertising, public relations, television, wire services, Internet and networks), and careers they offer.

COM 2383 Management Communications**3 Hours**

Study and practice in writing a variety of business correspondence, foundations and practice of the elements of visual and verbal business communication. (Same as MGT 2383)

COM 3143 Entertainment-Education**3 Hours**

This course focuses on entertainment-education initiatives used worldwide for social change. Topics presented and analyzed will help discover how media can be implemented to both entertain and educate in order to increase audience members' knowledge about educational issues, to create favorable attitudes, shift social norms, or change overt behavior. (The course does not address formal pedagogical concepts and cannot be used as a substitute for any requirements that are part of SAGU's Education degree programs.)

COM 4113 Communication Theory**3 Hours**

Survey of classical and contemporary theories of communication. This course will consider the theory and practice of interpersonal communication, influence, group and organizational communication, public rhetoric, and cultural communication. The course will include discussion and application of the impact of these theories in everyday life.

COM 4123 Communication History**3 Hours**

A historical and interdisciplinary analysis of the development of communication art concepts and practices from the classical rhetorical tradition to the present.

COM 4133 Mass Communication Research Methods**3 Hours**

An examination of quantitative and qualitative methods used to study audiences, contents and effects of mass media, especially focusing on advertising and public relations communication and utilizing social science research skills and statistical analysis. Approaches include content analysis, survey research, focus groups and other experimental studies.

COM 4153 Communication Ethics**3 Hours**

Examines ethical issues raised by contemporary mass media practices, especially those related to news, advertising, and public relations. Students will learn to recognize and analyze problem situations in terms of a framework of ethical principles in a societal context. The course also considers the role of media in light of a Christian worldview.

Counseling (Not all courses are offered at all locations)**COU 2113 Counseling Families Through the Life Cycle****3 Hours**

An introduction to the stages of family development and the typical counseling issues which flow from those transitions. Emphasis is on family life cycle and transitions including the independent adult, marital dyad, the infant/preschool/grade school family, parenting teens, launching teens, retirement and death of spouse. The issues of divorce and re-marriage counseling will also be examined. (Prerequisite: CMN 2313 or COU 2283)

COU 2123 Introduction to Counseling**3 Hours**

This course is an introduction counseling, emphasizing individual, groups, and families. Basic counseling skills will be taught. It introduces students to interviewing and intervention strategies. Students will learn assessment, evaluation, and planning.

COU 2213 Counseling Children and Adolescents**3 Hours**

This course presents assessment, diagnosis, and remedial therapeutic techniques unique to the practice of counseling children and adolescents and presenting parents with tools to utilize in facilitating growth in their children. (Prerequisite: CMN 2313 or COU 2283) (Same as SWK 2213)

COU 2223 Addictive Behavior and Recovery**3 Hours**

This course will explore assessment and treatment of various addictions including substance abuse (drug and alcohol), sexual addictions (pornography), self-mutilation, and other compulsive addictive behavior, and will focus on strategies for recovery. (Same as SWK 2223)

COU 2513 Counseling Methods in Chemical Dependency and Other Addictions 3 Hours

A course in counseling methods and techniques with the substance abusing and/or addictive client. Individual, family and group processes and interventions are explored in rehabilitation and recovery programs such as criminal justice agencies, therapeutic communities, and various faith-based community addictions services. Current models of prevention and intervention are studied as well as the 12-step recovery approach. One area of focus includes the special skills and techniques utilized with the Alcohol and Other Drug (AOD) client, incorporating the 12 core functions of an addiction counselor, i.e., screening, intake, assessment, treatment planning, case management, counseling, crisis intervention, client education, referral, report and record keeping, and consultation. (Same as PSY 2513)

COU 2523 Professional, Ethical and Special Issues for the Addictions Professional 3 Hours

This course includes a systematic review of the competencies and knowledge areas required in preparation for licensure as a chemical dependency counselor in Texas. However, there should be significant overlap with those seeking licensure in other states. The competence, role and function of the addiction counselor are reviewed in relation to such issues as stress, burn-out, resilience, dealing with denial and resistance, client defense mechanisms, confidentiality, scope of practice and type of clientele. Ethical guidelines and dilemmas are explored along with such special issues as criminal behavior and the criminal justice system, cultural norms and influences, family-of-origin dynamics, alcohol family roles, codependency, domestic violence, child abuse, HIV-AIDS awareness, women's issues, and Judeo-Christian perspectives in addictive behavior. (Same as PSY 2523)

COU 2533 Pharmacology of Addiction**3 Hours**

The course examines the psychological, physiological, and sociological effects of mood-altering substances and behaviors and their implications for the addiction process, including signs and symptoms of addictive behavior and phases of relapse. There is an emphasis on pharmacological effects of tolerance, dependency/withdrawal, cross addiction, and drug interaction. HIV, AIDS, STDS, and addiction related pathology are also covered. (Same as PSY 2533)

COU 3111 Practicum in Substance Abuse Counseling I**1 Hour**

This course focuses on practical, general workplace training supported by an individualized learning plan developed by the employer, University, and student. This course fulfills 100 of the required 300 hours practicum for LCDC. (Prerequisite: As legislated, a student must complete six courses related to chemical dependency counseling [COU 2123, COU 2223, COU 2513, COU 2523, COU 2533, PSY 3443] prior to enrolling in the practicum class in order to receive credit toward LCDC practicum hours.) (Same as PSY 3111)

COU 3113 Theories of Marriage and Family Counseling**3 Hours**

An introduction to the theoretical foundations of family systems and the major theories and models in family systems. Emphasis is on psychodynamic, cognitive/behavioral, systems, experiential, transgenerational, structural, and strategic models of family therapy.

COU 3121 Practicum in Substance Abuse Counseling II**1 Hour**

This course focuses on practical, general workplace training supported by an individualized learning plan developed by the employer, University, and student. This course fulfills 100 of the required 300 hours practicum for LCDC. (Prerequisite: As legislated, a student must complete six courses related to chemical dependency counseling [COU 2123, COU 2223, COU 2513, COU 2523, COU 2533, PSY 3443] prior to enrolling in the practicum class in order to receive credit toward LCDC practicum hours.) (Same as PSY 3121)

COU 3123 Advanced Methods and Techniques in Counseling**3 Hours**

This course presents counseling methods with individuals, groups, and organizations. It includes collecting, assessing data, as well as planning, implementing, and evaluating interventions. Major schools of counseling and psychotherapy will provide students with a practical orientation to the field. (Prerequisite: COU 2123)

COU 3131 Practicum in Substance Abuse Counseling III**1 Hour**

This course focuses on practical, general workplace training supported by an individualized learning plan developed by the employer, University, and student. This course fulfills 100 of the required 300 hours practicum for LCDC. (Prerequisite: As legislated, a student must complete six courses related to chemical dependency counseling [COU 2123, COU 2223, COU 2513, COU 2523, COU 2533, PSY 3443] prior to enrolling in the practicum class in order to receive credit toward LCDC practicum hours.) (Same as PSY 3131)

COU 3213 Counseling Adult Populations**3 Hours**

This course is a study of counseling adults. Students explore adult developmental issues and adult adjustment to physical, social, and psychological changes. Techniques for counseling adults are introduced. This course also includes a study of counseling issues relating to grief, death, and dying.

COU 3443 Crisis Intervention and Management**3 Hours**

This course is a study of crisis intervention and management with a Christian perspective. This course reviews theoretical models of crisis development in a variety of settings. Students will develop an understanding of intervention and management techniques demonstrating a competency in crisis intervention skills. Special emphasis is given to suicide, family crisis, and major catastrophes. (Same as PSY 3443, SWK 3443)

COU 4313 Behavioral Science Research**3 Hours**

A study of the various research methods in the behavioral sciences. Emphasis is on the techniques used as well as the process and ethics of research. Topics investigated include sampling, hypothesis development and testing, and research design. (Prerequisite: PSY 2413. Same as PSY 4313, SWK 4313)

COU 4413 Methods and Techniques in Marriage and Family Counseling**3 Hours**

A study of the use of particular techniques for working with marriages and families in counseling. Theory and practice will be integrated to identify when and how to use techniques with couples and families in the counseling setting. Role play and practice will be an integral part of this course. (Prerequisite: CMN 2313 or COU 2283. Same as SWK 4413)

COU 4523 Advanced General Counseling**3 Hours**

This is a capstone course designed for upper level senior advanced undergraduate students in counseling to review, explore special issues in counseling, and prepare and assist in developing a more in-depth orientation to main domains of counseling from which they have studied in their counseling curriculum. It also helps to expand their knowledge of counseling as preparation for graduate school. Further, a Major Studies Examination in counseling is provided over multiple domains in the discipline. Through the integration of knowledge in psychological science with a Christian

worldview, the student is required to complete a senior level research project under the supervision of a major professor in counseling. In this regard the counseling major is challenged to further develop their critical thinking, research knowledge and skill. (Prerequisites: COU 3213, COU 3273, COU 3443, COU 4313, COU 4413) (Replaced by COU 4613)

COU 4583 Field Practicum

3 Hours

This course requires the student to complete 120 hours in an off-campus setting allowing him or her the opportunity for experiential learning. Students will complete assignments designed to demonstrate knowledge, competency of the profession, and the ability to complete guided field research.

COU 4593 Counseling Ministries Practicum

3 Hours

This course requires the student to complete 120 hours in an off-campus setting allowing the opportunity for experiential learning. Students will complete assignments designed to demonstrate knowledge, competency of the profession, and the ability to complete guided field research. Students will demonstrate the ability to minister to the needs of the mentally ill and function as mental health care givers in church related settings. Field research may include but is not limited to direct observation of mental health disorders and/or the visitation of approved mental health facilities.

COU 4613 Advanced General Counseling

3 Hours

This is a capstone course designed for upper level senior advanced undergraduate students in counseling to review, explore special issues in counseling, and prepare and assist in developing a more in-depth orientation to main domains of counseling from which they have studied in their counseling curriculum. It also helps to expand their knowledge of counseling as preparation for graduate school. Further, a Major Studies Examination in counseling is provided over multiple domains in the discipline. Through the integration of knowledge in psychological science with a Christian worldview, the student is required to complete a senior level project under the supervision of a major professor in counseling. In this regard, counseling majors are challenged to further develop their critical thinking, research knowledge, and counseling skill. (Prerequisites: COU 2123, COU 3213, COU 3443, COU 4313.)

COU 4993 Special Topics

3 Hours

This course will focus on a specific topic including those which demand further intensive study as well as contemporary issues. In this regard, this course allows for recent developments and latest issues in the field related to a specific topic as well as the possible research interests of the professor. This course is intended to provide the student the opportunity to enhance their knowledge of a selected topic by examination of salient, current critical issues. This course may be taken as a general elective and may be repeated for another topic. (Prerequisite: Permission to take this subject has to be approved by the program coordinator or department chair.)

Criminal Justice (Not all courses are offered at all locations)

CJU 1113 Introduction to Criminal Justice

3 Hours

An introductory course in criminal justice. The history and philosophy of criminal justice in a democratic society is reviewed along with an analysis of the structure and function of criminal justice systems in the United States. Aspects of law and the courts, justice, criminal procedures, adjudication and law enforcement are explored.

CJU 1123 Ethics in Criminal Justice

3 Hours

A study of ethical concepts and issues in criminal justice. Standards, professional conduct and responsibilities of the criminal justice practitioner are examined in accordance with current ethical practices and issues in the field. Problems confronting law enforcement, the courts and correctional systems are addressed from an academic, professional and Christian worldview perspective. (Prerequisite: CJU 1113)

CJU 2113 Analysis of Police Operations

3 Hours

This course examines the administrative structure, management practices and operational processes of law enforcement agencies and personnel. Police and security issues such as recruiting, patrol techniques, criminal investigation including interviewing, search and seizure, and arrest procedures are examined.

CJU 2123 Criminal Investigation

3 Hours

An introduction to the theory, history and methods of obtaining and reporting information from the crime scene, victims, witnesses and suspects. Processes of scientific crime detection, case management and documentation in criminal investigation are reviewed. Components of this course also include a focus on methods used with certain types of major and minor crimes including homicides, assaults, sex offenses, property crimes and others.

CJU 3113 Constitutional Law**3 Hours**

An analysis of the United States Constitution. An exploration of the historical foundation and context of the constitution as well as state and federal relationships is conducted. Key United States Supreme Court decisions are reviewed in relation to their impact on American society.

CJU 3123 Theories of Criminology**3 Hours**

A study of basic concepts and theories of criminal behavior as well as all the major types of crimes. Basic methods and programs of prevention, control and treatment in relation to criminal justice agencies are reviewed.

CJU 3133 Delinquent Behavior and Rehabilitation**3 Hours**

This course is a study of the nature, extent, causation, prevention and rehabilitation processes of juvenile delinquency. Case management as well as procedures and operation of juvenile justice systems are also included. (Same as SWK 3133)

CJU 3143 Criminal Justice Administration**3 Hours**

A study of administrative processes in various criminal justice agencies including law enforcement is provided. Management principles, theories and practices are examined in the context of criminal justice administration. (Prerequisite: CJU 1113)

CJU 3153 Criminal Justice, Psychology and the Law**3 Hours**

A study that examines the interface between criminal justice, psychology and the law. Legal, ethical and investigative issues are examined in relation to civil rights, child welfare, mental health and criminal behavior. The role of specialists including polygraph examiners, investigators and forensic psychologists is reviewed.

CJU 3163 Advanced Criminal Investigation**3 Hours**

This course is a continuation of CJU 2123. The course includes advanced crime scene technology and criminalistics applications under simulated field conditions. The students will conduct experiments individually and in groups in fingerprint identification and categorization, development processes, crime scene photography, fiber analysis, soil analysis, tool marks, Locard's exchange principle, blood stain, spatter analysis, serology, tire impressions, questioned document analysis, ballistic evidence, microscopic analysis, report writing, physical evidence submission procedures, crime scene measurement and crime scene sketch-rough and finished. The course culminates in small groups utilizing the techniques learned to process a simulated homicide just as if they were a crime scene investigator-criminalist. (Prerequisites: CJU 1113, CJU 2123)

CJU 4113 Correctional Psychology**3 Hours**

A survey of correctional policies, procedures and approaches with regard to the management and treatment of the correctional client is explored. An analysis of selected offender types as well as approaches in treatment and current intervention trends is provided.

CJU 4123 Advanced Penology**3 Hours**

A study of the history and evaluation of the correctional process with emphasis on American correctional facilities and prisons. Also, an evaluation of community-based programs is included. (Prerequisite: CJU 1113)

CJU 4133 Security Management**3 Hours**

A study of security processes and management. This course examines major processes in security including business, institutional and community areas. Administrative principles and practices are surveyed in relation to criminal behavior including terrorism. (Prerequisite: CJU 1113)

CJU 4583 Field Practicum in Criminal Justice**3 Hours**

This course requires students to complete 120 hours of supervision in a criminal justice setting allowing the student the opportunity to gain practical knowledge, skill and experience in criminal justice. Enrollment in practicum must be approved by the CJ academic advisor or department chair. (May be repeated once as an elective in another area of criminal justice.)

CJU 4993 Special Topics**3 Hours**

This course will focus on a specific topic including those which demand further intensive study as well as contemporary issues. In this regard, this course allows for recent developments and latest issues in the field related to a specific topic as well as the possible research interests of the professor. This course is intended to provide the student the opportunity to enhance their knowledge of a selected topic by examination of salient, current critical issues. This course may be taken as

a general elective and may be repeated for another topic. (Prerequisite: Permission to take this subject has to be approved by the program coordinator or department chair.)

Education (Not all courses are offered at all locations)

Admission to the Education program must be attained before a student can take 4000 level EDU courses.

ECEP 2113 Foundations of Early Childhood Education

3 Hours

A foundational course in early education grades Pre-K – 3 based on child development principles and cognitive learning theories. Early Childhood curriculum, classroom environment, organization, relationships, and management principles are explored as well as the implementation and use of various technologies, methodologies, and materials.

EDP 4111 Educator Assessment

1 hour

An emphasis on test taking strategies in preparation for professional educator examinations. (Prerequisites: EDU 2253, PSY 2323 or EDUP 2333, PSY 3463 (Texas only))

EDPP 2333 Technology for Education

3 hours

This course is designed to enable educators to use technology to enhance instruction within and across the content areas. Emphasis is placed on the utilization and evaluation of technologies and their appropriateness for the curriculum. National and State technology standards and curriculum guidelines will be incorporated.

EDPP 3183 Foundations and Methods of Structured English Immersion

3 Hours

Overview of SEI philosophy, history, issues, and assessment of conversation and content area language acquisition by English Language Learners Pre-K – 8th grade. SEI issues and trends will be emphasized. English Language Learning curricula, instruction, assessment, lesson plans, and materials are explored. Mandatory course for Arizona state teaching certification. Field Experience required.

EDU 2253 Foundations of Education

3 Hours

A historical survey of philosophical concepts and competencies related to the field of education. This course focuses on pedagogy and professional responsibilities which ensure that the teacher designs instruction appropriate for all students, utilizes effective classroom management strategies to create a classroom environment of respect and rapport, and promotes student learning by providing responsive instruction. Legal and ethical requirements are also emphasized. Includes field experience and related technology.

EDUP 2333 Child and Adolescent Development

3 Hours

Basic principles of development and learning from conception through adolescence. Encompasses cognitive, language, social, emotional, and physical development. Field Experience required.

EDUP 3153 Curriculum and Instruction

3 Hours

This course explores the basic principles of curriculum and instruction as applied to learners in grades Pre K-8 grade. It will examine traditional and innovative teaching strategies and critical thinking skills. Effective lesson planning and instruction through selecting, planning and utilizing materials, methods, activities and equipment suited to the instruction of diverse students will be included. State standards across disciplines and content areas will be emphasized.

EDUP 3523 Educating Exceptional Children

3 Hours

Overview of special education history, laws, assessment, process, and implications related to educating exceptional children. Studies in cognition, learning strategies, inclusion, and identification of exceptional children will be emphasized. Differentiated instruction and evaluation measures will be examined. Field Experience required.

EDUP 3533 Cultural Diversity in the Classroom

3 Hours

An Examination of historical and theoretical models of child development related to diversity and multicultural assimilations. Social dimensions and implications of cultural diversity will be explored. Curriculum and instructional techniques, strategies, modifications, and accommodations to meet Pre-K- 8th grade diverse student needs emphasized. Field Experience required.

EDUP 3543 Methods of Instruction in the Arts

3 Hours

This course is designed to help prepare students to integrate art in the classroom at the elementary and middle school levels. Students will explore art materials and teaching techniques suitable for classroom use. Imaginative art experiences

and the nature of creativity are stressed. The course includes development of a teaching file and effective lesson plans, appropriate art lessons and teaching strategies for each age group.

EDUP 4223 Methods of Mathematics Instruction

3 Hours

This course examines theories and principles of teaching and learning mathematics based on research and the effective practice of mathematics instruction for Pre K – 8th grade which will enable teachers to strengthen curriculum, instruction, and assessment. Critical thinking skills are emphasized as essential teaching and learning strategies. Arizona College and Career Ready Standards and NAEYC Standards 1-5 will be the focus of study. Field Experience required.

EDUP 4233 Assessment and Evaluation

3 Hours

This course examines the processes of assessing, monitoring, evaluating, testing and reporting the developmental and academic progress of children birth through 8th grade. Test construction and interpretation; high stakes standardized tests; and current trends in educational accountability will be examined. Historical impact, assessment challenges, and the role of technology in assessment are also investigated. Arizona College and Career Ready Standards and NAEYC Standards included.

EDUP 4253 Methods of Social Studies Instruction

3 Hours

This course examines cognitive learning theories related to social studies instruction, curriculum, and assessment in the Pre-K-8th grade classroom. Social Studies issues and trends are emphasized. Arizona College and Career Ready Standards and NAEYC Standards will be included. Field Experience required.

EDUP 4263 Methods of Science Instruction

3 Hours

This course examines instruction, curriculum, methods, materials and assessment in the Pre-K – 8th grade science classroom. Cognitive Learning theories, developmentally appropriate and motivating for students, are emphasized. Learning, application and implementation of concepts and procedures to real-world situations is explored. Critical thinking skills are emphasized as essential teaching and learning strategies. Arizona College and Career Ready Science Standards and NAEYC Standards will be the focus of study. Field Experience required.

EDUP 4313 Classroom Management

3 Hours

This course examines the leadership and management dimensions of teaching students in Pre-k – 8th grade. Strategies, techniques and processes available for effective teaching, learning, motivation and communication are explored. Components of positive classroom environments and classroom management programs are emphasized. Research is utilized to investigate the social, cultural, and familial contexts that influence learning and development. Field Experience required. (Same as ECEP 4313)

EDUP 4912 Student Teaching

12 Hours

A twelve hour supervised teaching experience to demonstrate educational and professional competencies in an elementary or middle school classroom setting. Student teacher will demonstrate understanding and appreciation of the relationship between education theory and teaching practice. The student will be under the cooperative supervision of a state certified school teacher and a SAGU AIC Education faculty member. Required for Arizona state teaching certification.

English (Not all courses are offered at all locations)

ENG 0013 Developmental Composition

3 Hours

An introduction to those aspects of reading and composition necessary for college work including the study of the fundamentals of grammar. All students reflecting verbal deficits in their ACT or SAT test scores are required to enroll in this course. This course does not fulfill the requirement for English in the core curriculum. *Students enrolled in this course must earn at least a C (70%) to progress to ENG 1113.*

ENG 0111 Composition Lab

1 Hour

Composition Lab provides additional support in college-level reading and writing for students whose admissions scores suggest a need, and for students moving from ENG 0113 Integrated Reading and Writing to ENG 1113 Composition and Rhetoric I. Students who are required to enroll in ENG 0111 will do so concurrently with ENG 1113. This course does not fulfill the requirement for English in the core curriculum. (Prerequisite: Students with ACT scores of 17 or below on ACT Reading or English should first enroll in ENG 0113)

ENG 0113 Integrated Reading and Writing**3 Hours**

Integrated Reading and Writing focuses on college readiness in reading and writing. Students whose admissions scores in reading and writing do not reflect college readiness are required to enroll in this course. This course does not fulfill the requirement for English in the core curriculum.

ENG 1113 Composition and Rhetoric I**3 Hours**

A review of the principles of English grammar. Various rhetorical genres of composition are studied and practiced. Parallel readings of professional and student writers are required. Vocabulary development is required.

ENG 1123 Composition and Rhetoric II**3 Hours**

A continuation of ENG 1113. The research paper is discussed and composed. The rhetorical modes of argumentation and critical analysis are studied and practiced. Parallel readings of professional and student writers are required. (Prerequisite: ENG 1113 or equivalent)

ENG 2113 Introduction to English Studies**3 Hours**

A foundational introduction to the history of English as a discipline, key issues, theories, and theorists across rhetoric/composition, literacy, linguistics, and literature, and research and writing conventions in English. (Prerequisite: ENG 1123)

ENG 2123 Advanced English Grammar**3 Hours**

An advanced study in the history, structure, and conventions of English, with a focus on standard revised, written English. (Prerequisite: ENG 1123)

ENG 2233 American Literature through the Civil War**3 Hours**

A survey of the best American prose and poetry writers, including writers from African, Asian, Caucasian, Hispanic, and Native American cultures, and their representative works from the Colonial Period through the latter 19th century. (Prerequisite: ENG 1123)

ENG 2243 American Literature after the Civil War**3 Hours**

A continuation of ENG 2233. Emphasis is placed on prose and poetry of the latter 19th century through the 20th century, with representative works from diverse cultures. (Prerequisite: ENG 1123)

ENG 2273 Introduction to Literature**3 Hours**

A survey course of the major genres of literature, including short story, poetry, and drama. Designed to develop analytical reading skills and an appreciation for literature that reflects a range of diverse cultures. (Prerequisite: ENG 1123)

ENG 3113 Children's Literature**3 Hours**

A survey course of the outstanding authors and illustrators in children's literature, representing diverse cultures and ethnicities, with an emphasis on why literature is valuable for children, as well as on specific genres in the field of literature for children: traditional, fantasy, contemporary realistic, historical, biography, and non-fiction.

ENG 3143 Creative Writing in Elementary**3 Hours**

A course designed to teach students how to read like writers and how to study well-crafted texts. Students will engage in the activities and thought processes of writers as they discover their personal style and voice; they will also learn much rich information that will help them build writers in the elementary classroom. (Prerequisites: ENG 1113, 1123)

ENG 3173 Special Topics in Literature**3 Hours**

Intensive examination of the literature of one or more authors, periods, regions, minorities, genres, or other selected topics. May be repeated once for credit when topics vary.

ENG 3343 Young Adult Literature**3 Hours**

A survey course of the award-winning authors, contemporary and classic, in the field of adolescent literature. Emphasis will be placed on multicultural fiction, representing such cultures as African American, Asian American, Native American, and Latin American, as well as on age-related issues.

ENG 3363 Creative Writing**3 Hours**

A course designed to nurture writers by focusing on writing as a process which invites growth, with special emphasis on revision. Students will engage in the activities and thought processes of writers—discovering their personal voice and style—as they complete writing projects in a variety of genres. (Prerequisites: ENG 1113, 1123. Same as JOU 3363)

ENG 3383 British Literature I**3 Hours**

A survey of the masterpieces in English literature, both prose and poetry, from the Anglo-Saxon Medieval Ages, Renaissance, and Age of Reason.

ENG 3413 Introduction to Linguistics**3 Hours**

An introduction to the theories, methods, and basic terminology of linguistics, including descriptive linguistics (phonetics, phonology, morphology, syntax, and semantics), socio, psycho, and neurolinguistics. Each area will consider the diverse cultures within our complex society. This course provides a foundation in linguistics for educators.

ENG 3423 Linguistics II**3 Hours**

A continuation of ENG 3413 providing an in-depth study of descriptive linguistics (phonetics, phonology, morphology, syntax, and semantics). Principles and methods of socio and historical linguistics will be covered within the context of diverse cultures. (Prerequisite: ENG 3413)

ENG 3433 British Literature II**3 Hours**

A survey of the masterpieces in English literature, both prose and poetry, from the Romantic and Victorian eras and the Twentieth-Century.

ENG 3443 Christian Themes and Authors**3 Hours**

A survey of writers, both past and present, who integrate faith into their works. Authors may include John Bunyan, Gerard Manley Hopkins, J.R.R. Tolkien, C.S. Lewis, Randy Alcorn, and selected others. (Prerequisite: ENG 1123)

ENG 3453 Basic Strategies in TESOL**3 Hours**

This course introduces students to the tools, strategies, and skills for teaching English to speakers of other languages in a variety of contexts. This course will take a hands-on approach to creating meaningful activities, exercises, and lessons to help English learners master grammar and vocabulary for listening, speaking, reading, and writing in English.

ENG 3463 Techniques and Theory in TESOL**3 Hours**

This course considers practices in teaching English to speakers of other languages and evaluates them according to current understanding of how people best learn language. The course will cover language teaching tools, planning curriculum, assessing student language ability, and teacher professional development.

ENG 3473 Literary Study of the Bible**3 Hours**

A course designed to develop an appreciation for the artistry and beauty of the literature of the Bible. Emphasis will be placed upon literary genres, such as heroic narrative, epic, tragedy, lyric, poetry, and pastoral romance. This approach complements historical and theological approaches to the study of the Scripture. (Same as BIB 3473)

ENG 4133 Introduction to Literary Theory**3 Hours**

A historical study of major developments in the theory of literature since Plato. The first half of the course surveys representatives of the most important positions; the second half surveys the continuing influence of those positions in 20th century thought. Particular attention is given to the specific aesthetic problems involved in reading and interpreting literary language and the tensions between literature, readers, and cultural contexts. A primary focus will be on biblical, traditional answers to the post-modern questions of the nature and function of the literary critic in order to develop Christian literary apologetics and critics. This class will be required for students who plan to enroll in graduate school.

ENG 4413 Advanced Grammar and Composition**3 Hours**

Advanced expository writing course reviewing the composing process and principles of research writing. Examples from classic and contemporary writings that reflect diverse cultures will be provided. The terminology, functions, and usage of English grammar will be included. (Prerequisite: 15 hours of English)

ENG 4433 Shakespeare**3 Hours**

An analysis of the major tragedies, comedies, histories, and romances of Shakespeare. These works will be studied within the historical and cultural context of the Renaissance Age.

ENG 4513 18th and 19th Century Literature**3 Hours**

A focused study of works written during the 18th or 19th centuries. This course may include a variety of literary genres and will emphasize close reading and critical writing. May be repeated when course focus changes.

ENG 4523 20th and 21st Century Literature**3 Hours**

A study of significant 20th and 21st century literature to investigate the ways different authors, texts, and literary movements engage aspects of culture. This course may include a variety of literary genres and will emphasize close reading and critical writing. May be repeated for credit when course focus changes.

ENG 4613 World Masterpieces**3 Hours**

This course explores how great writers refract their world and how their works are transformed when they intervene in our global, cultural landscape today. Focus will be on works of literature, drawing from fiction, poetry, and drama, from ancient times to the present that take the experience of the wider world as their theme and explore the varied artistic modes in which great writers have situated themselves in the world, helping us understand the deep roots of today's intertwined global cultures.

General Education Studies (Not all courses are offered at all locations)**GES 0011 AIM I****1 Hour**

This remedial course is designed for students entering SAGU needing additional academic preparation to meet the challenges of college level work. Under the guidance of the Director of the Learning Center, students work individually with peer tutors in developing competence in critical study skills. Some of the basic skills emphasized are time management, organization, note taking methodologies, memory improvement, and test-taking strategies. Students entering the University on conditional acceptance are required to take this course.

GES 0021 AIM II**1 Hour**

AIM II is the continuation of remedial skill development from AIM I. Emphasis is placed on the student's current courses. The peer-tutor model is still employed but each student will be expected to independently demonstrate competency in the appropriate application of study strategies. The identification of challenges and the setting of academic goals will be done with the tutor staff. Students will also be required to take the career assessment in the Career Office, if not previously taken. All students entering SAGU with a conditional acceptance are required to complete both semesters of the course.

GES 0031 Crossroads**1 Hour**

Crossroads is designed for students needing additional academic support and is a requirement for all students in a first time academic probationary status or a continuing academic probationary status (as defined by the current catalog). With the staff and the Director of the Learning Center, students will identify academic areas for emphasis and design a plan for academic success. Each student will be assigned a peer tutor who will give weekly academic assistance. Students meeting satisfactory academic achievement levels, as defined above, will be considered as successfully completing the requirement. A recommendation from the Dean of Academic Services is also required.

GES 0113 Reading Enrichment Strategies**3 Hours**

This course addresses major areas of reading: reading speed, comprehension, and vocabulary. Strategies will be taught that will increase the student's performance in each of the aforementioned concentrations. All students reflecting reading deficits in the ACT or SAT test scores are required to enroll in this class.

GES 1122 Strategies for Student Success**1 Hour**

This course aids incoming students in the process of acclimation to the University environment. The curriculum addresses student growth in knowledge, skills and attitudes in academic, social, personal, and spiritual areas. This course also provides an avenue for students to learn operational aspects of the University.

Humanities (Not all courses are offered at all locations)

HUM 1133 Introduction to Fine Arts

3 Hours

Emphasis will be given to Texas Art and Music Standards. This course will give an overview of the principles, elements, and techniques of the visual arts, architecture, music, photography and theatre, as well as the terms and methods used to evaluate and appreciate works of art, music, drama, and other art forms. Also included will be an introduction to people who have made significant contributions in the history of the various art forms. The student will explore and apply comprehensive knowledge of music history, music evaluation, and musical perception and performance.

Intercultural Studies (Not all courses are offered at all locations)

ICS 2113 Islam in America

3 Hours

A study of the birth of American Islam, the early waves of Muslim immigration, and the evolution of American Islam toward orthodoxy. Emphasis is placed on the implications of Islam's rapid growth in American society and the Christian's responsibility to address this challenge.

ICSP 2113 World and US Missions

3 Hours

A contemporary assessment of the spread of the Gospel in our world today. This course deals with theological issues, cross-cultural problems, political and historical influences and ministry strategies. Consideration is given to the divine call as well as qualifications and preparation for cross-cultural ministry in the twenty-first century. This course includes a survey of the history, philosophy and organization of World and U. S. Missions within the Assemblies of God.

ICS 2153 Spiritual Development

3 Hours

In this course, students will develop a biblical understanding of the principles and practices of spiritual growth and development. Biblical methods of sharing the Christian faith and mentoring spiritual maturity of believers will be introduced. Emphasis also will be placed on the biblical qualities necessary for those involved in planting and developing communities of believers.

ICS 2163 Strategic Opportunities in U.S. Service

3 Hours

This course will explore four major areas for cross-cultural service in the United States: church planting (especially among immigrants), college ministries (especially to foreign students), intercultural ministries and the chaplaincy. A history of past successes and failures in these areas will be addressed. Contemporary strategies will be introduced.

ICS 2313 Personal Adjustment for Cross-Cultural Service

3 Hours

This course assists the students to assess their personal characteristics which are critical to cross-cultural adjustment. Then, various culture-clusters are examined to discover how their constituents generally respond in situations revolving around such cultural dynamics as time/event, crisis-non-crisis, task/personal relationship, etc. Finally, the students self-prescribe the personal changes they would need to make to effectively serve in a given cultural setting.

ICS 2913 Leadership in Cross-Cultural Service

3 Hours

The course is an intercultural studies course focused on equipping students for leadership in cross-cultural service. Students will be prepared to visit, experience and learn from cultures other than their own, implementing servant leadership. In addition, this course will prepare students to lead service trips by training the student in the necessary responsibilities pertaining to cross-cultural travel and peer leadership.

ICS 3113 Holistic Relief and Development

3 Hours

This course will present new methods for reaching out to hurting populations through various compassion ministries through both relief and development. Various strategies of establishing community involvement for long-term impact will be a major focus. Strong emphasis will be given to the scriptural precedents that point to the validity of this outreach and ways of accomplishing spiritual ends.

ICS 3133 Women in Islam

3 Hours

This course examines the identity and role of women in historic and contemporary Islam as taught by the Qur'an, the traditions and throughout society in various Muslim contexts. The student will examine the current debates about gender issues in Islam. This course will examine the implications of the religious role and status of Muslim women, their social status, as well as their place in the family, their home and Muslim society.

ICS 3143 Transforming Conflict**3 Hours**

This course focuses on sharpening peer-to-peer relationship skills. The course integrates research proven cognitive-behavioral skills with biblical practices to enhance interpersonal relationships. Special emphasis is placed on managing conflict in cross-cultural environments.

ICS 3163 Understanding the Spirit World**3 Hours**

This course deals with the realms of spirits as depicted in Scripture: the realm of God, the realm of angelic spirits—evil and good, and the realm of human spirits—un-regenerated and regenerated. The course focuses on discovering the source of spiritual oppression in any given conflict. (Prerequisite: CMN 1223)

ICS 3183 Fundraising and Stewardship**3 Hours**

A study of the key aspects of personal and non-profit resource management specifically for workers in intercultural settings. The course will introduce the student to fundraising, donor management and financial reporting, with an emphasis on required forms and reporting for the Assemblies of God system. This course will also introduce basic principles of financial ethics, budgeting, and record keeping.

ICS 3193 Intercultural Communication**3 Hours**

The course examines the basic principles of cross-cultural communication including a focus on cultural contexts and potential communication barriers and the potential implications of these issues for Christian witness. (Prerequisite: BIB 1223)

ICS 3223 Introduction to Islam**3 Hours**

Introduction to Islam will provide an overview of Islam, including its historical background, development, spread, its diversity and why it has such worldwide appeal. We will examine the main beliefs and practices of Muslims, noting similarities and crucial differences with Christianity in order to help Christian workers recognize both difficulties in evangelizing Muslims as well as the great opportunities. Special attention will be given to develop Christ-like attitudes and approaches for effective ministry to Muslims. Prerequisites: BIB 1223) (Same as THE 3223)

ICS 3233 Applied Sustainability**3 Hours**

Applied sustainability prepares students to meet the challenges of the destitute of this world through compassion, cutting edge technology, sustainable processes, and financially viable methods.

ICS 3331 Seminar**1 Hour**

A seminar providing opportunity to bring to the campus highly qualified persons with expertise in different phases of missions and cross-cultural evangelism. The experience and insights of the guest lecturers will serve as valuable resources for prospective ministers in missions and cross-cultural evangelism. (Maximum of three seminars may be counted toward graduation.)

ICS 3363 World Religions**3 Hours**

This course seeks to equip the student with necessary knowledge to intelligently approach those of the non-Christian religions of the world. It views the tenets of the major religious systems comparatively. Religions studied include Pre-historic and tribal religions, Hinduism, Jainism, Sikhism, Buddhism, religions of East Asia, Zoroastrianism, Judaism, Christianity, and Islam. (Same as THE 3363)

ICS 3513 Christianity and Islam in Conversation**3 hours**

This course will provide students with practical tools to engage Muslims in discussions that lead them to knowing Jesus. We will discuss various current missiological methods of engaging Muslims. (Prerequisite: BIB 1223)

ICS 3523 Intercultural Communication and Anthropology**3 Hours**

This course examines the basic principles of cross-cultural communication including a focus on anthropological contexts and cultural barriers to effective communication along with the potential implications of these issues for Christian witness.

ICS 3912 Intercultural Service Internship Block**12 Hours**

Students will participate in a 12-week cross-cultural field internship experience. They will be assigned to a qualified mentor and actively participate in supervised intercultural service, community development, and other specializations depending on trip location. Students will complete assignments designed to demonstrate growth in intercultural understanding, knowledge of the principles and practices of intercultural service, understanding of the distinct issues in intercultural leadership development and the ability to complete guided field research. A student must make application to and be

approved by the Missions Department Committee before registering for this block. Student should apply for their internship as soon as they have completed 45 hours of study. (Prerequisite: BIB 1223)

ICS 4123 Cults, Occults and Folk Religions

3 Hours

These studies involve practical research and materials review as to the content and form of major "Christian" cults. The focus of the course is upon the development of mental and spiritual sensitivity to these teachings and practices when engaging in cross-cultural ministry. (Same as THE 4123)

ICS 4143 Priorities for Intercultural Service

3 Hours

This course examines the various paradigms of intercultural service with the goal of helping students develop a more integrated framework that embraces what are often seen as competing priorities: holistic service versus spiritual development. Special emphasis is given to the development of strategies rooted in Scripture, proven principles from history and cultural analysis. Special attention will be given to the spiritual needs of frontier contexts. Assemblies of God efforts to expand the global community of faith will be analyzed. (Prerequisite: BIB 1223)

ICS 4153 Strategies for Multiethnic Service

3 Hours

This course will address the historical background of American immigration. Attention will be given to present day demographic patterns and obstacles created by tradition, prejudice and lack of knowledge. Students will examine strategies being successfully employed in multiethnic churches in the U.S. (Prerequisite: BIB 1223)

ICS 4173 Cultural Anthropology

3 Hours

This course is designed to study the significant characteristics of cultural diversity that would affect the anticipated outcomes of cross-cultural service. General principles of cultural anthropology will be studied in the light of distinct ethnic cultures in the USA and abroad. Special emphasis will be given to communicating cross-culturally. (Prerequisite: BIB 1223)

ICS 4223 Working with the Poor & Suffering

3 Hours

This course focuses on biblical principles of community development as well frameworks for understanding poverty. Students learn about principles of relief and development with regards to the needs and growth of a community.

ICS 4323 Working with Refugees and Migrant Populations

3 Hours

This course focuses on critical elements necessary to understanding the refugee and displaced migrant crisis in regards to the legal and social factors that impact health and well-being in a humanitarian crisis.

Kinesiology (Not all courses are offered at all locations)

KIN 2123 Human Anatomy and Physiology I

3 Hours

Anatomy and Physiology I is the first part of a two course sequence. This course covers fundamental principles of body systems and their functions. Topics include basic chemistry, cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Relationships among systems and regulation of physiological functions involved in maintaining homeostasis will be emphasized. Laboratory work includes dissection of preserved specimens, microscopic study, examining models, and physiological and computer simulations experiments. (Same as BIO 2123)

Linguistics (Not all courses are offered at all locations)

LNG 3113 Topics in Linguistics

3 Hours

An intensive study of current topics in linguistics research and cross cultural communication. (Prerequisites: ENG 3413, ENG 3423)

LNG 3123 Morphology and Syntax

3 Hours

A study of syntactic and morphological patterns as related to language use. This course will primarily focus on prevalent patterns in English with an additional focus on transformational grammar and universal grammatical patterns. (Prerequisite: ENG 3413)

LNG 4113 Sociolinguistics

3 Hours

A study of speech acts, code switching, bilingualism, and conversation analysis will be used to analyze language in society. The course will address linguistic variation in the context of gender, ethnicity, social class, geography, and age. (Prerequisites: ENG 3413, ENG 3423)

LNG 4133 Cross-cultural Communications and the EFL Classroom**3 Hours**

A study of basic principles of cross-cultural communication and conflict resolution with tools for applying English language acquisition pedagogy in a homogenous foreign environment. (Prerequisite: ENG 3413 or permission from advisor)

Mathematics (Not all courses are offered at all locations)**MTH 0043 Developmental Math Sequence****3 Hours**

The Developmental Math Sequence course is designed to prepare students to succeed in college level math and can be repeated for credit until the prerequisite skills needed for general education math courses have been mastered. Initial placement is determined by ACT or SAT scores. This course does not fulfill the requirement for mathematics in the core curriculum.

MTH 1113 College Mathematics**3 Hours**

The study of modern concepts including elementary logic, set notation, number systems, systems of linear equations, quadratic equations, graphing, inequalities, progressions and elements of probability. (Prerequisite: Successful completion of MTH 0043 or placement determined by evaluation of ACT and Math Placement Exam scores)

MTH 1123 College Algebra**3 Hours**

A thorough study of the binomial theorem, progressions, exponents, quadratic equations, and ratio and proportion. The theory and use of logarithms are included. (Prerequisite: Successful completion of MTH 0043 or placement determined by evaluation of ACT and Math Placement Exam scores)

MTH 3413 Statistics**3 Hours**

A study of basic statistical methods of distributions (normal, chi-square), central tendency, variability, correlation, regression (simple and multiple), sampling techniques, ANOVA and hypothesis testing. (Prerequisite: Successful completion of MTH 1123. Same as BUS 3413)

Pastoral Ministries (Not all courses are offered at all locations)**PMN 3213 Ministerial Ethics****3 Hours**

This course addresses ethical foundations provided in Scripture and the cultural challenges confronted by today's ministry leader. The student will be taught the biblical basis for ethical decision-making and learn to address the core challenges to such a life presented by modern culture. Special emphasis will be given to developing the student's personal integrity and explore the strategies needed to lead a community of believers in biblical response and ethical decision-making. Assignments will involve the student in the type of discussions faced by minister today and provide students with a foundational process for engaging the new challenges that will arise in the future.

PMN 3363 Biblical Preaching Laboratory**3 Hours**

A basic course in sermon delivery. Special attention is given to the variety of sermons that can be delivered utilizing an expository philosophy including evangelistic messages and first-person narratives. A creative team format will be applied to produce contemporary sermons that incorporate the effective use of multimedia, video and drama. (Prerequisite: CMN 3333)

PMN 3413 Introduction to Rural Ministry**3 Hours**

This is a specialized study in rural ministry within the United States of America. The course is designed to challenge students with real-world problems faced by rural ministers as well as present the unique opportunities and challenges faced in rural churches and communities. The primary focus of this course is to help the student discover and effectively minister within the rural culture and embrace methods that will strengthen ministry to rural churches.

PMN 4413 Pastoral Leadership**3 Hours**

A study of the varied responsibilities and duties of pastoral ministry. Practical concerns such as administrative responsibilities, pastoral care, ceremonies, legal matters, ethical issues, interpersonal skills in ministry, the business meeting, and denominational responsibilities and relationships are addressed.

PMN 4423 Grief, Death, and Dying**3 Hours**

A course designed to help the student offer pastoral care and counseling to the dying and those close to the dying. This course examines the biblical view of grief, death, and dying. This course explores the dynamics of loss and examines current literature of the subject of ministry to the dying and bereaved. (Same as PSY 4423)

Physical Education (Not all courses are offered at all locations)**PED 1101-2291 Activity Classes****1 Hour**

PED 1111 Tennis

PED 1121 Basketball

PED 1141 Physical Conditioning (M)

PED 1151 Physical Conditioning (M & F)

PED 1161 Volleyball

PED 1171 Fitness Walking

PED 1181 Archery

PED 1211 Soccer

PED 1311 Flag Football

PED 1411 Physical Activity

PED 1511 Self Defense

PED 1911 Cheerleading

PED 2211 Jogging

PED 2221 Weight Lifting

PED 2241 Softball

PED 2261 Intermediate Volleyball

PED 2271 Intermediate Physical Conditioning

PED 2281 Aerobics

PED 2112 Personal and Community Health**1 Hour**

An examination of personal, physical, and emotional health in the context of the community health, the nation's health, health care delivery and environmental health and safety.

PED 2113 Introduction to Kinesiology**3 Hours**

The course provides a broad spectrum of the academic discipline of kinesiology. Fundamental concepts and meaning of movement/physical activity will be explored. Current issues and career options within kinesiology are presented.

PED 2123 Coaching Theory**3 Hours**

A study of the principles of coaching with an emphasis on organization, coaching strategies, behavioral management, philosophy, planning and the unique responsibilities of coaching.

PED 2213 Team Sport Skills**3 Hours**

This course provides the opportunity to develop knowledge, skills, rules, tactics and strategies in teaching team sport skills. Emphasis is placed on methodology of teaching these concepts in the K-12 school setting. (This course satisfies general activity course requirement.)

PED 2223 Individual and Dual Sport Skills**3 Hours**

This course provides the opportunity to develop knowledge, skills, rules, tactics, and strategies for individual and dual sport skills and games. Emphasis is placed on methodology of teaching these concepts in the K-12 school setting. (This course satisfies general activity course requirement.)

PED 2232 Wellness and Lifestyle**2 Hours**

A comprehensive review of principles relating to cardiovascular fitness, exercise, diet, and the development of a healthy lifestyle. The course will be a combination of classroom lecture and physical activity. Among the topics to be discussed are dietary contributions to wellness and fitness, aerobic training principles, exercise and weight control, and life sports. This course includes a life sports lab with the student choosing from options such as: archery, tennis, jogging, fitness walking, cycling, and bowling.

PED 2301 First Aid**1 Hour**

An introduction and study of basic first aid principles and techniques. The life support procedure of cardiopulmonary resuscitation (CPR) will be reviewed and practiced. This course will provide experience helpful in response to emergency situations.

PED 2413 Theory of Coaching Soccer**3 Hours**

This course will provide students the knowledge of the fundamentals, theory, principles, philosophy, techniques, and strategies of soccer for the elementary, secondary, and collegiate levels. Communication and motivational skills will be presented.

PED 2423 Theory of Coaching Baseball and Softball**3 Hours**

This course will provide students knowledge of the fundamentals, theory, principles, philosophy, techniques, and strategies of coaching baseball and softball for the elementary, secondary, and collegiate levels. Communication and motivational skills will be presented.

PED 2433 Theory of Coaching Football**3 Hours**

This course will include coaching fundamental skills, techniques, and methods applicable to coaching football. Included will be offensive, defensive and special team strategies and basic formations. Communication and motivational skills will be presented.

PED 2443 Theory of Coaching Basketball**3 Hours**

This course will provide students the knowledge of the theory, principles, philosophy, techniques, and strategies of basketball at elementary, secondary, and collegiate levels. Communication and motivational skills will be presented. (Prerequisite: PED 2123 Coaching Theory and sophomore status)

PED 3000 Varsity Athletics**1 Hour**

For those students participating in recognized varsity level, intercollegiate sports, it is possible to receive the equivalent of one semester of physical education credit per semester of participation. Involvement and requirements for individual and team sports established by the University will be administered by the athletic director.

PED 3311 Women's Varsity Volleyball
 PED 3321 Men's Varsity Football
 PED 3331 Men's Varsity Basketball
 PED 3341 Women's Varsity Basketball
 PED 3351 Varsity Track and Field
 PED 3361 Varsity Baseball

PED 3371 Varsity Cheerleading
 PED 3381 Varsity Soccer
 PED 3391 Varsity Women's Softball
 PED 3411 Varsity Cross Country
 PED 3911 Women's Varsity Soccer

Psychology (Not all courses are offered at all locations)**PSY 1113 Psychology of Selfhood and the Christian Faith****3 Hours**

This course is to integrate psychological and clear biblical instruction in order to: identify and understand the nature of one's quest for significance; recognize and challenge inadequate answers; apply sound biblical and psychological solutions to one's search for significance.

PSY 1153 Introduction to Psychology**3 Hours**

An introduction to the basic procedures in the study of behavior and the elementary principles of conditioning, motivation, emotion, personality, sensation, perception, abnormal psychology, and social dynamics.

PSY 2323 Developmental Psychology**3 Hours**

This course is a foundational study of the life span from conception to death taking into account bio-psycho-social and spiritual influences on human development. Special attention will be given to guidance toward responsible behavior and control from a Judeo-Christian perspective.

PSY 2423 Cultural Issues in the Helping Professions**3 Hours**

This course provides a psychological study, with a Christian perspective, of culturally and religiously diverse populations with an emphasis on various issues relevant to particular types of intervention. This subject is relevant to students who might work in a variety of cultural and religious areas. (Same as SWK 2423)

PSY 2513 Counseling Methods in Chemical Dependency and Other Addictions **3 Hours**

A course in counseling methods and techniques with the substance abusing and/or addictive client. Individual, family and group processes and interventions are explored in rehabilitation and recovery programs such as criminal justice agencies, therapeutic communities, and various faith-based community addictions services. Current models of prevention and intervention are studied as well as the 12-step recovery approach. One area of focus includes the special skills and techniques utilized with the Alcohol and Other Drug (AOD) client, incorporating the 12 core functions of an addiction counselor, i.e., screening, intake, assessment, treatment planning, case management, counseling, crisis intervention, client education, referral, report and record keeping, and consultation. (Same as COU 2513)

PSY 2523 Professional, Ethical and Special Issues for the Addictions Professional 3 Hours

This course includes a systematic review of the competencies and knowledge areas required in preparation for licensure as a chemical dependency counselor in Texas. However, there should be significant overlap with those seeking licensure in other states. The competence, role and function of the addiction counselor are reviewed in relation to such issues as stress, burn-out, resilience, dealing with denial and resistance, client defense mechanisms, confidentiality, scope of practice and type of clientele. Ethical guidelines and dilemmas are explored along with such special issues as criminal behavior and the criminal justice system, cultural norms and influences, family-of-origin dynamics, alcohol family roles, codependency, domestic violence, child abuse, HIV-AIDS awareness, women's issues, and Judeo-Christian perspectives in addictive behavior. (Same as COU 2523)

PSY 2533 Pharmacology of Addiction

3 Hours

The course examines the psychological, physiological, and sociological effects of mood altering substances and behaviors and their implications for the addiction process, including signs and symptoms of addictive behavior and phases of relapse. There is an emphasis on pharmacological effects of tolerance, dependency/withdrawal, cross addiction, and drug interaction. HIV, AIDS, STDS, and addiction related pathology are also covered. (Same as COU 2533)

PSY 3111 Practicum in Substance Abuse Counseling I

1 Hour

This course focuses on practical, general workplace training supported by an individualized learning plan developed by the employer, University, and student. This course fulfills 100 of the required 300 hours practicum for LCDC. (Prerequisite: As legislated, a student must complete six courses related to chemical dependency counseling [COU 2123, COU 2223, COU 2513, COU 2523, COU 2533, PSY 3443] prior to enrolling in the practicum class in order to receive credit toward LCDC practicum hours.) (Same as COU 3111)

PSY 3121 Practicum in Substance Abuse Counseling II

1 Hour

This course focuses on practical, general workplace training supported by an individualized learning plan developed by the employer, University, and student. This course fulfills 100 of the required 300 hours of practicum for LCDC. (Prerequisite: As legislated, a student must complete six courses related to chemical dependency counseling [COU 2123, COU 2223, COU 2513, COU 2523, COU 2533, PSY 3443] prior to enrolling in the practicum class in order to receive credit toward LCDC practicum hours.) (Same as COU 3121)

PSY 3131 Practicum in Substance Abuse Counseling III

1 Hour

This course focuses on practical, general workplace training supported by an individualized learning plan developed by the employer, University, and student. This course fulfills 100 of the required 300 hours practicum for LCDC. (Prerequisite: As legislated, a student must complete six courses related to chemical dependency counseling [COU 2123, COU 2223, COU 2513, COU 2523, COU 2533, PSY 3443] prior to enrolling in the practicum class in order to receive credit toward LCDC practicum hours.) (Same as COU 3131)

PSY 3313 Abnormal Psychology

3 Hours

A study of theoretical approaches, etiology, development, symptomatology, classification and treatment of abnormal behaviors. Epidemiological variables and research contributions are reviewed in relation to the occurrence and treatment of problematic behaviors and mental disorders. Students also learn how to utilize the professionally accepted diagnostic classification system. (Prerequisite: PSY 1153)

PSY 3323 Statistics for the Behavioral Sciences

3 Hours

This course is a study of organizing and interpreting psychological and behavioral science research data. It includes a survey of statistical description, including measure of central tendency, dispersion, and correlation. Basic research principles and methods of research are studied. (Same as SWK 3323) (Replaces PSY 2413)

PSY 3331 Counseling Seminar

1 Hour

The University provides a counseling psychology seminar as part of an annual continuing educational conference for pastoral and professional counselors. The two day conference features a key note speaker, workshops, discussion and process groups and significant opportunities for student seminar participants to interface with professionals in the field. The conference convenes on campus and may be taken for one hour of academic course credit.

PSY 3333 Theories of Personality

3 Hours

An introductory study of some of the major approaches, methods, and findings in the field of personality. It represents an overview of the basic theories, strategies, issues and conclusions in the psychology of personality. (Prerequisite: PSY 1153)

PSY 3443 Crisis Intervention and Management**3 Hours**

This course is a study of crisis intervention and management with a Christian perspective. This course reviews theoretical models of crisis development in a variety of settings. Students will develop an understanding of intervention and management techniques demonstrating a competency in crisis intervention skills. Special emphasis is given to suicide, family crisis, and major catastrophes. (Same as COU 3443, SWK 3443)

PSY 3453 Social Psychology**3 Hours**

An introduction to the psychological study of social behavior to include an exploration of social cognition, influence, change, group structure and interpersonal processes. Social interaction and interpersonal communication variables are explored.

PSY 3463 Theories and Principles of Learning**3 Hours**

Basic theories and processes of learning and conditioning in humans and animals are studied. These include classical and operant conditioning as well as social and cognitive approaches. Selected behavior management techniques and their applications are reviewed.

PSY 4113 History and Systems of Psychology**3 Hours**

A study of evolution of thought in psychology from its inception as an experimental science to significant systems, issues, and experiments of theories of today.

PSYP 4113 Psycho-Social Dimensions of Native American Youth**3 Hours**

An in depth analysis of the salient psycho-social characteristics, issues and trends of contemporary Native adolescent and young adults in American society as well as their related diversity, cultural markers, ethnicity and interactions within relational settings. This course also analyzes and evaluates some of the unique issues experienced by urban, reservation, rural, traditional, and assimilated Native American youth.

PSY 4213 Introduction to Clinical Psychology**3 Hours**

This course provides a survey of historical foundations, ethical principles, basic assessment methods including practical interviewing and schools of counseling and psychotherapy related to clinical psychology. An orientation to the field and requirements for professional practice is provided.

PSY 4313 Behavioral Science Research**3 Hours**

A study of the various research methods in the behavioral sciences. Emphasis is on the techniques used as well as the process and ethics of research. Topics investigated include: sampling, hypothesis development and testing, and research design. (Prerequisite: PSY 3323. Same as COU 4313, SWK 4313)

PSY 4333 Introduction to Psychological Tests and Measurements**3 Hours**

Surveys a variety of psychological assessment techniques typically used in psychological evaluation and assessment. Some attention is given to test construction and measures of reliability and validity. The ethics involved in psychological testing is also considered. The course of study is limited to counseling and psychology majors. (Prerequisite: PSY 1153)

PSY 4343 Introduction to Biopsychology**3 Hours**

An introductory study of the nervous system which includes the relationship to bodily function and behavior. Specific topics studied include sensory and motor function, perception, cognition, motivation, emotion, learning and memory. Various neurological disorders as well as aspects of their assessment and treatment are reviewed. (Prerequisites: BIO 1113 [preferred], PSY 1153)

PSY 4423 Grief, Death, and Dying**3 Hours**

A course designed to help the student offer pastoral care and counseling to the dying and those close to the dying. This course examines the biblical view of grief, death, and dying. This course explores the dynamics of loss and examines current literature of the subject on ministry to the dying and bereaved. (Same as PMN 4423)

PSY 4433 Psychology of Religion**3 Hours**

A course designed to guide the student in thinking psychologically, from the perspective of evangelical Christianity, about religious phenomena. The assumptions and methods in psychological approaches to the study of religious beliefs, experiences, and behaviors are also examined as they relate to integration of psychology and theology. Included is a review of research findings as constructs are applied to selected aspects of religious behavior.

PSY 4483 Human Sexuality**3 Hours**

A course of study that considers the biological-psychological and social dimensions of human sexuality from a Bible-based perspective. The initial consideration of human sexuality is formed by the Genesis account of human creation. Areas of focus include dynamic formulation of sexual identity and gender roles, human sexuality throughout the life cycle, sexual deviancy, and contemporary sexual issues.

PSY 4523 Advanced General Psychology**3 Hours**

This is a capstone course designed for upper level senior advanced undergraduate students in psychology to review, prepare and assist in developing a more in-depth orientation to main domains of psychology. A Major Studies Examination in psychology is provided over multiple domains in the discipline. This course explores the integration of knowledge in psychological science with a Christian worldview. The student is required to complete a senior level research project under the supervision of a major professor in psychology. (Prerequisites: PSY 3323, PSY 3313, PSY 4113, PSY 4213, PSY 4313)

PSY 4583 Field Practicum**3 Hours**

This course requires the student to complete 120 hours in an off-campus setting allowing him or her the opportunity for experiential learning. Students will complete assignments designed to demonstrate knowledge, competency of the profession, and the ability to complete guided field research. (Permission of academic advisor or department chair required.)

PSY 4993 Special Topics**3 Hours**

This course will focus on a specific topic including those which demand further intensive study as well as contemporary issues. In this regard, this course allows for recent developments and latest issues in the field related to a specific topic as well as the possible research interests of the professor. This course is intended to provide the student the opportunity to enhance their knowledge of a selected topic by examination of salient, current critical issues. This course may be taken as a general elective and may be repeated for another topic. (Prerequisite: Permission to take this subject has to be approved by the program coordinator or department chair.)

Reading (Not all courses are offered at all locations)**RDG 3413 Foundations of Literacy Instruction****3 Hours**

Foundations of emergent literacy frameworks, instructional practices and strategies are introduced from birth to grade 3.. Guidance and practice in planning and organizing for instruction for the five essential components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading and language arts theory, content and methods will be emphasized according to research and state standards. Includes field experience hours.

RDG 3423 Reading and Writing Across the Curriculum**3 Hours**

Guidance and practice in planning and organizing phonics, vocabulary, fluency and comprehension instruction in the intermediate grades 3-8. Includes strong emphasis on integrating strategies to use multiple sources of information and technology in the content areas for the purpose of reading and writing to learn. Reading and language arts theory, content and methods will be emphasized according to research and state standards. Includes field experience hours. (Pre-requisite: RDG 3413)

RDG 3433 Literacy Assessment and Instruction**3 Hours**

Presents current research practices and methods in literacy development and assessment. Focuses on informal and formal assessment practices with an emphasis on gathering, analyzing, and interpreting data for the purpose of making data-driven instructional decisions. Examines characteristics and uses of a wide variety of evaluation and assessment tools. Includes field experience hours. (Prerequisite: RDG 3413)

Religion/Philosophy (Not all courses are offered at all locations)**PHL 2223 Introduction to Philosophy****3 Hours**

An introductory course in which a study is made of the major philosophers and schools of philosophical thought from the earliest known system to contemporary thought, inclusive of western philosophies of religion.

PHL 2233 Logic, Reason, and Persuasion**3 Hours**

Examination of the logical structure of argumentation and the development of skills in reasoning. Emphasis is placed on the essential principles in constructing valid arguments and identifying classic fallacies.

PHL 3113 History of Philosophy**3 Hours**

A comprehensive survey of the major thinkers and schools of thought in the Western Philosophical Tradition from classical Greece to the present. The course pays special attention to how ideas found in these traditions have contributed and opposed a Christian worldview.

PHL 3123 Philosophy of Religion**3 Hours**

Introduction to philosophical issues concerning religion, including the origin and nature of evil, the existence and nature of God, and religious knowledge and language

REL 1133 Authentic Christianity**3 Hours**

The experience and ethics of authentic Christianity within contemporary culture. Using the Word of God, students embrace its unique world view as a foundation for exemplary living, decision making, exploring personal aspirations, facing dilemmas and problem solving. Christian devotion and service in the Church and the marketplace are emphasized as well as the essential spiritual disciplines for character formation: engaging Scripture, personal and intercessory prayer, the dynamic of the Holy Spirit, and purity in lifestyle. Students are challenged to discover (and become one with) God's view of themselves, the current times, and God's purposes in the world.

REL 1153 New Testament Literature**3 Hours**

An overview study of the New Testament. Special emphasis is given to the content, genre, themes, and historical setting of each of the books of the New Testament.

REL 1163 Old Testament Literature**3 Hours**

An overview study of the Old Testament. Special emphasis is given to the content, genre, themes, and historical setting of each of the books of the Old Testament.

REL 3113 Christianity in the Ancient and Middle Ages**3 Hours**

A survey of the history of Christianity from the New Testament era to the eve of the Reformation. Special attention is given to the persecution and early challenges to the church, Christological Controversies, Monasticism, Constantine, the rise and fall of the papacy, Scholasticism, Wycliffe, and Hus.

REL 3123 Christianity from the Reformation to the Postmodern Era**3 Hours**

A survey of the history of Christianity from the Protestant Reformation to contemporary times. Special attention is given to the Reformation and the Counter Reformation, Puritans, Pietism, Wesley and the Holiness Movement, the impact of the Enlightenment, and revivals.

REL 3133 In-Context Experience**3 Hours**

Students will participate in a cross-cultural field experience in a location overseas or in the United States. They will be assigned to a qualified mentor or training location and actively participate in supervised intercultural service, community development, and other activities depending on practicum location. Students must apply for their practicum one semester in advance and be approved by the ICS Committee to participate. Students must successfully complete a field experience for a minimum of 12 weeks. (This course is designed for students from majors other than Intercultural Studies.) (Prerequisite: CMN 1223)

REL 3143 Second Temple History**3 Hours**

An introduction to the history and literature of the Second Temple Period that frames the transition from the world of the Old Testament to the New Testament era. (Prerequisites: REL 1153 and REL 1163)

REL 3153 Christian Ethics**3 Hours**

A study of the moral principles that govern human conduct with particular attention to normative ethical theories as applied from a Christian perspective to contemporary ethical issues.

REL 4113 History of Modern Revivals**3 Hours**

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

Science (Not all courses are offered at all locations)

BIO 1111 Introductory Biology Lab

1 Hour

Introduction to the tools and methods of the biologist. The student will learn to use the light microscope; how to identify, examine, and dissect selected lab specimens; how to use laboratory aids; and how to report results of laboratory observations. (Prerequisite: BIO 1113, concurrent enrollment with BIO 1113)

BIO 1113 Biological Science

3 Hours

The fundamental concepts of biology. An emphasis is on human biology including the organ systems. The place of people in their environment and the importance of their environment to them are both examined from a biblical perspective. The lab allows students to use the scientific method to examine and test many of the facts and concepts presented.

BIO 2123 Human Anatomy and Physiology I

3 Hours

Anatomy and Physiology I is the first part of a two course sequence. This course covers fundamental principles of body systems and their functions. Topics include basic chemistry, cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Relationships among systems and regulation of physiological functions involved in maintaining homeostasis will be emphasized. Laboratory work includes dissection of preserved specimens, microscopic study, examining models, and physiological and computer simulations experiments. (Same as KIN 2123)

PHY 1111 Introduction to Physical Science Lab

1 Hour

Introduction to the tools and methods of the physical scientist. Students will confirm many of the basic concepts of physics and chemistry. Methods of testing and identifying rocks and minerals will be included. (Prerequisite: PHY 1113, concurrent enrollment with PHY 1113)

PHY 1113 Physical Science

3 Hours

A survey of the basic concepts and history of physics, chemistry, physical science, geology, and astronomy. Students will confirm many of the basic concepts of physics and chemistry. Astronomical observations include identifying certain planets, stars, and constellations. Methods of testing and identifying rocks and minerals will be included.

Social Studies (Not all courses are offered at all locations)

ARC 3113 Introduction to Archaeology

3 Hours

An overview of the history, practices, and methods of archaeology. Various forms of archaeology are studied with the goal of giving students a foundation for further study in the field.

ARC 3333 Archaeological Methodology

3 Hours

An in-depth study of archaeological techniques and methods. Students will gain knowledge about techniques, from the humanities and the natural sciences, used by archaeologists to locate, excavate, date, and interpret archaeological sites and artifacts. The potentials as well as the limitations of interpreting past societies are outlined.

ARC 4113 Pre-classical Mediterranean

3 Hours

A survey of the Mediterranean basin from the earliest societies to the dawn of the age of Classical Greece. Subjects that receive special emphasis include Minoan and Mycenaean civilizations, Egypt, Phoenicia, and other early societies and civilizations of the region. Coverage includes significant archaeological finds of the era. (Prerequisites: HIS 2123, HIS 4113)

ARC 4123 Ancient Ships and Harbors

3 Hours

A study of seafaring in the ancient world. The development of boats and ships, nautical technology, the design and function of various significant ancient harbors, and the relationship between all these subjects and archaeology receive detailed treatment in the course.

ARC 4133 Special Studies

3 Hours

An examination of selected topics significant to the study of archaeology. Course content and subject matter varies. May be repeated for credit as topics change.

ARC 4143 Archaeology Field Project

3 Hours

Hands-on work at an archaeological dig. Students will be able to put into practice archaeological techniques they have learned through coursework in the discipline. (Prerequisite: ARC 3113)

GEO 2223 Geography**3 Hours**

A broad overview of various aspects of geography including major sections on landforms, bodies of water, political units, and cultural variations. Research tools and methodologies will be applied to the study of the state of Texas, the United States and the world. Includes field experience.

GOVP 2111 Arizona State Government**1 Hour**

A survey of the political structure, institutions, and practices of the state government and constitution of Arizona. The elements of the free enterprise system are incorporated into this introductory course. Students majoring in Education will be required to investigate and comply with the history and government coursework requirements in the state in which certification and endorsement is desired. Meets Arizona DOE requirement for teacher certification.

GOV 2213 National and State Government**3 Hours**

An analysis of national, state, and local government in the United States. Study is made of the Articles of Confederation, the Federal Constitution, the national party system, the departments of government, and other areas pertaining to national government. Histories of state governments and constitutions are examined, with special emphasis upon the Constitution of the State of Texas. The state legislature, the governor and state administration, the state court system, local government, local government problems, and other state and local government issues are analyzed.

GOVP 2213 U.S. National Government**3 Hours**

This course is a survey of the political structure, institutions and practices of the federal government and constitution of the United States. The elements of the free enterprise system are incorporated in this introductory course. Meets Arizona DOE requirement for teacher certification.

GOV 2333 World Political Systems**3 Hours**

An overview of the evolution of political and economic systems and cultures. Students will be exposed to research strategies, sociological topics, and geographic information in order to develop a framework for understanding society.

HIS 1113 American History I**3 Hours**

A survey of the exploration of America, the founding and development of the English colonies, the War of Independence, the establishment of the U.S. Government, the War of 1812, westward expansion, states' rights, slavery, the Civil War, and Reconstruction. America's changing society and the interaction of individuals of differing cultural backgrounds in the early United States receive special attention.

HIS 1123 American History II**3 Hours**

Emphasis on post-Civil War conditions, settlement of the trans-Mississippi region, the struggle of Americans of various cultures and origins for a place in American society, the Populist and Progressive movements, the two world wars, and the Great Depression. The administrations of recent presidents from Harry Truman to the present administration, and the importance of the United States as a world power are included.

HIS 2113 Introduction to Economic History**3 Hours**

A study of economic practices in various societies throughout history. Special emphasis is placed on media of exchange, banking and lending, economic customs and theories, trade and commerce, agricultural and manufacturing production, use of resources, and government's relation to production.

HIS 2123 World Civilizations I**3 Hours**

A study of the major civilizations of Asia, Africa, Europe, and the Americas from the dawn of history to the seventeenth century. Emphasis is placed on the unique cultural, political, social, and technological contributions which each civilization made to the world of its time and the world of today, with a special focus on significant periods of cultural exchange between Eastern and Western civilization.

HIS 2133 World Civilizations II**3 Hours**

A study of the major civilizations of Asia, Africa, Europe, and the Americas from the seventeenth century to the present day. Emphasis is placed on the unique cultural, political, social, and technological contributions which each civilization made to the world of its time and the world of today, with a special focus on the exchange and blending of diverse cultures and on the relationships among different peoples and nations.

HIS 3113 American Early Federal and Jacksonian Eras**3 Hours**

Political, constitutional, cultural, and economic developments in the U.S. during the formative period of the Republic, 1776-1849. Topics will include the Revolution, the Constitution, the Federalist administrations of Washington and Adams, the policies of Jefferson, the War of 1812, Jacksonian democracy, the Second Awakening, reform movements, westward expansion, and the growth of slavery. (Prerequisite: HIS 1113 or permission of professor)

HIS 3123 American Sectional Conflict and Gilded Age**3 Hours**

Political, cultural, and economic developments in the U.S. from 1849-1900. Topics will include abolition, slavery, sectionalism, the Civil War, Reconstruction, religious movements, the market revolution, party politics, women's work and status, reform movements, and immigration. (Prerequisite: HIS 1113 or permission of professor)

HIS 3133 America Since 1900**3 Hours**

A study of American social, political, economic, cultural, and diplomatic history from the turn of the century to the present time. Topics that receive in-depth coverage include the major wars, the Great Depression, increasing pluralism in American society, the Cold War, the decade of the 1960's, and the fall of communism. (Prerequisite: HIS 1123)

HIS 3333 Advanced Topics in American History Through 1900**3 Hours**

A study of the most important issues of American history from colonial times through 1900. Topics that receive major emphasis include interaction between Native Americans and European settlers, American political ideology, the frontier, manifest destiny, industrialization, slavery, reform movements, the Civil War and Reconstruction, and segregation. (Prerequisite: HIS 1113)

HIS 3413 Israel in the Ancient world**3 Hours**

An in-depth study of the ancient nation of Israel from the calling of Abraham through the destruction of Jerusalem and the deportation of most of the Jewish population by the Romans in the first and second centuries A.D. The place of Israel in the larger context of the Near East during the period receives significant emphasis. (Prerequisite: HIS 2123)

HIS 4113 The Ancient Near East**3 Hours**

A study of the Egyptian, Sumerian, Assyrian, Babylonian, Persian, and other civilizations found in the Near East in ancient times. The course traces elements of the religion, government, technology, and society of each civilization. (Prerequisite: HIS 2123 or professor approval)

HIS 4123 The Classical World**3 Hours**

A study of Greek and Roman civilizations to the fall of the Western Roman Empire. The course covers the Hellenistic period in the eastern Mediterranean, in addition to the purely classical societies of Greece and Rome. It traces elements of the religion, government, technology, philosophies, and society of each civilization. (Prerequisite: HIS 2123)

HIS 4133 Medieval Western History**3 Hours**

A study of European civilization from the fall of Rome to the Age of Discovery. The course focuses particular attention on Western and Central Europe and on the topics of feudalism, the Church, social classes, trade, agriculture, and warfare. (Prerequisite: HIS 2123)

HIS 4143 The Modern Western World**3 Hours**

A study of European and New World societies from the Age of Discovery to the present. The course covers religious and governmental changes, the Scientific Revolution and Enlightenment, major political revolutions, the age of Napoleon, colonialism, and the two world wars, as well as other aspects of society and culture. (Prerequisite: HIS 2133)

HIS 4413 Texas History**3 Hours**

Texas history from the earliest Spanish explorations to the present time as established by the TEKS. Topics that receive special emphasis are multicultural settlements of Texas, the Revolution, the Civil War, the frontier, the Populist Era, and the growth of Texas industry.

HIS 4913 Selected Topics**3 Hours**

An examination of topics significant to understanding human history. Course content and subject vary; may be taken for up to six hours' credit.

Social Work (Not all courses are offered at all locations)

SOC 2213 Introductory Sociology

3 Hours

A study of human nature and human behavior as the product of group life. Emphasis is placed on the organization of society and processes involved; class, status, caste, race relations, communications, public opinion, and propaganda.

SOC 2253 Marriage and Family Relationships

3 Hours

A study of the historical and comparative importance of the family, the effect and impact of modern industrial society and social change upon the family, and the family integration and disintegration. (Replaced by SOC 3243)

SOC 3243 Marriage and Family Relationships **3 Hours**

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

SOC 3323 Social Problems

3 Hours

An analysis of the nature and diversity of social and personal disorganization, social change as a source of social problems, and social planning and social movements as solutions.

SWK 2113 Introduction to Social Work

3 Hours

An overview of the profession of social work with a focus on philosophy, historical development, concepts and methods in relation to the social welfare system. Aspects of integrating professional practice and a Christian perspective are reviewed.

SWK 2123 Social Work Practice I

3 Hours

Introduction to general social work practice with emphasis on person in environment construct. Ethical principles and critical thinking in practice as well as incorporating diversity are taught. Research-informed for the generalist practitioners using a wide range of prevention and intervention methods with individuals, families and small groups are taught. (Prerequisite: SWK 2113)

SWK 2133 Social Welfare Policies, Programs and Issues

3 Hours

An analysis of the contemporary organization and function of the social service delivery system in the United States with a focus on social welfare programs, policies and issues in light of the impact of socioeconomic and political variables. The role of values and the church is addressed in light of the social service delivery system.

SWK 2143 Human Behavior in the Social Environment I

3 Hours

Provides a basic conceptual framework for creating and organizing theories and knowledge about generalist practice regarding human behavior and social environments. Students analyze biological, psychological, sociological, cultural, and spiritual variables to examine human growth and development across the lifespan. Considers how human behavior and social environments inform social work practice with various populations, including those at risk. Addresses the impact of diversity, discrimination, and oppression on development. Students utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation, and critique and apply knowledge to understand person and environment. (Prerequisite: SWK 2113)

SWK 2153 Women's Studies

3 Hours

This course offers an introduction to Women's Studies, an interdisciplinary academic field that explores critical questions about women in society across the life-span, both historical and contemporary. Students will become familiar with key issues, questions, and debates in the study of women. Included is a critical analysis of the micro, mezzo and macro levels of interventions with respect to culture, laws, education, the workplace, communities, churches, medicine, social policy and the family. A study of women in the Bible and modern-day Christian women who have made a positive impact across the globe.

SWK 2163 International Social Work

3 Hours

Introduction to general social work in a global context. The course will look at the types of groups or organizations doing humanitarian work and social development throughout the world including orphanages and human trafficking interventionists. An examination of the impact on society and cultures by global phenomena such as migration, environmental degradation, natural disasters, war, civil strife, terrorism, abuse/neglect, addiction, and human trafficking. The course will explore challenges of cross-cultural social work, critically analyze social development, and provide examples of how social workers collaborate to address problems, advocate, empower, network, and educate within the populations of various countries, but also beyond. Cultures will be examined from a Christian worldview through

interventions, strategies, community participation, sustainable development, root causes, promotion of human rights and social justice. (Prerequisite: SWK 2113)

SWK 2173 Forensic Social Work

3 Hours

This course is designed to teach students the nature and dynamics of forensic social work. The course content will focus on social work within the criminal justice system and legal system. Included is an approach to theory, practice, intervention and advocacy within diverse populations including offenders, victims, juveniles, and related systems. The course includes an exploration and examination of the interaction between forensic social work and the micro, mezzo, and macro levels of interventions. (Prerequisite: SWK 2113)

SWK 2213 Counseling Children and Adolescents

3 Hours

This course presents assessment, diagnosis, and remedial therapeutic techniques unique to the practice of counseling children and adolescents and presenting parents with tools to utilize in facilitating growth in their children. (Prerequisite: CMN 2313 or COU 2283) (Same as COU 2213)

SWK 2223 Addictive Behavior and Recovery

3 Hours

This course will explore assessment and treatment of various addictions including substance abuse (drug and alcohol), sexual addictions (pornography), self mutilation, and other compulsive addictive behavior, and will focus on strategies for recovery. (Same as COU 2223)

SWK 2233 Abuse and Neglect

3 Hours

This course is designed to provide a comprehensive introduction to child abuse and neglect from a social work perspective. Students learn the extent of the problem, effects on children, treatment issues and social worker's role in a multidisciplinary team approach.

SWK 2423 Cultural Issues in the Helping Professions

3 Hours

This course provides a psychological study, with a Christian perspective, of culturally and religiously diverse populations with an emphasis on various issues relevant to particular types of intervention. This subject is relevant to students who might work in a variety of cultural and religious areas. (Same as PSY 2423)

SWK 3113 Church and Community Social Work

3 Hours

A course designed to focus on the church as a complex organizational structure in relation to outreach functions and social service delivery processes. Attention is given to effective methods for church-community interaction in the efficient delivery of vital services such as dream centers, para-church ministries and various church-related non-profit community outreach endeavors. Community assessment processes are surveyed as well as denominational policies for church related social service ministry.

SWK 3133 Delinquent Behavior and Rehabilitation

3 Hours

This course is a study of the nature, extent, causation, prevention and rehabilitation processes of juvenile delinquency. Case management as well as procedures and operation of juvenile justice systems are also included. (Same as CJU 3133)

SWK 3143 Human Behavior in the Social Environment II

3 Hours

This course is the second in a two-course foundation Human Behavior in the Social Environment sequence. This course explores various factors and components of human behavior and the social environment in a framework for studying the person-in-environment ecological approach. In this regard it focuses on contextual influences to include groups, communities and organizations and provides a conceptual model of behavior from a holistic perspective taking into consideration empowerment, professional values and ethics. (Prerequisite: SWK 2113)

SWK 3213 Social Work Practice II

3 Hours

Students explore frameworks, values, and skills to meet individual and family needs through interventions with work groups, organizations and communities. (Prerequisites: SWK 2113, SWK 2123)

SWK 3323 Statistics for the Behavioral Sciences

3 Hours

This course is a study of organizing and interpreting psychological and behavioral science research data. It includes a survey of statistical description, including measure of central tendency, dispersion, and correlation. Basic research principles and methods of research are studied. (Same as PSY 3323) (Replaces SWK 2413)

SWK 3443 Crisis Intervention and Management**3 Hours**

This course is a study of crisis intervention and management with a Christian perspective. This course reviews theoretical models of crisis development in a variety of settings. Students will develop an understanding of intervention and management techniques demonstrating a competency in crisis intervention skills. Special emphasis is given to suicide, family crisis, and major catastrophes. (Same as COU/PSY 3443)

SWK 3523 Social Welfare Policies, Programs and Issues**3 Hours**

An analysis of the contemporary organization and function of the social service delivery system in the United States with a focus on social welfare programs, policies and issues in light of the impact of socioeconomic and political variables. The role of values and the church is addressed in light of the social service delivery system.

SWK 4313 Behavioral Science Research**3 Hours**

A study of the various research methods in the behavioral sciences. Emphasis is on the techniques used as well as the process and ethics of research. Topics investigated include: sampling, hypothesis development and testing, and research design. (Prerequisite: PSY 3323. Same as COU/PSY 4313)

SWK 4413 Methods and Techniques in Marriage and Family Counseling**3 Hours**

A study of the use of particular techniques for working with marriages and families in counseling. Theory and practice will be integrated to identify when and how to use techniques with couples and families in the counseling setting. Role play and practice will be an integral part of this course. (Same as COU 4413)

SWK 4993 Special Topics**3 Hours**

This course will focus on a specific topic including those which demand further intensive study as well as contemporary issues. In this regard, this course allows for recent developments and latest issues in the field related to a specific topic as well as the possible research interests of the professor. This course is intended to provide the student the opportunity to enhance their knowledge of a selected topic by examination of salient, current critical issues. This course may be taken as a general elective and may be repeated for another topic. (Prerequisite: Permission to take this subject has to be approved by the program coordinator or department chair.)

Theology (Not all courses are offered at all locations)**THE 1113 Person and Work of the Holy Spirit****3 Hours**

A study of the person, offices, gifts and administration of the Holy Spirit.

THE 2113 Introduction to Theology and Apologetics**3 Hours**

An introduction to the essential doctrines of Christian theology. Elements of a Christian worldview are reinforced along with incorporating a defense of biblical Christianity.

THE 2333 Pentecostal Doctrine and History**3 Hours**

An historical theological study of the Pentecostal and Charismatic movements from the beginning of the 20th century until the present with special attention given to the doctrines of the Assemblies of God. The theology of the movements is analyzed from a New Testament biblical perspective.

THE 3113 Christian Apologetics**3 Hours**

An introduction to the philosophical study and defense of the Christian faith. This course includes an examination of the apologetic task, a critique of opposing worldviews and the rational justification for belief in the exclusive claims of Christianity.

THE 3123 Systematic Theology I**3 Hours**

A study of the doctrine of God, Scripture, creation, providence, angels, the unity and constitution of man, the fall of man, and the doctrine of sin. (Prerequisite: THE 2113)

THE 3133 Systematic Theology II**3 Hours**

A study of Christology, the doctrine of salvation, both theory and application, including atonement, calling, conviction, justification, adoption, regeneration, and sanctification. It also includes the doctrine of the Church, the ordinances, and eschatology. (Prerequisite: THE 2113)

THE 3223 Introduction to Islam**3 Hours**

Introduction to Islam will provide an overview of Islam, including its historical background, development, spread, its diversity and why it has such worldwide appeal. We will examine the main beliefs and practices of Muslims, noting similarities and crucial differences with Christianity in order to help Christian workers recognize both difficulties in evangelizing Muslims as well as the great opportunities. Special attention will be given to develop Christ-like attitudes and approaches for effective ministry to Muslims. (Prerequisites: BIB 1223) (Same as ICS 3223)

THE 3363 World Religions**3 Hours**

This course seeks to equip the student with necessary knowledge to intelligently approach those of the non-Christian religions of the world. It views the tenets of the major religious systems comparatively. Religions studied include Pre-historic and tribal religions, Hinduism, Jainism, Sikhism, Buddhism, religions of East Asia, Zoroastrianism, Judaism, Christianity, and Islam. (Same as ICS 3363)

THE 4123 Cults, Occults and Folk Religions**3 Hours**

These studies involve practical research and materials review as to the content and form of major "Christian" cults. The focus of the course is upon the development of mental and spiritual sensitivity to these teachings and practices when engaging in cross-cultural ministry. (Same as ICS 4123)

THE 4133 Twentieth-Century Theology**3 Hours**

A selective study of major theologians of the twentieth century and their unique theological contributions. The course will include an overview of Schleiermacher, Hegel, and Ritschl as providing a theological trajectory for the twentieth century.

THE 4143 Seminar in Theology**3 Hours**

An advanced study of a biblical, historical or systematic topic of theology. This course may be repeated provided the topic matter is distinct.

THE 4150 Senior Paper**0 Hour**

The senior paper represents the culmination of the student's biblical and theological training. The choice of topic must be made in consultation with the Department of Bible and Theology and an advisor will be assigned to guide the student during the writing process. The course must be taken during the first semester of the senior year. (This course is available only to Bible and Theology, Biblical Studies, and Theological Studies majors.) (Same as BIB 4150)

THE 4153 The Nineteenth-Century Holiness Movement**3 Hours**

A study of the history and theology of the nineteenth-century Holiness movement and its influence on Pentecostalism. (Prerequisite: THE 2113)

THE 4163 Reformation Theology**3 Hours**

A study of the history and theology of the reformation with emphasis on the contributions of Martin Luther, Huldrych Zwingli, John Calvin, and Menno Simons. (Prerequisite: THE 2113)

THE 4393 Old Testament Theology**3 Hours**

A study of the key theological concepts and important doctrines of the Old Testament. Attention is given to the progressive steps in divine revelation and the relation of God to His people. (Prerequisite: THE 2113)

THE 4413 New Testament Theology**3 Hours**

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

THE 4453 Contemporary Theology**3 Hours**

A selective study of theological movements and ideas from the beginning of the nineteenth century to the present. (Prerequisite: THE 2113)

Writing (Not all courses are offered at all locations)**WRT 2233 Screenwriting****3 Hours**

The exploration of the basic principles required to develop and write scripts for film production. Topics of study and application include: story ideas (loglines), character bios, story treatments (beat sheets and stop outlines), early script

drafts, and final script submissions. This class also includes script workshops where pages are read and helpful notes (critiques/suggestions) are provided to the screenwriter. (Same as COM 2233)

WRT 2313 Scriptwriting for Theatre 3 Hours

The exploration of the basic principles required to develop and write scripts for the stage. Topics of study and application include: plot structure, research, early drafts, workshopping drafts, and final script submission. (Same as COM 2313)

WRT 3163 Writing Nonfiction 3 Hours

An intensive genre study of nonfiction writing, such as article, editorial, and memoir, in a workshop environment where students will build a portfolio of their own work. Emphasis may also include the technical writing field.

WRT 3173 Writing Poetry 3 Hours

An intensive genre study of poetic forms and styles in a workshop environment, where students will build a portfolio of original works.

WRT 4223 Writing Fiction 3 Hours

An intensive study of the genres of the novel and short story in a workshop environment where students will produce a significant body of their own work.

WRT 4413 Principles of Publishing 3 Hours

An intensive study of publishing principles. Emphasis is placed on researching potential markets and submitting work in multiple genres, ranging from non-fiction pieces to short stories and novels, as well as finding literary agents and working with editors and publishers to get articles/manuscripts published. (Prerequisite: Another WRT designated course)

Youth and Student Ministries (Not all courses are offered at all locations)

YSM 2111 Youth and Student Ministries Internship I 1 Hour

The student is required to participate in practical ministry to youth in a local church, district, national, campus ministry or para-church setting.

YSM 2113 Youth and Student Ministry Leadership 3 Hours

The course will deal with developing a healthy student ministry. Attention will be given to the lifestyle of the leader, establishing a philosophy of youth ministry, developing adult leaders, and cooperation with the ministries of the Assemblies of God District and National Youth Department.

YSM 3111 Youth and Student Ministries Internship II 1 Hour

The student works with a qualified mentor, and actively participates in a supervised ministry to youth. The ministry may take place in an approved local church, district, national, campus ministry or para-church setting.

YSM 3113 Bridging Between Children and Youth 3 Hours

A study of principles and methods for effectively helping individuals transition from childhood to adolescence within church ministries. Emphasis will be placed upon cooperative efforts between children's and youth pastors to facilitate successful transition. (Same as CFM 3113)

YSM 3123 Contemporary Issues in Youth Culture 3 Hours

A course focusing on the current cultural issues facing adolescents. The course will recognize the need to speak cross-culturally from the adult world to the youth culture. Focus is given to issues such as peer and family relationships, violence, media, adolescent sexuality, and substance abuse. The student will gain the tools to properly understand the current youth culture and how to biblically address the needs of today's adolescents.

YSM 4111 Youth and Student Ministries Internship III 1 Hour

The student works with a qualified mentor, and actively participates in a supervised ministry to youth. The ministry must take place in an approved local church.

YSM 4113 Youth and Student Evangelism 3 Hours

The course will study the critical issues of presenting the gospel to a student at his or her level of understanding. Campus ministry, outreaches, personal evangelism, equipping students for evangelism, mission trips and other forms of student evangelism will be discussed. Students will also have the opportunity to participate in outreach efforts.

YSM 4123 Spiritual Formation of Youth

3 Hours

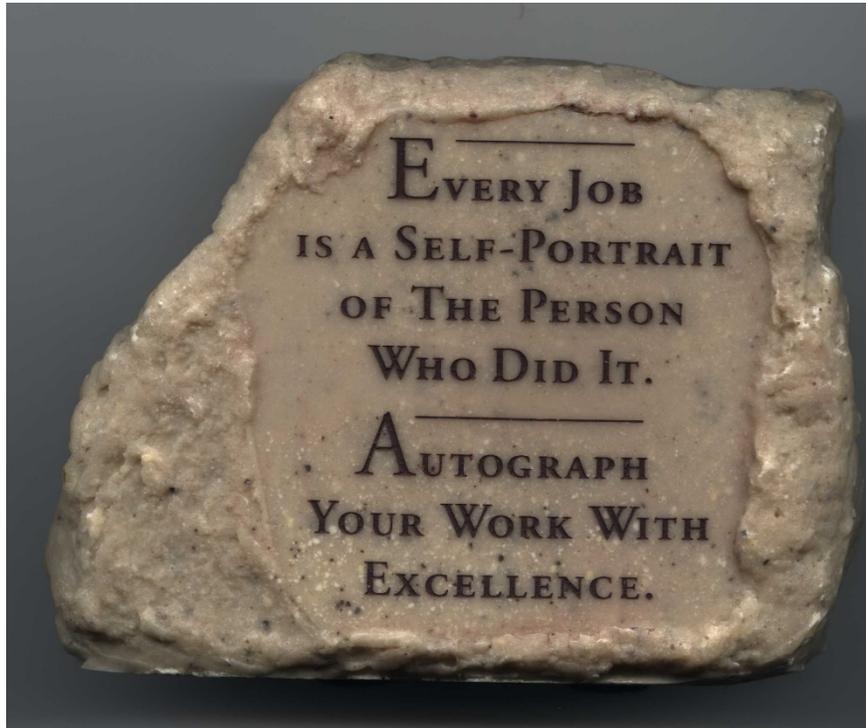
A course designed to teach biblical methods of adolescent spiritual formation. Emphasis will be placed on nurturing spiritual growth, faith development, and organizing and leading small groups of students. The course will also allow students the opportunity to participate in a discipleship experience.

YSM 4133 Strategies for Youth and Student Ministry

3 Hours

This course will prepare the student to locate student ministry opportunities with special attention to developing the relationship with the lead pastor. Special attention is given to the distinctive of Pentecostal student ministry, growing a relevant student ministry, working in a small church, and creative communication. (Prerequisite: YSM 2113)

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Rev. Tom Lakey

DISTRICT AUDITORS

Rev. Kermit Bell, North Texas
Rev. Gene Emswiler, Mississippi
Rev. Ronnie Morris, Arkansas
Rev. Billy Nickell, West Texas
Rev. Darren Pilcher, Oklahoma
Rev. Eric Treiul, Louisiana
Rev. Don Wiehe, South Texas

Member, Executive Committee*
Chairman of the Board^
Vice Chairman of the Board^^
Secretary of the Board**

Administration

KERMIT BRIDGES 1994, *President*

D.Min., Fuller Theological Seminary, M.Div., SW Baptist Theological Seminary, M.A., Assemblies of God Theological Seminary, B.S., SAGU

PAUL BROOKS 1991, *Vice President for Academics*

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

KIMBERLY JAMES 2007, *Vice President for Institutional Effectiveness*

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

RICK BOWLES 2018, *Vice President for Advancement*
B.S., Southwestern Assemblies of God University

FRED GORE 2019, *Vice President for Business and Finance*

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

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

M.Div., SW Baptist Theological Seminary, B.S., SAGU

JONATHAN GANNON 2021, *Vice President and President of the SAGU AIC Campus*

D.Min., AG Theological Seminary, M.Div. AG Theological Seminary, B.A. Evangel University



Academic & Institutional Support

DONNY LUTRICK 1996, *Dean of Academic Services*
Assistant Professor, Bible/Theology, M.S., SAGU, B.S., SAGU

JOSEPH HARTMAN 1994, *Dean of Distance Education and Extension Sites*
Associate Professor, Bible/Theology, Ed.D., Capella University, M.S., SAGU, B.S., SAGU

MICHAEL CLARENSAU 2015, *Dean of the College of Bible and Church Ministries*
Associate Professor, Practical Theology, D.Min., Assemblies of God theological Seminary, M.A.,
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SUE TAYLOR 2018, *Dean of the College of Business and Education*
Professor, Business, Ph.D., Texas A & M, M.A., Truman State University, B.S., Truman State
University

KIMBERLY JAMES 2007, *Dean of the College of Music and Communication Arts*
Ed.D., Texas A&M University Commerce, M.Ed., William Carey College, B.A., MidAmerica Nazarene
College

DENNIS ROBINSON 2018, *Dean of Harrison Graduate School*
Professor, Education, Ed.D., University of Central Florida, M.S., Troy State University, B.A., University
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SAGU – AMERICAN INDIAN COLLEGE

Jonathan Gannon 2021, President of the Campus
D.Min., Assemblies of God Theological Seminary, M.Div., Assemblies of God Theological Seminary,
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Joseph Saggio 2016, Executive Vice-President and Administrative Dean of the College
Ed.D., Arizona State University, M.A., Vanguard University, M.A., Azusa Pacific University, B.A.,
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Joel Cornelius 2021, Vice President for Student Development
B.A., American Indian Bible College

Faculty

AMY ALEXANDER 1980 Professor, English

Ed.D., East Texas State University, M.A., East Texas State University, B.S., Gulf-Coast Bible College

DANNY ALEXANDER 1980 Professor, Communication Arts

Ph.D., Texas Woman's University, M.A., East Texas State University, B.A., East Texas State University

JAMES ANDERSON 2015 Adjunct Instructor, Music

B.A., Southwestern Assemblies of God University

WILLIAM ARMISTEAD 2001 Professor, Psychology/Criminal Justice

Ph.D., University of Santo Tomas-Manila

M.Div., Oral Roberts University, M.C.J., University of Central Texas, M.Ed., University of the Philippines, B.A., University of North Texas

SANDRA BARBERIS 2014 Assistant Professor, Social Work

Ph.D., Walden University, M.S.W., Florida State University, B.A., University of North Florida

JULIANA BARNETT 2017 Adjunct Instructor, Music

B.A., University of North Texas-Denton

LEROY BARTEL 1984 Adjunct Instructor, Bible/Theology/Practical Theology

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

WESTLEY BARTEL 2018 Adjunct Instructor, Practical Ministries

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

LESLIE BELL 2020 Adjunct Instructor, Education

Ph.D., Northcentral University, M.A., Northern Arizona University, B.S., Grand Canyon University

JOSHUA BILBREY 2013 Professor, Mathematics

Ph.D., Texas State University, M.M.Ed., Texas Woman's University, B.S., Texas Woman's University

CHERÉ BLAIR 2005 Professor, English

Ph.D., University of Texas Arlington, M.A., University of Texas Arlington, B.S., SAGU

ROBIN BLAKNEY 2003 Adjunct Instructor, Church Ministries

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

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D.Min., Southwestern Assemblies of God University, M.Div., Southwestern Assemblies of God University, M.S., Southwestern Assemblies of God University, B.A., Henderson State University

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D.M.A., University of North Texas, M.M., University of North Texas, B.A., University of Arkansas

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Ph.D., Union Graduate School, D.Min., Colgate Rochester Divinity School, M.Div., Nazarene Theological Seminary, M.A., Central Bible College, B.A., Central Bible College

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

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SID CHATTERJEE 2018 Adjunct Instructor, Intercultural Studies
M.Th., Regent College, M.Div., Southern Asia Bible College, B.S., Wesley Boy's Degree College

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M.M., University of North Texas, B.M., University of North Texas

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M.Div., Fuller Theological Seminary, B.A., Vanguard University

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

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Head Baseball Coach, M.A., Montclair State University, B.S., Geneva College

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Ph.D., University of Minnesota, M.A./M.S, Southwestern Assemblies of God University, M.A., University of St. Thomas, B.A., North Central Bible College

NELSON DE FREITAS 2013 Instructor, Intercultural Studies
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M.A., York College, B.S., University of Texas-Arlington

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

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

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Ed.D., United States Sports Academy, M.A., Northern State University, B.A.S, Crown College

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Ed.D., University of North Texas, M.A., Southern Methodist University, B.A., Southwestern Assemblies of God University

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

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Graduate Studies, Southwestern Assemblies of God University, B.A., Global University, B.S., Evangel University

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D.Min., Assemblies of God Theological Seminary, M.Div., Assemblies of God Theological Seminary, M.A., Assemblies of
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M.L.S. Texas Woman's University, B.A., Southwestern Assemblies of God University

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

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B.S., Southwestern Assemblies of God University

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Ph.D., Texas A&M University, M.S., Southwestern Assemblies of God University, B.A., Southwestern Assemblies of God
University

PEGGY JONES 2014 Adjunct Instructor, General Studies
M.A., Southwestern Assemblies of God University, B.A., Southwestern Assemblies of God University

ROBERT JONES 2016 Adjunct Instructor, General Studies/Mathematics
M.A., University of Arizona, B.S., Southwestern Assemblies of God University

SHERRY JONES 2016 Professor, Education
Ed.D., Nova Southeastern University, M.A., University of Arizona, B.S., Eastern New Mexico University

MINA KRAMER 2011 Adjunct Instructor, Music
M.M., Indiana University, B.M., Illinois Wesleyan University

DAN LANGSTON 1992 Professor, Bible/Theology/Christian Education
Ph.D., Southwestern Baptist Theological Seminary, M.A. (RE), Southwestern Baptist Theological Seminary, B.S.,
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JOHN LAPUSAN 2013 Assistant Professor, Mathematics
M.S.Ed., Central Missouri State University, B.A., Central Bible College

AMANDA LEE HING 2006 Professor, Music
D.M.A., West Virginia University, M.M., West Virginia University, B.M., West Virginia University

DANIELLE LEONARD 2016 Adjunct Instructor, Business
M.Ed., University of Texas, Tyler, B.S., Southeastern Louisiana University

DIANE LEWIS 1991 Department Chair, English, Assistant Professor, English
Ph.D. (ABD), University of Texas Arlington, M.A.T., University of Texas Arlington, B.A., University of Texas Arlington

WILLIS LEWIS 2016 Adjunct Instructor, Education
M.Ed., Northern Arizona University, B.A., Buena Vista University

JEFFREY LOGUE 2003 Adjunct Instructor, Counseling/Psychology
Ph.D., Regent University, M.S., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God
University

KRISTEN LOWE 2019 Adjunct Instructor, Behavioral Sciences
M.S., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God University, B.A., Henderson
State University

DONNY LUTRICK 1996 Assistant Professor, Bible
M.S., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God University

JEFF MAGRUDER 1999 Professor, Bible/Philosophy/Practical Theology
D.Min., Gordon-Conwell Seminary, M.Div., Southwestern Baptist Theological Seminary, M.A./B.S., Southwestern Assemblies of God University, Diploma, Latin America Bible School

PAULA MANLEY 1999 Associate Professor, Education
Ed.D., Oral Roberts University, M.Ed., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God University

JASON MCCLAFIN 2011 Adjunct Instructor, History
M.T.S., Harvard Divinity School, B.A., Missouri State University

JIM MCCORKLE 1996 Adjunct Instructor, Practical Theology
D.Min., Assemblies of God Theological Seminary, M.A., Assemblies of God Theological Seminary, B.A., North Texas State University

TYRUS MCDOWELL 2014 Adjunct Instructor, English
Ed.S., Albany State University, M.Div., Beulah Heights University, M.A., Clark Atlanta University, B.A., Albany State University

GARY MCELHANY 1998 Graduate Coordinator, History, Professor, History
Ph.D., Mississippi State University, M.A., Mississippi State University, B.A., Central Bible College

JULIE MCELHANY 2017 Instructor, Education
Ed.D. Texas A&M University, M.S., Mississippi State University, B.S., Mississippi State University

LASHERA MCELHANY 2006 Associate Professor, Education
Ph.D., Texas Woman's University, M.Ed., Dallas Baptist University, B.S., Southwestern Assemblies of God University

LANCE MECHE 2006 Adjunct Instructor, Developmental Studies
M.Div., Southwestern Assemblies of God University, M.S., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God University

TERRY MINTER 2010 Adjunct Instructor, Bible/Theology
Ph.D., Regent University, D. Min., Wesley Theological Seminary, M. Div., Northern Baptist Theological Seminary, B.S., Southern Illinois University

D'JUANA MONTGOMERY 1998 Professor, English
Ph.D., University of Texas Arlington, M.A., Tarleton State University, B.A., Tarleton State University

HANSFORD MOORE 1998 Instructor, Physical Education
M.S., Texas A & M University, B.S., Evangel University

ELIZABETH MORA-MALDONADO 2018 Adjunct Instructor, Music
B.M., Texas State University

MATTHEW MORALES 2015 Adjunct Instructor, Music
B.A., Southwestern Assemblies of God University

ANN-MARIE MORGAN 2020 Adjunct Instructor, Education
Ed.D., Liberty University, M.S., Governors State University, B.S., Southwestern Assemblies of God University

SHYLET MUKASA 2011 Adjunct Instructor, General Studies/Science
Ph.D., University of Oklahoma, M.S., University of Oklahoma, B.S., University of Zimbabwe

TIM MYERS 2001, Adjunct Instructor, Counseling/Psychology
D.Min., Eastern Baptist Theological Seminary, M.Div., Texas Christian University, M.S. Southwestern Assemblies of God University, B.A., Southeastern University

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Ph.D., University of Rhode Island, M.A., Rhode Island College, B.A., Mount St. Joseph College

DAVID ONYON 2012 Associate Professor, History
Ph.D., University of North Texas Denton, M.A., Southwestern Assemblies of God University, M.S., Southwestern Assemblies of God University, B.A., Central Bible College

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M.B.A. & M.I.T., American InterContinental University, B.C.A., Espiritu Santo University

HEATHER ORRILL 2013 Adjunct Instructor, General Studies
M.Ed., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God University

ADONNA OTWELL 1973 Department Chair, General Studies, Professor, Bible/Physical Education,
Ed.D., East Texas State University, M.Ed., Tarleton State University, B.A., University of Texas Arlington

GARLAND OWENSBY 1998 Professor, Youth Ministries/Bible
D.Ed.Min., Southwestern Baptist Theological Seminary, M.S., Southwestern Assemblies of God University, B.A., Southeastern College

STEPHEN PATRICK 2020 Adjunct Instructor, Business
Ph.D., Northcentral University, M.B.A., Auburn University, M.S., West Texas A & M, B.A., University of Alabama

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Ph.D., Texas A & M, M.A., Texas A & M, B.A., State University of New York

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

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Ph.D., University of North London, M.A., Wheaton College Graduate School, B.S., North Central University

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M.F.A., Hollins University, M.A., Regent University, B.S., Evangel University

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

SEAN RILEY 2018 Adjunct Instructor, Business
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JERRY ROBERTS 2011 Adjunct Instructor, Intercultural Studies
Ph.D., Assemblies of God Theological Seminary, M.A., Southwestern Assemblies of God University, B.S., Southwestern Assemblies of God University

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D.W.S., The Robert E. Webber Institution for Worship Studies, M.M.E., Central State University, B.M.E., Central State University

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

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

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Ph.D., Dallas Theological Seminary, Th.M., Southwestern Baptist Theological Seminary, M.Div., Assemblies of God Theological Seminary, B.A., Northwest College of the Assemblies of God

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M.A., Denver Seminary, B.A., University of Colorado

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Ph.D., University of Nevada, M.Th., Princeton Theological Seminary, M.Div., Princeton Theological Seminary, B.A., Point Loma College

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