

2020-21 Graduate Bulletin

Southwestern Adventist University

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Academic Calendar 2020-2021

Fall Semester 2020

August

18-22 Tues-Sat CORE

23 Sunday Last Day to Register for FA'20

24 Monday Instruction Begins

28 Friday Last Day to Add a Class

September

4 Friday Last Day to Drop a Class without Receiving a 'W'

7 Monday SCHOOL IS IN SESSION (LABOR DAY)

8 Tuesday Enrollment Census

October

14 Wednesday Mid-Semester

23 Friday Deadline for Removal of SU'20 Incompletes

30 Friday Last Day to Withdraw from a Class

November

2 Monday SP'21 Registration Begins

2-13 2 Weeks SP'21 Advising

20 Friday Final On-Campus Fall Testing

23, 24 Mon-Tues Final On-Campus Fall Testing

25 Wednesday Thanksgiving Break Begins

30 Monday Instruction Continues Online

December

9 Wednesday Semester Ends

MWF Class Days 43

T/TH Class Days 29

Exams 3

75

Spring Semester 2021

January

10 Sunday Last Day to Register for SP'21

11 Monday Instruction Begins

15 Friday Last Day to Add a Class

18 Monday School Holiday, Martin Luther King Birthday

22 Friday Last Day to Drop a Class without Receiving a 'W'

27 Wednesday Enrollment Census

February

19 Friday Deadline for Removal of SU'20 Incompletes

March

3 Wednesday Mid-Semester

12 Friday Spring Break Begins

22 Monday Instruction Resumes

29 Monday Summer Registration Begins

31 Friday Last Day to Withdraw from a Class

April

5 Monday FA'21 Registration Begins

5-16 2 Weeks FA'21 Advising

May

3-5 Mon-Wed Exams

7 Friday Senior Consecration

8 Saturday Baccalaureate

9 Sunday Commencement

MWF Class Days 43

T/TH Class Days 30

Exams 3

76

Summer Semester

May 10 – August 19, 2021

July 9 Deadline for Removal of Spring 2021 Incompletes

Session I

On Campus (6 weeks) May 10 – June 18

May

10 Monday Class Begins/Last Day to Add a Class

18 Tuesday Last Day to Drop without Receiving 'W'/Final Day for Refunds

June

11 Friday Last Day to Withdraw from a Class

25 Friday Grades Due

Session II

On Campus (6 weeks) June 21 – July 30

June

21 Monday Class Begins/Last Day to Add a Class

29 Tuesday Last Day to Drop without Receiving 'W'/Final Day for Refunds

July

23 Friday Last Day to Withdraw from a Class

August

6 Friday Grades Due

SWAUonline

Online Courses May 10 – August 19

May

10 Monday Class Begins/Last Day to Add a Class

18 Tuesday Last Day to Drop without Receiving 'W'/Final Day for Refunds

Aug.

13 Friday Last Day to Withdraw from a Class

27 Friday Grades Due

Graduate General Information

Mission, Purpose and Goals

Mission Statement

Inspiring knowledge, faith, and service through Christ-centered education.

Graduate School Mission Statement

The Graduate School provides quality higher education that fosters a distinctly Christian graduate culture. Southwestern's graduate programs primarily serve post-baccalaureate students within the Southwestern Union Conference through traditional on-campus classes and distance education courses in Counseling and Education. Each program is approved by field-specific accrediting associations and utilizes quality academic and professional faculty.

University Vision

Believing in the transformative power of the Gospel and affirming the importance of the life of the mind, Southwestern Adventist University seeks to promote inquiry through faith, to balance tradition with innovation, and to become a force for positive and significant change in global society.

Graduate School Vision

The Graduate School trains individuals in a distinctively multi-cultural environment for service to God and the community.

University Values

- Christ as our central focus.
- Education that promotes achievement and enriches life.
- Interaction that affirms faith, integrity, and humanity.
- Responsibility for ourselves, our neighbors, and our world.
- Service as a ministry for Christ.
- Integration of Seventh-day Adventist beliefs and practice into daily life.

Brief History

Southwestern Adventist University was founded in 1893 as Keene Industrial Academy. Junior college level work was first offered in 1916 and the name was changed to Southwestern Junior College. In anticipation of offering baccalaureate work, the name was changed to Southwestern Union College in 1963. The first bachelor level classes were offered in 1967. In 1977, the college was renamed Southwestern Adventist College, reflecting its denominational affiliation. Graduate level work was begun in 1987; nine years later the institution changed its name to Southwestern Adventist University. The University has been accredited by the Southern Association of Colleges and Schools since 1958; first as a Level I institution (associate degrees), then in 1970 as a Level II institution (baccalaureate degrees), and since 1989 as a Level III institution (graduate degrees).

Essential Beliefs

The institution is committed to Christian teachings and values as understood by the Seventh-day Adventist Church. God is perceived as the Creator and ultimate source of knowledge and meaning. True education is defined as the harmonious development of the intellectual, spiritual, social, and physical aspects of human nature.

Attitudes and Ideals

The University broadens the student's intellect, strengthens the spiritual dimension, contributes to social growth, fosters attitudes and practices of healthful living, develops a wholesome respect for the dignity of labor, and instills a sense of selfless service.

Institutional Goals

The University has the following goals:

1. Strengthen the student's relationship with Jesus Christ
2. Provide an environment conducive to learning
3. Provide the infrastructure to fulfill our educational purpose
4. Focus on quality curricular programs in undergraduate education
5. Provide a general education component that brings enrichment and balance to all academic and professional programs
6. Provide quality graduate education at the master's level

7. Provide quality distance-learning
8. Provide administrative support services
9. Provide educational support services
10. Operate in a fiscally responsible manner

Student Outcomes

Upon completion of a Master's degree at Southwestern Adventist University, graduates will be able to:

1. Demonstrate knowledge and skills required by employers in the field
2. Contribute significantly to the knowledge and practice of the field
3. Exemplify a character of integrity and ethics in all scholarly and professional activities

Accreditation and Non-Discrimination Policy

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

In addition, the University is currently accredited by the following accrediting bodies:

1. Adventist Accrediting Association of SDA Schools, Colleges, and Universities
2. International Assembly for Collegiate Business Education
3. Texas Education Agency
4. The baccalaureate degree program in nursing at Southwestern Adventist University is fully approved by the Board of Nursing for the State of Texas, 333 Guadalupe #3-460, Austin, TX 78701, 512-305-7400.
5. The baccalaureate degree program in nursing at Southwestern Adventist University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791

The University is a member of the following:

1. Council of Independent Colleges
2. Independent Colleges and Universities of Texas
3. Hispanic Association of Colleges and Universities

Southwestern Adventist University does not discriminate on the basis of gender, religion, disability, race or ethnic

origin. The University President is responsible for compliance. The University believes the interpretation and implementation of all government laws and regulations are subject to constitutional guarantees against unreasonable entanglement with or infringement on the religious teachings and practices of the Seventh-day Adventist Church. Any regulation or change in regulation adopted by the Board of Trustees or the faculty at any time shall have equal authority as the regulations printed in this bulletin or the student handbook. Each student is responsible for knowing and observing the regulations of the University and is responsible for fulfilling the requirements for his or her degree as defined by the *University Bulletin*.

Admission

Graduate Admission

The University offers graduate programs in education and counseling. Students are accepted for admission in fall, spring, and summer semesters according to the following deadlines:

Fall Semester, July 1

Spring Semester, November 1

Summer Semester, April 1

Requirements and Procedures

Students applying for graduate admission must submit the following documents. All degree seeking and non-degree seeking must submit the following items to the Admissions Office:

1. A formal application for admission to graduate studies.
2. Official transcripts of all colleges/university coursework including evidence of the completion of a baccalaureate degree at a regionally accredited institution in the United States or a comparable degree from a foreign academic institution. An undergraduate grade point average of at least 3.00 on a 4.00 scale on all prior college course work.
3. Domestic and International prospective student who graduated from an educational institution outside the U.S. are required to have transcripts evaluations done through WES.
4. Evidence of English language proficiency. See International Student Admissions, page 11.

5. Written recommendations from two individuals knowing the applicant's professional ability, personal character, and intellectual promise for pursuing successful graduate study.
6. An essay of 500-750 words that describes some of the most important experiences of your life and how they have shaped the person you have become. Also, describe how continuing your education at Southwestern Adventist University will fit into your goals for the future.
7. Official GRE test results for the Counseling Psychology MA. A score of 590 or higher based on the following formula: undergraduate GPA x 100 + GRE Score (combined verbal and quantitative sections). GRE results cannot be older than five years (GRE is only required for the MA programs).

Additional documents may be required by the academic department offering the desired degree program.

Consideration for admission to graduate study is contingent upon the integrity of the information submitted to the University.

Discovery of false information subsequent to the offer of admission is, at the University's discretion, grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

Master of Arts in Counseling (MA)

Students applying for graduate admission to the Master of Arts in Counseling program must also apply to the Department of Education and Psychology. The following materials must be submitted to the department:

1. Meet all regular admissions including GRE requirements, see requirements and procedures for details.
2. A departmental application to graduate studies in counseling.
3. Appropriate documentation for a certified background check.

The department will also interview the applicant.

Master of Education (MEd)

An applicant will be accepted in good and regular standing to the MEd program if he or she meets the following criteria:

Meet all regular admissions requirements.

Acceptable areas of study for admission to the MEd include education, school guidance, or at least 20 semester hours in education.

International (F-1) Students

All students needing an I-20 must meet the following:

- Be academically accepted
- Submit legible copy of valid passport
- Submit bank statements that give evidence of support to the financial claims on the certificate of finance form
- Submit the international student deposit of \$1000 which includes the \$200 residence hall room deposit, and a \$200 non-refundable processing fee
- Pre-payment of \$6500* for graduate students
- Upon receipt of I-20 student must submit payment to SEVIS for I-901

*If a student is not granted a visa and does not enroll, these funds will be returned minus the processing fee and any transaction fees.

As required by law all international student information is entered in the Student & Exchange Visitor System (SEVIS) when an I-20 is issued including when the student enrolls or does not enroll, falls below a full-load of classes (9 hours), changes his/her address or withdraws from the university.

Current immigration laws allow an international student with an F-1 Visa to work on campus up to 20 hours per week during the semester and up to 40 hours per week during vacations provided that the student is registered for the subsequent academic semester. While there are many campus jobs available, Southwestern does not guarantee student employment.

Major medical insurance coverage must be purchased through Southwestern at registration. If a student is already insured through the SDA system, he/she must provide documentation of equivalent insurance coverage. No insurance coverage refunds will be made after the second week of classes.

International students should not leave their homeland until they have the following:

- A letter of acceptance from Southwestern Adventist University
- An I-20 from Southwestern Adventist University
- A valid passport and F-1 Visa for travel to the United States of America

Finances

Graduate Finances

This section of the *Bulletin* contains information directly related to graduate students, but does not contain an extensive description of all Southwestern Adventist

University student finance policies. For further information or clarification, please refer to Southwestern's Undergraduate *Bulletin*.

Graduate Tuition

\$924 per credit hour. Tuition includes classroom instruction, cap and gown for graduation, diploma, and use of the following: library, computer laboratories, science laboratories, gymnasium, swimming pool, and student center.

Summer

EDSC 545 Dinosaurs for Teachers - \$619 per credit hour

Graduate Certificate in U.S. History

Tuition \$500 per course.

Fees

A technology fee of \$220 per semester is required of all students.

Residence Hall & Meal Plan Packages

Residence Hall: \$1,975/semester; \$3,950/year

Our Residence Hall Package includes:

1. A room in one of the residence halls beginning Sunday of the week classes begin
2. Meals at the cafeteria

Meal Plans

Students who reside in the residence hall are required to select a meal plan offered through the cafeteria.

Meal Plan Choices (required for resident hall students)

Meal Plan

• \$1,975 (per semester - includes \$125 for the Knight's Market and Grill*) This plan is for unlimited access to the cafeteria seven days per week.

Meal Plan 22

• \$1,125 (per semester)

The student is charged by the meal for each entry to the cafeteria with a \$50 per day limit, until the \$1,125 is used. A portion of this plan is used up each week regardless of entry into the cafeteria. Any portion of the \$1,125 may be spent in the Knight's Market and Grill. Meal Plan 22 is not unlimited access.

Commuter Meal Plans

Students who live off campus have the option of either the Meal Plan or Meal Plan 22.

*The Knight's Market and Grill offers a variety of hot meals and made-to-order sandwiches as well as breakfast items, smoothies, snacks and beverages.

Please note these guidelines before selecting a meal plan:

1. A processing fee will be assessed for any changes to meal plans after the close of registration.
2. Refunds are on pro-rata basis only when withdrawing from school or moving from the residence hall.
3. Meal plans may not be shared with other students or guests.

Residence Hall Deposit

To reserve a room, students are required to pay a general deposit of \$200 to the respective residence hall. The deposit will be held until the student graduates, moves out of the residence hall, or withdraws from the University. The deposit is refundable on condition that the checkout procedure of the residence hall is followed (see Residence Hall Handbook). Should a student cancel an application for admission before August 1, the deposit will be refunded.

Private Room Fee

Private room fees are an additional \$988 per semester subject to space availability, dean approval, and financial clearance.

Summer Residence Hall and Cafeteria Fees

Residence halls charge a weekly rate and the cafeteria charges for each meal.

Other Expenses

Books

Students are given the opportunity to indicate if they want to charge books to their student account through BBA Corporation, the University textbook provider, during the on-line registration process. Students may charge up to \$600 to their student account per semester.

Course Fees

EDAD 530 Internship in Education Administration \$200
EDRE 550 Literacy Practicum \$200
EDPY 585 & EDPY 590 Counseling Internship I & II \$400

Graduation Dues

Graduation class dues are a mandatory non-refundable fee that covers expenses such as class gift, 25 graduation announcements, and miscellaneous class activities. This

fee is voted by the senior class each year. When a student returns to obtain an additional degree and graduation dues were paid as an initial Southwestern graduate, only half of the dues will be required for each subsequent graduation class. Graduation dues are charged to the student account at the beginning of the semester in which the student will graduate.

Insurance

Medical insurance is required for all students registered for 6 or more credit hours. Medical insurance can be purchased at registration for the academic year if the student is not covered by another plan. No refunds will be made after the second week of classes.

Immigration requires that all international students have twelve-month medical insurance coverage while in the United States. International students must purchase major medical insurance coverage through the University at the time of registration. Medical insurance from a home country will not be accepted. If a student is insured through the SDA General Conference system, the international student must provide documentation of equivalent insurance coverage. No refunds will be made after the second week of classes.

Late Registration Fee

A fee of \$200 cash is required for requests to finish registration after the close of registration.

Payment Plans

Southwestern offers three payment plans for fall and spring semesters to help students manage their university expenses. Classes taken during the summer require full payment at the time of registration.

Plan I - Cash

Full payment of semester charges that are not covered by student aid.

Plan II - Four-payment Institutional Education Loan (0% interest)

Under this plan, students are required to pay a minimum 65% of the semester charges at registration. Financial aid can be applied to the 65%. The remaining balance is a zero percent interest loan and is divided equally over four payments due the 10th of each month, as follows:

Fall Semester

July 15 - Registration payment, minimum 65% of semester charges

August 10 - First payment

September 10 - Second payment

October 10 - Third payment

November 10 - Final payment - balance owed on account

Students must go to their university [portal](#) between April and July to choose this payment option.

Spring Semester

December 15 - Registration payment, minimum 65% of semester charges

January 10 - First payment

February 10 - Second payment

March 10 - Third payment

April 10 - Final payment - balance owed on account

Students must go to their university [portal](#) in December to choose this payment option.

Plan III - Three-payment Institutional Education Loan (0% interest)

Under this plan, students are required to pay a minimum 65% of the semester charges at registration. Financial aid can be applied to the 65% payment. The remaining balance is a zero percent interest loan and is divided equally over three payments due on the 10th of each month, as follows:

Fall Semester

At Registration - Registration payment, minimum 65% of semester charges

October 10 - First payment

November 10 - Second payment

December 10 - Final payment - balance owed on account

Spring Semester

At Registration - Registration payment, minimum 65% of semester charges

February 10 - First payment

March 10 - Second payment

April 10 - Final payment - balance owed on account

Any additional charges the student incurs during the semester will become a part of the institutional loan for payment plans II and III. These additional charges will be added to the next payment due. All institutional loans are to be paid in full by the end of the semester.

The University is advancing value to students in the form of educational services and a student's right to register is expressly conditioned upon the student's agreement to pay the costs of tuition and fees and any additional costs when those charges become due. Regardless of the

student's eligibility for financial aid, the student is personally responsible for the full amount assessed as a result of the student's registration. In addition, failure to pay the costs of tuition and fees will result in a financial hold on the student's record which will prevent the release of the student's academic transcript and diploma. The University may refer any past due account for collection and may authorize legal action against the student for the collection of this debt. The student is liable for all reasonable collection costs, including attorney fees, court costs, and other charges necessary for the collection of a past due account.

Wiring Money

See instructions at www.swau.edu/bank-wire-instructions

Refunds - Institutional

Refunds to students dropping all, or some, classes will be prorated on a weekly basis as shown in the chart below. The date of withdrawal is based on the date the student files a drop voucher with the Office of Records.

Registration Week: 90%

Second Week: 60%

Third Week: 40%

Fourth Week: 20%

Fifth Week: 0%

Room and board charges will continue until the student's personal belongings have been removed from the residence hall and clearance has been filed with the residence hall dean. Room and board refunds are prorated on a daily basis.

Refunds are not made on these items:

- Insurance
- Missed cafeteria meals
- Music Lessons two weeks after registration day
- Technology Fee
- Unattended classes

Student Financial Aid - Scholarships

Students enrolled in the MA or MEd graduate program will be eligible for a scholarship as follows:

First semester of enrollment in the graduate program - \$200 per credit hour

To receive a renewal of this scholarship in subsequent semesters - the student must earn a 3.5 or higher cumulative GPA

This scholarship does not apply to the EDSC 545 Dinosaurs for Teachers course.

MEd Lab School Scholarships for Graduate Students

Graduate Students who teach for one of the University's lab schools (area schools that contract with the Education Department for student teachers) will receive a 50% tuition discount for graduate classes. This discount includes the \$200 per-credit-hour scholarship described above. Employees of the following Independent School Districts are now eligible: Alvarado, Burleson, Cleburne, Joshua, Keene, and Whitney.

Federal/State Student Aid

Eligibility for the following programs is based upon results of the FAFSA. Students who do not hold a bachelor's degree and who are taking undergraduate as well as graduate classes will receive grant money only on undergraduate classes, and loans will be limited to the undergraduate amounts. Refer to the undergraduate bulletin for further information about undergraduate federal student aid.

Tuition Equalization Grant (TEG)

The State of Texas has established a program to help equalize tuition between state-sponsored institutions and independent universities. To qualify for this program a student must establish eligibility through the FAFSA (or TASFA for students who have established domicile in Texas and are not U.S. Citizens or Resident Aliens), be a Texas resident, not be a recipient of an athletic scholarship, and not be enrolled in a theological degree program. Annual awards at Southwestern range from \$200 to \$3,200. Recipients must be enrolled at least three-quarter time. At the end of the academic year in which a student receives a renewal award the student must:

- Maintain an overall grade point average of at least 2.5
- Complete at least 75% of coursework attempted
- As a graduate student complete at least 18 credits in their most recent academic year

Federal Student Loans

Eligibility for federal loans is based upon results of the FAFSA. Loan programs require completion of an initial master promissory note. Students receiving any of the following loans must complete entrance counseling before receiving the first disbursement of their loan and must have exit counseling before graduating or withdrawing from the University. Loans normally have a ten year repayment period. Visit www.studentaid.gov for additional information on federal loans, including interest rates, origination fees, and repayment options.

Unsubsidized Federal Direct Loan

This is a federally regulated loan program with the U.S. Department of Education. Graduate students may borrow up to \$20,500 per year with an aggregate limit of \$138,500 (including undergraduate loans). A student may choose to make interest payments while attending school or allow the interest to be capitalized.

Federal Work Study Program (FWS)

This is a federal program. Students work on campus, or in a community service job, and are paid at least minimum wage. The student receives their compensation through either direct deposit or the Business Office at regularly scheduled payroll periods.

Financial Aid Academic Progress Standards

Southwestern's Satisfactory Academic Progress (SAP) policy specifies the standards a student must maintain to be considered making progress in his/her course of study. The policy also establishes the criteria by which a student who has failed to maintain satisfactory progress may reestablish his/her eligibility for financial assistance.

Southwestern's satisfactory progress policy for graduate students contains a qualitative component which requires a cumulative grade point average of 3.0. The quantitative satisfactory progress policy requires a coursework completion rate of 67% while enrolled in this program with a maximum of 54 credit hours attempted for the MEd program and a maximum of 72 for the MA program.

Academic progress will be reviewed at the end of each fall, spring, and summer term. When a student fails to meet the GPA and/or completion percentage standards they will be given a warning semester during which they are asked to complete a Satisfactory Academic Progress Agreement wherein they meet with their advisor three times over the semester. If the student is not making satisfactory academic progress at the end of the warning semester, the student will become ineligible for federal or state aid. To receive financial aid at this stage, the student must submit an appeal based on extenuating circumstances documenting the reason the student failed to make SAP. The appeal and documentation will be reviewed by the Student Finance Committee for approval. A student who does not meet the prescribed academic plan in subsequent semesters, will be ineligible for aid and may not receive federal or state student aid until SAP standards are met. Students who exceed the number of attempted hours for completion of a degree must complete a Satisfactory Academic Progress Appeal form to be reviewed by the Student Finance Committee. A hold is placed on the student's federal and state aid until the SAP Agreement has been signed or an appeal has been approved. Appeals may be made for the following reasons: 1) The student has experienced illness; 2) The death of a relative 3) The student has a degree plan change; 4) The student, out of financial necessity, carried an extremely heavy workload over an extended period of

time; 5) Upon recommendation of the Vice President for Academic Administration; 6) At the discretion of the Assistant Financial Vice President for Student Finance.

Tuition Equalization Grant (TEG) Academic Progress Requirements

Additional requirements apply to recipients of the Tuition Equalization Grant (TEG). Students must be enrolled three-quarter time and at the end of an academic year in which the student receives a renewal award, must have completed 18 credit hours of coursework during the renewal year, and have a cumulative GPA of 2.5 or greater, with a 75% completion rate.

Refunds - Federal/State Aid

When a student receives federal student aid funds and subsequently withdraws from the University, a portion of these funds may have to be returned to the Federal Government. The return amount is based upon the percentage of assistance earned up to the date of withdrawal within the enrollment period. No return is required after the 60% point in time. Repayment to federal student aid funds will be made in the following order: Unsubsidized Federal Direct Loan, Federal Direct PLUS Loan, other federal funds. If it is determined that the student must return funds which were received directly, the student may set up a repayment plan through Student Financial Services. The University will apply this policy to all federal student aid recipients.

Return of State aid funds is calculated independently of the federal funds, according to State guidelines. During the first week of the semester, 70%; second week 60%; third week 40%; fourth week 20%; and, the fifth week and thereafter, 0%.

Academics

Graduate Academics

Graduate programs are directed and supervised by the Graduate Council which is the legislative body responsible for all graduate academic policies and curricula. Actions voted by the University Board, Faculty, or the Graduate Council at any time shall have equal force to or, if necessary, shall supersede statements published in this *Bulletin*.

Degrees Offered

The University offers courses of study leading to the following graduate degrees:

- Master of Arts in Counseling
- Master of Education
- Graduate Certificate in U.S. History

Grading System

| Grade Symbol | Grade Points |
|--------------|----------------------------|
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D+ | 1.3 |
| D | 1.0 |
| D- | .07 |
| F | 0.0 |
| P | Pass* |
| NP | No Pass |
| I | Incomplete |
| W | Withdraw |
| AU | Audit |
| IP | In Progress |
| NC | No Credit |
| NR | Not reported by instructor |
| CR | Credit by examination* |

*P and CR represent grades of C or better

Incomplete Grades (Graduate)

An incomplete grade of I indicates the student was unable to complete class work because of illness or other unavoidable circumstances. When an I is received, the work necessary to complete the class must be finished within nine weeks after the end of the semester. If the makeup work is of such a nature that it may require additional time, the student must seek approval of the instructor and request permission from the Graduate Council. Forms for the request are available with the [Registrar](#)

In Progress Grades

A temporary grade of In Progress (IP) may be awarded for courses that are designed to be completed over more than one semester, as indicated in the University Bulletin. The student must complete the remaining required work no later than the end of the following semester (including summer). At that time, a final grade must be reported by the instructor. If a final grade is not reported, the IP grade will be administratively changed to a grade of "F" or "NP".

Grade Changes

A grade may be changed only by the instructor responsible for the class. Changes in a grade are made by submitting a change of grade to the Registrar on [a form](#) available on the University's website. A student who feels

that an improper grade has been received must notify the faculty member immediately upon receipt of the grade. All grades are final three months after they are posted.

Study Load

A full-time, graduate course load is 9 credits per semester. Loads in excess of 12 credits per semester require the approval of the Dean of Graduate Studies. Students may not take more than 15 credits during a regular semester or 9 credits during any combination of sessions offered during a single summer.

Transfer of Credit

Graduate courses taken at another regionally accredited institution, less than ten calendar years prior to the expected graduation year, may be transferred from that institution and applied toward the masters degree at Southwestern provided:

1. The grade earned in each course accepted for transfer is at least B (3.00).
2. The courses are comparable to required courses for a graduate degree at Southwestern.
3. The credits to be transferred do not exceed nine semester hours.

Grades earned in transfer courses are included in the computation of the grade-point average. Such courses are identified and approved by the Registrar during the first semester of the student's residence. An official transcript listing transfer courses must be on file in the Office Records.

Academic Semesters

The academic year is divided into semesters:

1. Fall Semester
2. Spring Semester
3. Summer Semester

The [academic calendar](#) shows important dates and deadlines for each semester.

Registration

Registration is available to all students using the web portal. Official registration dates are published in the academic calendar of the Bulletin. Registration is not finalized until all procedures required by the University are completed and financial arrangements finished. Students who do not receive financial clearance by the end of the first week of classes will have their class registration cancelled. Faculty advisors are available to

assist students with registration and in planning an academic schedule. The chair of a department is considered the program director for students taking graduate programs offered by the department unless otherwise noted. Other faculty may be assigned as advisors by the department chair. Advisor and advisee assignments are maintained by the Office of Records and displayed on the web portal. With the assistance of a faculty advisor it is important that a student become familiar with all degree requirements and understand the responsibility for completing them.

Registration without Official Transcripts

Students accepted on the basis of an unofficial transcript will be allowed to register for classes for one semester. Official transcripts must be on file for a student to register for continuing semesters.

Late Registration

Students may be allowed to register after the first week of the semester for justifiable reasons. They will be charged a late fee of \$200 and must obtain the permission of each instructor involved.

Changes in Registration

Changes in registration may be made according to the following procedures. Classes may be added during the first week of each semester with the approval of the instructor and the student's academic advisor. Students citing unusual circumstances may add a class during the second week of classes with special permission of the instructor. Students may withdraw from individual classes by submitting a change in registration form to the Registrar signed by the student's academic advisor.

Withdrawal from the University

To officially withdraw from the University, a student must obtain a withdrawal form from the Registrar. The withdrawal form must be signed by a Student Finance Advisor and one of the following University personnel: the Vice President for Academic Administration, Vice President for Student Services, or Director of Counseling and Testing. The form must be returned to the Registrar after all signatures are obtained and the withdrawal will be effective as of the date returned. Refunds will be made according to University policy. If a student follows this procedure, a W will be recorded for each class for the semester of the withdrawal. Otherwise, the instructors of the student's classes will submit grades which will be recorded on the permanent record.

Students who officially withdraw will not be permitted to charge for expenses on campus or live in the residence halls after their official withdrawal date.

Attendance

Students are responsible for meeting the attendance policies stated in graduate course syllabi and outlines.

Residency

A student in residence is someone who is regularly and continuously enrolled for classes at the University. A student breaks residence by not registering for classes for two or more semesters.

Graduate Graduation Procedures

A graduating student will fulfill all degree requirements published in the *Bulletin*. The student may complete the degree requirements published in the *Bulletin* at the time of admission or any *Bulletin* issued during continuous enrollment. All requirements for graduation must be fulfilled as published in the current *Bulletin*.

A **graduation contract** must be completed and filed in the Office of Records three semesters before the student expects to graduate. Ordering deadlines for gowns and diplomas require that each student finalize all arrangements for graduation one semester prior to a graduation ceremony.

Any transfer work must be completed and the official transcript of this work must be in the Office of Records by March 1 for May graduates, July 15 for August graduates, and November 15 for December graduates.

The student must satisfactorily meet all financial obligations to the University, including payment of graduation dues, in order to obtain a diploma or transcript showing graduation. The amount of dues is determined by the senior class with the approval of the president. If graduation dues were paid as a previous graduate, only half of the dues will be required for the next degree.

All graduates are expected to participate in the commencement exercises unless given permission by the Vice President for Academic Administration to graduate in absentia.

Graduate Degree Requirements

The master's degree requires a minimum of 36 credits.

1. The student's graduate program must include course work numbered 500 and above except where a

course of study, specifically outlined in the Bulletin, makes provision for an adjustment to the required number of credits numbered 500 and above.

2. The student must submit evidence of competence and understanding in applying the body of knowledge in his/her field of study. A student will fulfill this requirement in a method determined by the Department.
3. Students must complete their program within 5 years of initial enrollment in a credit-bearing class. Requests for an extension will be submitted in writing to the Dean of Graduate Studies. The form can be found on the Records website.

Graduate Standards of Scholarship

- Candidates for graduate degrees must fulfill satisfactorily the schedule of studies outlined in the program selected. A minimum cumulative grade-point average of 3.00 (4.00 system) is required.
- No grade of D or F may count toward a degree.
- If a student receives an unsatisfactory grade the course may be repeated once. The highest grade will be used in computing the grade-point average.
- Credit by examination is not accepted toward a graduate degree but may be used to remove deficiencies.
- Candidates for graduate degrees must successfully pass comprehensive examinations or an acceptable alternative for a particular program as approved by the Graduate Council.

Graduate Standards of Progression

Satisfactory progression toward the graduate degree requires that students meet a minimum cumulative grade point average (GPA) of 3.00 by the time they have completed 12 graduate hours and maintain this minimum. The cumulative GPA includes graduate work taken as a Non-Degree student. Students who fail to maintain the minimum GPA are placed on Academic Probation and remain in that status until the cumulative GPA is raised to 3.00. Students on probation cannot register for the capstone course or take the comprehensive examinations. A probationary student with a semester GPA less than 3.00 will be suspended for at least one semester before becoming eligible to apply for readmission. Readmission, if granted, will be to probationary status. Failure to attain a semester GPA higher than 3.00 will result in dismissal from the graduate program.

Academic Integrity

Southwestern Adventist University was founded by the Seventh-day Adventist Church in order to educate its students academically and spiritually for Christian service. The ethical training of students is as important as their academic competence. Academic integrity rests on honesty, the first principle of the Christian life. Students must be honest in their dealings inside and outside the classroom.

Students must maintain a high ethical standard in their academic work. When a student turns in work for credit in the classroom, that work must be the student's own. Students have access to some forms of authorized assistance. Authorized assistance may come in the form of tutoring by official university tutors, help from the professor, or the legitimate use of outside sources which are cited according to standard form. Other forms of outside assistance are unauthorized, for example, having another person complete all or part of an assignment, taking material from the Internet or other sources without citing it, or bringing unauthorized materials into an examination. Unauthorized help, in these and other forms, constitutes academic dishonesty.

General Responsibilities of Students

1. Students must produce their work independently, except when the professor has assigned the work as a group project.
2. Students must not represent work as their own which is not their own.
3. Students must not aid others in academic dishonesty.

Examples of Violations

What follows are examples of academic dishonesty which will jeopardize a student's standing in the classroom and at the University. This is a representative list only, not an exhaustive one.

1. **Misusing Sources of Information (Plagiarism).** When using outside sources in a paper, students must cite the source plainly in the text of the paper and on a references page, using the style which their professor requests. Failure to cite sources properly may result in failure on the paper or in the class. Students must cite the source when quoting, when paraphrasing, or even when using an idea which is unique to that source. If a student fails to do so, he or she may be subject to failure in the class. Fabricating a quotation, a paraphrase, or any part of a bibliographic reference also constitutes academic dishonesty. Students may not turn in written work as their own which was produced wholly or partly by others. If a student will receive credit for the work, the student must have, in fact, done the work. Students may not turn in material taken from the Internet as their own work, whether the material was taken from a free website or a pay service. Repeated acts of plagiarism may result in expulsion from the University.

2. **Multiple Submissions.** Students may not submit papers or assignments for credit that have already been submitted or are in the process of being submitted for another course.
3. **Misrepresenting One's Work.** Work that is assigned to the student must be done by the student. Homework assignments in any subject area must be the work of the student getting the credit and must not reflect unauthorized help from others.
4. **Using Unauthorized Materials During an Examination.** Unless the professor indicates otherwise, students should assume that the use of notes, textbooks, the Internet, databases, calculators, or any other outside sources of help during an examination, will constitute academic dishonesty.
5. **Exchanging Information During an Examination.** Students may not share information with each other in any form or by any means during an examination. Talking or signaling in any manner during an examination may result in failure on the examination. Obtaining information from another student's paper by any means during an examination is a violation of academic integrity.
6. **Tampering with Computers.** Students may not access faculty computers by any means in order to obtain advance copies of tests or quizzes, alter grades on an online grade book, or for any other purpose.
7. **Forging a Signature.** Students may not sign anyone's name but their own on any advisement form, registration form, exceptions form, or any other document for any purpose whatsoever.
8. **Aiding Others in Academic Dishonesty.** Students who enable others to misrepresent their work are also guilty of academic dishonesty and may be penalized as if they had misrepresented their own work. No student may do the class work for which another student will get credit, except in those cases when the professor has assigned work to be done in a group.

Procedure to be Followed in Cases of Academic Dishonesty

Professors have discretion in the classroom when academic integrity has been violated. The class syllabus should contain a statement on how violations of academic integrity will be treated. A first case of academic dishonesty may be handled by the professor, but will be reported to the Vice-President for Academic Administration using the University's "Academic Integrity" form. A second offense may be handled by the Vice-President for Academic Administration in conjunction with the professor. Students may appeal a decision made by either the professor or the Vice-President for Academic Administration by following the student academic appeals process as outlined in this bulletin under "Student Rights' and Appeals Policies."

Student Rights & Appeals Policies

Student Academic Appeals Process

A student who feels that he or she has been treated unfairly or unjustly by a faculty member of the university with regard to an academic process has the right to appeal according to approved procedure. Specific grounds for an appeal include one or more of the following occurrences:

- (1) that a computational/recording, or other technical error has been made but has not been acknowledged by the instructor;
- (2) that the grade has been assigned in an arbitrary, capricious, or vindictive manner, or in a manner intended to inappropriately manipulate or control the student;
- (3) that the assigned grade does not reflect the grading criteria in the course syllabus; or
- (4) that published department policies have not been followed.

Initial Appeals Procedure

1. To initiate the appeals procedure, the student must talk with the course instructor for explanation/review of the decision within three (3) University days of the occurrence. (University days are defined as time during the fall, spring or summer semester that the academic program is in session from registration through final exams).
2. If the problem is not resolved within two (2) University days of talking with the course instructor, the student must obtain an Academic Appeals Review Form from the course instructor's department chair. Within two (2) University days, the student must submit the form with a written summary and talk to the instructor's department chair. The chair has two (2) University days to respond to the student. This completes STEP I on the Academic Appeals Review Form.
3. If the problem is not resolved, the student has two (2) University days from receipt of the chair's decision to contact the Vice President for Academic Administration, providing the written summary of the complaint and the academic appeals review form. Within two (2) University days the Vice President for Academic Administration will provide a written decision. This completes STEP II on the Academic Appeals Review Form.

Formal Appeals Procedure

If the problem is not resolved with the decision of the Vice President for Academic Administration, the student may file a formal grievance. A formal grievance is a serious matter and should be done with careful consideration.

Within two (2) days of the Vice President for Academic Administration's decision, the student must request in writing to the Vice President for Academic Administration a formal hearing before the Grievance Committee, an ad hoc subcommittee of the Academic Policies Committee. The Grievance Committee will meet within three (3) days of the request to hear the student's case and will issue a decision which will constitute final action by the University. This completes STEP III on the Appeals Review Form.

Withdrawal of Grievance

At any time during the grievance procedure, the student may withdraw the complaint. Additionally, missing a deadline or failure by the student to appear for any scheduled hearing without prior notification or evidence of extenuating circumstances, shall constitute final action by the University.

Matters not Grievable

University policies, regulations or procedures adopted by the University and/or the Board of Trustees are not subject to the grievance process. Students may request discussion and recommend changes to such policies, but this dialogue is advisory and not grievable.

Student Records - Southwestern Adventist University Rights (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides ways in which the University may share information with parents without the student's consent. For example:

1. The University will disclose education records to parents, upon request, if the student is a dependent for income tax purposes.
2. The University will disclose education records to parents if a health or safety emergency involves their son or daughter.
3. The University will inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.
4. A University official will generally share with a parent information that is based on that official's personal knowledge or observation of the student.

The University will disclose to an alleged victim of any crime of violence or non-forcible sex offense the final results of a disciplinary proceeding conducted by the University against the alleged perpetrator of that crime, regardless of whether the institution concluded a violation was committed. The University may disclose to anyone

-not just the victim -the final results of a disciplinary proceeding, if it determines that the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and with respect to the allegation made against him or her, the student has committed a violation of the University's rules or policies.

Faculty of Graduate Studies

Teaching Faculty

R. Mark Aldridge, Ph.D.

Professor of Psychology, 2002

B.S., Southwestern Adventist University, 1992; M.A., Andrews University, 1995; Ph.D., Andrews University, 2005

Donna Berkner, Ed.D.

Professor of Education, 2012

B.S., Southwestern Adventist University, 1992; M.Ed., Tarleton State University, 1996; Ed.D., University of Phoenix, 2012

Renard K. Doneskey, Ph.D.

Professor of English, 1999

B.A., Southwestern Adventist College, 1981; M.A., Andrews University, 1983; Ph.D., University of California, 1987

Michael G. England, Ed.D.

Professor of Education, 1996

B.S., Andrews University, 1977; M.A., Western Carolina University, 1980; M.Ed., Walla Walla College, 1986; Ed.D., Andrews University, 1997

Lynette Frantzen, Ph.D.

Associate Professor of Psychology, 2015

B.A., Walla Walla University, 1997; M.A., Western New Mexico University; Ph.D., Capella University, 2012

R. Steven Jones, Ph.D.

Professor of History, 1997

B.A., Northern Oklahoma State University, 1988; M.A., Oklahoma State University, 1990; Ph.D., Oklahoma State University, 1997

Marcel Sargeant, Ph.D.

Professor of Education, 2002

B.S., University of Guyana, 1987; M.A., Andrews University, 1995; Ph.D., Andrews University, 2003

Cheryl The, Ph.D.

Associate Professor of Education, 2010

B.S., Pacific Union College, 1983; M.A., Pacific Union College, 1987; Texas Woman's University, 2018

Adjunct Faculty

Education/Psychology

Carol Campbell, Ph.D.

Jeremy Carter, Psy.D.

Ken Jones, Psy.D.

Jimmy Kijai, Ph.D.

History, Social Science

Chloe Northrop, Ph.D.

Administration

Officers of Administration

Kenneth Shaw, Ed.D., President

Donna Berkner, Ed.D., Interim Vice President for Academic Administration, Accreditation Liaison, Graduate Dean

Joel Wallace, C.P.A., Vice President for Financial Administration

Administrative Services

- Enga Almeida, B.S., Vice President for Enrollment
- Keith Beucler, M.S., Network Administrator/Director of Security
- Tina Bottsford, B.S., Director for Enrollment
- Kip Bowser, B.S., Director of Client Services
- Stephanie Campos, B. B.A., Financial Aid Counselor
- Rahneeka Hazelton, M.A., Director of Admissions
- Alison Hill, M.A., Assistant Director, Records
- Connie Jenkins, A.S., Assistant to the Registrar
- Jason Kowarsch, M.A., Registrar, Director of Records
- Russ Laughlin, M.Div., Vice President for Spiritual Development
- Charles Lewis, B.A., Director of Information Technology Services
- Karina Lima, B.S., Cashier
- David Mendoza, B.S., Senior Software Engineer
- Manuel Molina, B.A., Student Account Advisor
- Renata Ocampo, M.A., Director, Center for Academic Success and Advising
- Jerry Potter, M.B.A., Assistant Student Accounts Director
- Genelle Rogers, B.B.A., Human Resources Director
- Marcel Sargeant, Ph.D., Assistant Vice President for Academic Administration, Institutional Research and Distance Education
- James The, M.Ed., Vice President for Student Services
- Cristina Thomsen, M.A., M.S., Librarian
- Duane Valencia, M.B.A., Assistant Vice President for Student Financial Services
- Greg Wicklund, C.P.A., Assistant Vice President for Financial Administration
- Edna Yanez-Perez, M.B.A., Accountant
- Tony Zbaraschuk, M.A., M.L.S., Assistant Librarian
- Josafat Zemleduch, B.A., Associate Financial Aid Director

Campus Services

- Dale Hainey, Director for Physical Plant
- Juan Carlos Enriquez, B.S., Director for Custodial Services/transportation
- William Iverson, B.S., Dean of Men
- Lillianne Lopez, M.S., School Counselor/Disability Services Director
- Rafael Romo, Supervisor, Grounds
- Sualua Tupolo, Executive Chef/Director for Food Service
- Janelle Williams, M.Ed., Dean of Women
- Marcela Wall, M.S.A., Director, Bookstore

University Graduate Experience

Chan Shun Centennial Library - Graduate Collections

The library at Southwestern contains approximately 140,000 print and electronic book volumes and 56,000 journal titles available in print and online. The library's main web page at library.swau.edu is the starting point for most research at Southwestern. Patrons search these collections using the library's online catalogue, individual journal databases, or the combined discovery service, which includes most of these materials. The list of full-text journals provides serious researchers with access to specific journal issues. Additional collections of audiovisual material, microforms, maps, artwork, and archival resources expand the library's main holdings.

Southwestern's library encompasses three specialized collections that support academic programs. The Adventist Heritage Center Collections include substantial primary source materials chronicling the establishment of the Seventh-day Adventist church and the presence of the Adventist movement in the Southwest. Items include rare books, photographs, and manuscripts, as well as reproductions of similar materials. The Ruth King McKee Curriculum Library serves Southwestern's education program by providing examples of curriculum and instruction materials used in the K12 setting.

Services

Negotiated agreements, consortial memberships, and evaluated websites link Southwestern's scholars to thousands of academic, special, and public libraries within the United States and beyond. Students, faculty, and staff who need resources outside Southwestern's holdings may procure them through the library's document delivery / interlibrary loan service. On-demand delivery of research materials is made possible through TexShare, and can be initiated through completing the request form found on the library's webpage. Also, current students and faculty are invited to request a TexShare borrowers' card at the library's front desk, which grants individual borrowing privileges at most Texas university and public libraries.

The library's professional staff members provide necessary resources and assist faculty and students in retrieving materials for research purposes. Instruction and individual research consultations are available by request. Online subscription databases provide access to extensive resources, which are equally available on and off campus. Students using licensed subscriptions off campus will be asked to authenticate their connection to Southwestern with their Campus Portal login.

The Write Spot

Though physically located within the library's instruction classroom, this initiative represents a campus-wide commitment to ensuring that students have support in developing strong written communication skills. It is open to the campus approximately 25 hours per week during fall and spring semesters. Faculty and students who staff this facility are trained to serve as tutors.

Southwestern's Lecture Series

The Carol Sample Lecture Series, an endowed, annual series that honors retired English professor Dr. Carol Sample, supports guest lecturers whose work appeals primarily to writing and literature students.

The Hal Wright Science & Religion Lecture Series, established in 2018, presents up to three speakers annually who address the connections between science and faith. The Hal Wright lectures will extend the mission of the George and Dottie Saxon Lecture Series, established in 2006, which brought to campus speakers such as Michael Behe, Kurt Wise, Ronald Numbers, and David Berlinski.

The Scholars Lecture Series supports all disciplines. Two presentations per semester offer insight into and commentary within many fields, often presented by individuals whose life experience has been outside the academy. Recent programs have included political analysis, psychology, music theory, history, religion, education, and international relations.

Southwestern's Dramatic Presentations

Southwestern offers a drama class every spring semester. Participants explore theoretical material on the drama in history and on drama as a genre, but also gain the practical experience of staging a full-length work by classic writers such as Shakespeare, Goldsmith, Wilde, and others. The students learn all aspects of stagecraft, ranging from acting techniques to the use of blocking, staging, props and costumes to achieve an overall effect. These performances enrich both the presenters and also the community that views them, as we together experience the best that dramatic culture has to offer about ourselves and our world.

Rough Writers

Writers meet weekly in The Write Spot to review one another's work, encourage each other in the creative process, and offer suggestions and guidance. This is a great place to network with other faculty, staff, and students who share your love of writing. The Rough Writers present their creative work in public readings and performances.

Southwestern's Dinosaur Science Museum

Southwestern's Dinosaur Science Museum houses specimens from the Hanson Research Center in Wyoming, the Earth History Research Center (a collaborative endeavor among many academic institutions), and Southwestern's own index collections of fossilized vertebrates and invertebrates. Most specimens can be viewed through the [online portal to the museum](#), but personal tours and research viewing can be arranged as well. Southwestern's Harold Drake Preparatory Laboratory serves as a working exhibit in which visitors are welcome to observe the cleaning and preparation of geological and paleontological specimens in person or [online](#).

Thomsen Observatory

Southwestern's astronomy courses benefit from access to the Thomsen Observatory, which is adjacent to campus. The Observatory and related physics lab house a number of reflector and refractor telescopes that offer celestial exploration for students, faculty, and the community.

Education

Faculty/Staff

Cheryl The, Chair; Heather Archer Wilson, Michael England, Program Director and Certification Officer;

Staff: Michelle Quiej, Administrative Assistant

Adjunct: Donna Berkner, Raul Clarke, Paul Des Jardins, Randy Gillam, Kisha Norris, Marcel Sargeant

Mission

The Southwestern Adventist University Education Department is committed to inspiring knowledge, faith, and service through Christ-centered education. Our mission is to prepare effective educators who are equipped for teaching in faith-based and/or public schools.

Education Program Information Students' Learning Outcomes for Education Preparation Program

- 1) Students demonstrate an understanding of Seventh-day Adventist beliefs, as they seek the integration of faith and learning in the classroom.
- 2) Students acquire critical content and concepts of the curriculum in their field of study, and practice their craft in and outside the classroom.
- 3) Students use a variety of pedagogical approaches for instruction to assist all students in the mastery of the concepts in their field of study with the goal of creating life-long learners.
- 4) Students demonstrate skillful teaching dispositions based on current research, including the pedagogical knowledge necessary in the teaching and learning process, in their area of specialization.
- 5) Students work with others to create a positive climate that supports individual and collaborative learning that encourages positive social interaction, and active engagement in learning.
- 6) Students understand and use multiple forms of assessment to engage learners to take responsibility for their own learning, and to guide the teachers and learners in the decision making process.
- 7) Students recognize and demonstrate respect for diversity by employing effective strategies in a multicultural setting.

8) Students show a commitment to professional development, making connections between theory and practice in order to become reflective practitioners.

9) Students demonstrate a commitment to service as they participate in outreach activities organized by department.

The Education Preparation Program

The Education Preparation Program at Southwestern Adventist University provides teacher training in elementary education, intermediate school, and secondary level. Students may obtain a Master of Education in Educational Leadership emphasis or Curriculum and Instruction with Reading emphasis.

The Education program is designed to prepare students for certification with the State of Texas, and thus be qualified to teach in either the public or private sector. This preparation is accomplished through a combination of campus and field-based delivery systems.

Degrees are awarded by Southwestern Adventist University, while certification is awarded by the State of Texas. Therefore, a student may seek certification upon completion of any degree, the completion of a state-approved teacher certification program, and the receipt of a satisfactory score on the TExES examinations. To be recommended for certification by Southwestern Adventist University, a minimum of 12 successful semester hours in residence is required.

The State Board of Educator Certification (SBEC) establishes the teacher certification standards. Any change in these standards must be reflected in Southwestern Adventist University's certification requirements; therefore, any modification in the state law affecting our certification requirements takes precedence over statements in the Bulletin.

Seventh-day Adventist teacher certification may be acquired simultaneously by meeting the requirements as outlined in the North American Division Office of Education, "Certification Requirements, K-12", as revised in 2017.

Admission to the Education Preparation Program (EPP)

Admission to the University and admission to the Education Preparation Program (EPP) are two separate entities.

Requirements:

1. Take and pass the Texas Higher Education Assessment (THEA) exam. This exam is offered multiple times during the academic year at the University testing center.
2. Required THEA scores: reading 230, math 230 and writing 220 (exemption from THEA is 550 in math and verbal on SAT or ACT and composite of 21 with at least 19 in math and language).

3. Complete a minimum of 60 semester hours, or enrolled in the semester that will complete 60.
4. Have a grade point average (GPA) of 3.0 or higher.
5. Have a C or higher in Applied Math, College Algebra, Freshman Composition, and Research Writing.
6. Secondary majors must have a minimum GPA of 2.75 or higher.

Application Process

Students are responsible for initiating the application to the EPP which is available in the Office of Education. All applicants must complete the following:

1. Pay for and submit to a criminal background check. Students may request a preliminary criminal history evaluation letter from the Texas Education Agency (TEA) regarding the potential ineligibility for certification due to a previous conviction, deferred adjudication or misdemeanor offense. Previous convictions prevent eligibility to receive a Texas certification.
2. Submit a one-page typed essay describing reasons for pursuing the teaching profession.
3. Submit two letters of recommendation (no relatives or department faculty).
4. Interview with the department faculty before full acceptance into the EPP. See Technical Standard in the Pre-Service Teacher Candidate Handbook. ***All documents must be provided to the department secretary before students are eligible to interview.***

Education Continuation and Progression Policies

Degree Plan

After admission, develop a degree plan with the advisor. Secondary candidates will be assigned an advisor in the department to coordinate with their major advisor. A matrix designed for elementary and secondary is available at the front desk in the department.

Retention in the EPP

To remain in the program students must:

1. Maintain a cumulative GPA of 3.0
2. Secondary candidates must maintain a cumulative GPA of 2.75.
3. Continue to develop in coursework and field experience.
4. Demonstrate professional ethics as outlined in the TEA Code of Ethics.
5. Complete all education courses within a six-year timeframe.
6. Complete all TExES review components in EDUC495/496 as outlined in the matrices.
7. In order to support student success, education graduates are required to complete TEA state testing within 12 months of graduation. Graduates who fail to meet this deadline must complete an approved

remediation program prior to testing approval. Remediation costs are the responsibility of the graduate.

At the end of the junior year, the teacher education faculty will review each student's progress and advise each according to the findings. A student found in violation of any of the above criteria will be placed on probation for the preceding semester. Each semester thereafter, progress will be evaluated for continuance in the program.

Student Teaching

Student teaching is a privilege granted to the student through the courtesy of the school and/ or district to which the student teacher is assigned. Prompt and regular attendance is required. Students are advised to become familiar with the Student Teaching Handbook prior to student teaching.

TEA dictates that substitute teaching, and paraprofessional work cannot be used towards completing the internship requirement. You must consult with the Student Internship/Field Supervision Coordinator to get additional information to complete your student teaching experience. See the eligibility requirements noted below for further instruction for appropriate placement.

Student teaching normally will be taken during the last semester. Student teaching requires full days in the schools for a minimum of 14 consecutive weeks in accordance with the calendar of the school district. Students may not take classes at the university during the hours they are scheduled to student teach, and are limited to 12 credit hours.

Students who do not graduate within six months of student teaching can lose credit for the course and may need to repeat student teaching. The Teacher Education Committee, prior to consideration for an additional student teaching assignment, must review candidates who withdraw or are withdrawn from a student teaching assignment.

Application to Offer Out-of-State/U. S. Territory Field-Based Experiences, Internship, Student Teaching, Clinical Teaching

Texas Administrative Code §228.35 (d) (4)

Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum. (A) All Department of Defense Education Activity (Dude) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching and/or practicum. (B) An

educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public school, a private school or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and State Board for Educator Certification (SBEC) certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience. (C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include at a minimum: (i) the accreditation(s) held by the school; (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards; (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and (iv) the measure that will be taken by the educator preparation program to ensure that the candidate's experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA. (D) An undergraduate university educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States.

Admission to Student Teaching

To be eligible for student teaching, students must:

1. Be unconditionally admitted to the Education Preparation Program and approved for student teaching status by the Education Preparation Program Committee.
2. Maintain a grade of C or better in courses in the teaching field(s), or academic specialization area, with an overall grade point average of not less than 3.0.
3. Secondary Education certification candidates must have a minimum cumulative GPA of 2.75 in their major courses.
4. Complete a minimum of 45 clock hours in field experience prior to student teaching.
5. Have senior status.
6. Complete all required methods courses.

7. Have a commitment to high moral and ethical standards, as defined by the Bulletin and TEA Educators' Code of Ethics.
8. Students seeking a Seventh-day Adventist certification from the North American Division Office of Education (NADOE) must complete at least one 7-week student teaching placement in an SDA school preferably in a combination or multigrade classroom.
9. File an application for student teaching two semesters prior to directed teaching. A valid graduation contract from the Registrar's Office must be in the student's file prior to student teaching placement.

The Education Department will review all applications to determine eligibility for student teaching. Admission to the EPP does not necessarily ensure acceptance into Student Teaching. Appeals to any decision must be made in writing to the Department of Education and Psychology, and if needed, to the Vice President for Academic Administration.

Dismissal from the EPP

It is never anticipated that a student will be asked to leave the education program. There are several levels of support provided for students in order to assist them through the process of teacher certification. Please seek assistance from these resources when necessary. It is much easier to deal proactively with a potential situation than to handle it re-actively. Failure to adhere to the TEA Educators' code of Ethics is cause for immediate removal from the program with no appeals allowed.

If a student finds it necessary to withdraw from the EPP, written notification is required. It is also important to speak with the advisor for the student to be aware of potential implication of leaving the program. If necessary, a student may be placed on a growth plan, targeting areas of deficiencies, and support to address and remediate these deficiencies.

A committee will meet comprised of members familiar with the student's situation and construct a plan including goals and a specific timeline. Failure to meet the goals in the growth plan will result in dismissal from the EPP.

Appeals:

Appeals must be submitted in writing to the Department Chair and the student's advisor. If appealing an admission or dismissal decision, the request must be provided to the department no more than 5 days after decision is rendered.

Recommendation to the State Board for Educator Certification

To be recommended to the State Board for Educator Certification (SBEC) for teacher certification, a student must have successfully met the following criteria:

- All specified course work must be completed on the degree plan or certification plan in which certification is sought.
- Students must complete EDUC 495 and EDUC 496 and score a minimum of 80% on the post tests to receive approval to take the TExES certification exams.
- Candidates seeking Texas certification must pass all appropriate state exams (limit of four retests) and apply for appropriate state certification(s) with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their student/ clinical teaching or practicum program. If a candidate allows the six-month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams may be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator in consultation with faculty.
- In accordance with Article 6252-13c, Texas Civil Statutes, the Texas Commissioner of Education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate, for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for Texas certificates will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety. Students must make application through the SBEC website and enclose the appropriate fee required for the certificate sought. The Teacher Certification Officer will make recommendations based upon satisfactory completion of all requirements pertaining to certification.

State Certification

Early Childhood Education (EC6)

Core Subjects EC-6

Secondary 7-12

English

History

Life Science

Mathematics

Physical Science

Social Studies

All Level

Physical Education (PE)

Music

SDA Teaching Certification

North American Division of Seventh-day Adventists: Elementary Endorsement for Grades 1-8, Specialty Endorsement in Kindergarten, and Secondary Content Area Endorsement for Grades 7 - 12. Content areas available for Grades 7-12 are Business, English, History, Journalism, Life Science, Mathematics, Music, Physical Education, and Social Studies. Students must earn a grade of C or higher for credit in all religion courses required for NAD certification.

Federal Title II Rating

Southwestern Adventist University is currently ranked in the second quartile nationally for its Title II rating. This reflects a 90% pass rate by students taking the state certification exams.

Educator Certification Examination Retake

Beginning September 1, 2015 candidates will be limited to four attempts to retake any educator certification examination. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015. Students may request a waiver from the Texas Education Agency in order to attempt additional exam attempts beyond the maximum limit.

Post Baccalaureate U.S. History Certificate

Post Graduate U.S. History Certificate

| Item # | Title | Credits |
|-----------------------|---|-----------|
| HIST 500 | History Methods and Historiography | 3 |
| HIST 501 | Colonial America—1607 to 1783 | 3 |
| HIST 502 | The Early American Republic—1783 to 1837 | 3 |
| HIST 503 | Civil War and Reconstruction—1837 to 1919 | 3 |
| HIST 504 | Modern America—1919 to the Present | 3 |
| HIST 505 | Teaching College History | 3 |
| Total credits: | | 18 |

Master of Education Curriculum and Instruction with Reading

Faculty

Cheryl The, Interim Chair of the Department of Education; Michael England, Program Director; Donna Berkner, Renard Doneskey

Adjunct: Carol Campbell, Marcel Sargeant Associate Chair

Aims of the Graduate Education Program

The Master of Education program at Southwestern Adventist University is designed to develop and deliver an education program that ensures the highest of teacher preparation and performance. Southwestern is a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The University is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students, especially graduate Christian education within the Adventist system of values.

The specific aims of the MEd Program are as follows:

1. To promote excellence in graduate education through teaching, research, and service.
2. To prepare competent teachers, administrators, and other professional specialists for service in the field of education.
3. To conduct research, disseminate new knowledge and develop applications of existing knowledge.
4. To improve human cognitive, academic, physical, emotional, social development and performance.

Comprehensive Examination

Each MEd student is required to successfully pass a comprehension examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

Core Courses

Required of all MEd students:

| Item # | Title | Credits |
|----------|--|---------|
| EDUC 505 | Philosophical Foundations of Education | 3 |
| EDUC 525 | Psychology of Learning | 3 |
| EDUC 535 | Educational and Psychological Research | 3 |
| EDUC 550 | Curriculum Development | 3 |
| EDUC 555 | Statistical Methods | 3 |
| EDUC 560 | Principles of Instruction | 3 |

Curriculum and Instruction with Reading Concentration Requirements

Eighteen semester hours to be selected from the following courses:

| Item # | Title | Credits |
|-----------------------|--------------------------------------|-----------|
| EDRE 505 | Reading Diagnosis and Remediation | 3 |
| EDRE 510 | Composition: Process and Application | 3 |
| EDRE 515 | Advanced Children's Literature | 3 |
| EDRE 520 | Language: Grammar and History | 3 |
| EDRE 525 | Advanced Reading Methods | 3 |
| EDRE 550 | Literacy Practicum | 3 |
| Total credits: | | 36 |

Master of Education Educational Leadership

Faculty

Cheryl The, Interim Chair of the Department of Education; Marcel Sargeant, Associate Chair; Michael England, Program Director; Donna Berkner, Renard Doneskey, Judy Myers Laue

Adjunct: Carol Campbell

Aims of the Graduate Education Program

The Master of Education program at Southwestern Adventist University is designed to develop and deliver an education program that ensures the highest of teacher preparation and performance. Southwestern is a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The University is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students, especially graduate Christian education within the Adventist system of values.

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3. To conduct research, disseminate new knowledge and develop applications of existing knowledge.
4. To improve human cognitive, academic, physical, emotional, social development and performance.

Comprehensive Examination

Each MEd student is required to successfully pass a comprehension examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

Core Courses

Required of all MEd students:

| Item # | Title | Credits |
|----------|--|---------|
| EDUC 505 | Philosophical Foundations of Education | 3 |
| EDUC 525 | Psychology of Learning | 3 |
| EDUC 535 | Educational and Psychological Research | 3 |
| EDUC 550 | Curriculum Development | 3 |
| EDUC 555 | Statistical Methods | 3 |
| EDUC 560 | Principles of Instruction | 3 |

Educational Leadership Concentration Requirements

Eighteen semester hours to be selected from the following courses:

| Item # | Title | Credits |
|-----------------------|---|-----------|
| EDAD 505 | Management of School Resources | 3 |
| EDAD 510 | Legal Aspects of Education | 3 |
| EDAD 515 | Foundations of Educational Administration | 3 |
| EDAD 520 | Trends and Issues in Education | 3 |
| EDAD 525 | Instructional Leadership | 3 |
| EDAD 530 | Internship in Education | 3 |
| Total credits: | | 36 |

Education Course Descriptions

EDAD 505: Management of School Resources

A course designed to explore the planning and management of school resources. Designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school building level.
Credits: 3

EDAD 510: Legal Aspects of Education

A philosophical consideration of the ethical principles, legal rights, responsibilities, and liabilities which influence the teacher's professional behavior.
Credits: 3

EDAD 515: Foundations of Educational Administration

Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on the administrative processes and professional ethics of leadership, motivation, decision making, communication, organizational change and strategic planning. The course offers opportunities to apply theory to professional practice through the use of case studies. Emphasis on administrative competences and planning for effective change within a complex educational environment for effective administrators.
Credits: 3

EDAD 520: Trends and Issues in Education

Provides students the opportunity to examine the process of educational change and reform from a variety of perspectives. Emphasis is placed upon the understanding of the change process itself, factors producing, facilitating, and inhibiting change, and the impact of major social, political, economic, and education issues on the role of school leaders and the delivery and quality of programs and services. Highlights the changing role of our educational system in meeting demands of our post-industrial society.
Credits: 3

EDAD 525: Instructional Leadership

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques.
Credits: 3

EDAD 530: Internship in Education

The application of theory, knowledge, and skills in authentic educational settings. Required of all certification candidates and serves as the culminating experience and the capstone of the degree/certification program. During the internship, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Grade assigned will be "credit" (CR) or "no credit" (NC). The internship requires 180 hours of experience at either a secondary, middle, elementary, or alternative school site.
Credits: 3

EDRE 505: Reading Diagnosis and Remediation

Students will learn to diagnose problems in reading and explore remedial strategies. The class will review the fundamentals of the reading process and introduce the nature of corrective reading; describe lytic teaching and the analytic process; present foundations of language diversity; discuss reading related factors such as physical, psychological, and environmental correlates; and describe ways to assess and evaluate literacy performance. Specific information will also be provided on instructional techniques for the major literacy domains of oral and written language, word recognition, reading comprehension, meaning vocabulary, strategic reading for narrative text, strategic reading for expository text, and study skills.
Credits: 3

EDRE 510: Composition: Process and Application

The course helps students understand the principles of composition, with special emphasis on modal organization, argumentation, and literary analysis, focusing on how best to help K-12 students improve their writing skills. We discuss theories of composition, including the processes of writing, such as heuristic devices, writing, and editing. Students learn to recognize and mark common errors in grammar and usage. Students will also improve their own writing skills by writing mode-based essays (including literary analysis), poems, and a short story.
Credits: 3

EDRE 515: Advanced Children's Literature

Students will examine current philosophy and research supporting literature-based reading instruction. The class will review four different models for preparing students for literature circles, using response logs, Post-it notes, and role sheets; address structures for primary, intermediate, middle, and high school grades; present alternative scheduling patterns for group meetings and reading time; develop mini-lessons for training, problem solving, and book sharing; examine tools and materials for assessing and grading literature circles; discuss ideas for using literature circles with nonfiction texts across the curriculum; and address common management problems and solutions.
Credits: 3

EDRE 520: Language: Grammar and History

Students will examine how the history of the English language applies to its modern usage and grammar, particularly in the development of the parts of speech and sentence syntax. In addition, the class focuses on language issues in the current classroom: non-standard usage, ESL differences, and techniques for teaching grammar. Students will produce a graduate research paper as well as a detailed analysis of representative sentences.
Credits: 3

EDRE 525: Advanced Reading Methods

Students will examine current philosophy and research supporting methods of teaching reading. The class will address each of the components of a reading curriculum: independent reading, guided reading, book talks, phonics and word study, reading aloud, strategy mini-lessons, conferencing, leveled readers, reading assessment, and supporting struggling readers. Students will learn to organize and run reading workshops for different age groups. Students will examine some components of good reading, such as comprehension strategies, narrative and information text strategies, and writing about reading.
Credits: 3

EDRE 550: Literacy Practicum

Students will observe reading classes and instruct those classes, under supervision, on the elementary and secondary levels. Each student will arrange for the assessment of one elementary, middle school, or secondary student thought to have potential reading and/or writing difficulty and will provide instruction and support. A case study of the elementary or secondary student will be presented which will include daily lesson plans, reflections, anecdotal records, journal, pre-and post-assessment data, and a summary report.
Credits: 3

EDSC 545: Dinosaurs for Teachers

This class is designed for teachers who need science credit for an advanced degree in education. Content covered include developing a working knowledge of geology, consideration of all of the major dinosaur groups, detailed understanding of the Upper Cretaceous fauna of the Lance Formation, issues in each science and origins, and acquiring "hands-on" experience in how science works. Lab work will include learning excavation techniques for fossils, and excavating dinosaur bones from quarry sites, and contributing to the on-going scientific investigation of the taphonomy of dinosaurs. The class is taught in Wyoming during the month of June, 2 Lecture, 2 Lab.
Credits: 4

EDUC 505: Philosophical Foundations of Education

This course will examine theological and philosophical foundations of major world views and critically analyze the effect of major world views and post-modernism on education, and religion from a Christian standpoint.
Credits: 3

EDUC 525: Psychology of Learning

A study of psychological, social, environmental and biological factors affecting the ability to learn will be explored. Impact areas such as gender, culture, race, self-concept, perception, cognition and emotion will be examined. An historical review of major learning theories will also be addressed.
Credits: 3

EDUC 535: Educational and Psychological Research

The study of scientific and disciplined inquiry applied to educational issues. Course content includes quantitative and qualitative research approaches as well as an overview of elementary statistics. Students learn how to critically evaluate and utilize research.
Credits: 3

EDUC 550: Curriculum Development

Descriptions and analyses of conceptual models of curriculum theory, curriculum development, and curriculum inquiry and research.
Credits: 3

EDUC 555: Statistical Methods

This course covers the calculation, use, and interpretation of descriptive and inferential statistics at the graduate level. This course introduces inferential statistics and their application to research design. Parametric and non-parametric approaches to the analysis of data are addressed with emphasis on application and interpretation of a number of statistical tests used in research at this level.
Credits: 3

EDUC 560: Principles of Instruction

An examination of foundations, principles and concepts inherent in the field of curriculum. Focuses on the qualities of a good instructor, the basic instructional methods, and the kinds of behavior that causes learning to take place. Involves knowledge of, and understanding about learning, methods and strategies for program planning, design, implementation, and evaluation. Includes the development of working skills needed in cooperative planning, curriculum revision and related research in the areas of brain-based learning, styles, and the multiple intelligences.
Credits: 3

HIST 500: History Methods and Historiography

A graduate-level introduction to the skills used in the profession of history. Students will use primary and secondary sources as well as historical journals, indexes, and databases as they produce a major research paper, bibliography, and book review; prepare a presentation based on their work; and engage in other activities relative to critical thinking within the discipline of history. Students will also study important trends in historiography.
Credits: 3

HIST 501: Colonial America—1607 to 1783

Early American history remains relevant for historians due to the brevity of American history, as well as the fascinating personages who comprise this era. The Colonial and Revolutionary period crucially laid the foundation for much of what remains in the United States today. The successes of the Founding Fathers in eradicating monarchy and establishing a new government contrasts with their failure to end the evil of slavery. Recently, scholarship surrounding this period has included the influences of women and gender, imperial history, and themes such as the Atlantic World. This course should lay a foundation for not only the history of this period, but the historiography concerning different themes during the Colonial/Revolutionary era. At the end of this course, students should leave with a more nuanced view of the themes and figures surrounding this period.
Credits: 3

HIST 502: The Early American Republic—1783 to 1837

This course is an in-depth study of United States history from the Articles of Confederation through the Constitution, War of 1812, and Jacksonian Democracy. It is a reading and writing intensive course intended for the graduate qualification of secondary teachers who wish to teach early American history. The course is designed to build on the basic undergraduate American history courses that provide an overview of the period.
Credits: 3

HIST 503: Civil War and Reconstruction—1837 to 1919

This course explores this era as a “hinge” period of American history, as well as a “linchpin” between what the United States was in the young federal era and what it would become after WWI. It saw the United States win its internal struggle over secession and later help defeat the Central Powers in World War I. Yet in between, it struggled with the pacification of Native Americans, a misguided attempt at Empire, and the nagging question of racism. Students should leave this course with a detailed overview to help them teach these topics, plus a basic bibliography, plus a knowledge of the historiography of the various topics included.

Credits: 3

HIST 504: Modern America—1919 to the Present

This course explores the rapid transformation of politics, economics, society, and culture faced by the United States following the end of the Great War. Major themes explored throughout the quarter include the unease of the 1920s, the Great Depression, World War II, consumerism, the tenets of anti-Communism, the contention of the 1960s, civil rights and social movements, and the rise of conservatism. As the major components of this class include completing the assigned readings, generating an annotated bibliography, researching and presenting the course service learning project, and taking oral exams, students enrolled in this class will have numerous opportunities to develop the skills inherent to the field of history in particular and a liberal arts education in general.

Credits: 3

HIST 505: Teaching College History

This course is designed to prepare graduate students to teach college-level history courses, particularly in a dual-credit or dual-enrollment setting. Instruction will be delivered via SWAUonline, with a one-week on-campus intensive session.

Credits: 3

Psychology

Faculty/Staff

Cheryl The, Chair; Lynette Frantzen, Keila Santos-Crespo

Adjunct: Jeremy Carter, Ken Jones, Zaira Rico, Marcel Sargeant, Jessica Virgil

Aims of the Program

The goals of the department are to serve those who are interested in majoring in psychology and those who wish to pursue advanced degrees in the areas of psychology and counseling. This degree is designed as a basis for graduate work that provides a basic understanding of Christian psychological principles and to provide a background for a wide variety of careers that involve working with people.

Master of Arts in Counseling Psychology Faculty

Cheryl The, Interim Chair of the Department of Education and Psychology; Mark Aldridge, Program Director; Lynette Frantzen, Marcel Sargeant

Adjunct: Jeremy Carter, Elvin Gabriel, Kenneth Jones, Jimmy Kijai

Comprehensive Examination

Each student is required to successfully pass a comprehensive examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

Counseling Psychology Requirements

This emphasis area seeks to prepare students to become Texas Licensed Psychological Associates (LPA) and/or prepare them to pursue a post-graduate degree in psychology. All students in this concentration must take and pass the Examination for Professional Practice in Psychology (EPPP) before applying for the Texas LPA Licensure.

| Item # | Title | Credits |
|-----------------------|--|-----------|
| EDPY 500 | Life Span Development | 3 |
| EDPY 505 | Professional Ethics | 3 |
| EDPY 510 | Career Development | 3 |
| EDPY 515 | Abnormal Behaviors in Children and Adolescents | 3 |
| EDPY 520 | Trends and Issues in Counseling | 3 |
| EDPY 525 | Exceptionality and Testing | 3 |
| EDPY 530 | Multicultural Counseling | 3 |
| EDPY 535 | Group Counseling | 3 |
| EDPY 540 | Administration of Counseling and Guidance | 3 |
| EDPY 545 | Crisis Counseling | 3 |
| EDPY 550 | Addictive Behaviors | 3 |
| EDPY 555 | Psychopathology | 3 |
| EDPY 560 | Personality Theories and Assessment | 3 |
| EDPY 565 | Psychopharmacology | 3 |
| EDPY 575 | Psychology Practicum | 3 |
| EDPY 585 | Counseling Internship | 3 |
| EDPY 590 | Counseling Internship II | 3 |
| EDUC 525 | Psychology of Learning | 3 |
| EDUC 535 | Educational and Psychological Research | 3 |
| EDUC 555 | Statistical Methods | 3 |
| Total credits: | | 60 |

Master of Arts in Counseling School Counseling Faculty

Cheryl The, Interim Chair of the Department of Education and Psychology; Mark Aldridge, Program Director; Lynette Frantzen, Marcel Sargeant

Adjunct: Jeremy Carter, Elvin Gabriel, Kenneth Jones, Jimmy Kijai

Comprehensive Examination

Each student is required to successfully pass a comprehensive examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

School Counseling Degree Requirements

Students pursuing this concentration will be required to take the Texas School Counseling Exam to be certified — see certification requirements at the [TEA website](#)

| Item # | Title | Credits |
|-----------------------|--|-----------|
| EDPY 500 | Life Span Development | 3 |
| EDPY 505 | Professional Ethics | 3 |
| EDPY 510 | Career Development | 3 |
| EDPY 515 | Abnormal Behaviors in Children and Adolescents | 3 |
| EDPY 520 | Trends and Issues in Counseling | 3 |
| EDPY 525 | Exceptionality and Testing | 3 |
| EDPY 530 | Multicultural Counseling | 3 |
| EDPY 535 | Group Counseling | 3 |
| EDPY 540 | Administration of Counseling and Guidance | 3 |
| EDPY 555 | Psychopathology | 3 |
| EDPY 560 | Personality Theories and Assessment | 3 |
| EDPY 575 | Psychology Practicum | 3 |
| EDPY 585 | Counseling Internship | 3 |
| EDUC 525 | Psychology of Learning | 3 |
| EDUC 535 | Educational and Psychological Research | 3 |
| EDUC 555 | Statistical Methods | 3 |
| Total credits: | | 48 |

Psychology Course Descriptions

EDPY 500: Life Span Development

A study of human development throughout the life span which focuses on the physical, cognitive, emotional and personality development with the context of basic developmental theories.

Credits: 3

EDPY 505: Professional Ethics

An overview of ethical and legal issues related to counseling in different settings. Topics include professional responsibilities, competency, duty to warn, confidentiality, professional relationships, and professional licensing standards and procedures.

Credits: 3

EDPY 510: Career Development

A study of career development counseling with emphasis on identifying trends and issues in career choice and placement. Attention will be given to appropriate assessment tools utilized within educational settings.

Credits: 3

EDPY 515: Abnormal Behaviors in Children and Adolescents

A study of the nature of behavioral and emotional disorders in children and adolescents and conceptual approaches to them; methods and rationale for assessment; major causal factors; and characteristics of disorders. The DSM-5 will be used extensively in this class.

Credits: 3

EDPY 515: Abnormal Behaviors in Children and Adolescents

A study of the nature of behavioral and emotional disorders in children and adolescents and conceptual approaches to them; methods and rationale for assessment; major causal factors; and characteristics of disorders. The DSM-5 will be used extensively in this class.

Credits: 3

EDPY 520: Trends and Issues in Counseling

A survey of professional trends and issues in the therapeutic process with attention to current practices in a variety of perspectives including marriage and the family, addiction and multicultural counseling.

Credits: 3

EDPY 525: Exceptionality and Testing

A comprehensive examination of individuals with special needs. Course will include the use of psychological tests in school and mental health settings with attention to the selection and use of standardized and other instruments in case conceptualization and treatment.

Credits: 3

EDPY 525: Exceptionality and Testing

A comprehensive examination of individuals with special needs. Course will include the use of psychological tests in school and mental health settings with attention to the selection and use of standardized and other instruments in case conceptualization and treatment.

Credits: 3

EDPY 530: Multicultural Counseling

The course will provide students with an overview of counseling skills, techniques, and information necessary to become competent in working with multicultural clients. Students will be encouraged to develop self-awareness of culture as well as awareness of many other cultures.

Credits: 3

EDPY 535: Group Counseling

A study about the types of groups, styles of group leadership, and techniques used by group counselors. In addition, group theories, the dynamics of group processes, and the developmental stages of group counseling are thoroughly explored. Counselor's skills in the management of group process are included.

Credits: 3

EDPY 540: Administration of Counseling and Guidance

This course addresses the philosophy and function of guidance and administration in counseling. This course also highlights the development, implementation and overall assessment of counseling programs.

Credits: 3

EDPY 545: Crisis Counseling

This course examines the dynamics and treatment of situational and development crises in a variety of settings. Emphasis will be placed on case conceptualization and intervention for a number of common crises face by individuals in the society. The DSM-5 will be used extensively in this course.

Credits: 3

EDPY 550: Addictive Behaviors

A foundational study of addiction and addictive behaviors. This course addresses addiction from its historical roots through contemporary issues, as well as providing an examination of contemporary theory and research that guides empirically supported interventions for individuals, families, groups, and diverse populations. The DSM-5 will be used extensively in this course.

Credits: 3

EDPY 555: Psychopathology

This course examines psychopathology from the Christian perspective with attention placed on multiple modalities in diagnosing, assessment and treatment of major mental health disorders. The DSM-5 will be used extensively in this course.

Credits: 3

EDPY 560: Personality Theories and Assessment

A study of the major theories of personality development including a look at major traits and characteristics associated with these personalities. Emphasis in treatment and assessment techniques and applications. Identification of personality styles within school environments are highlighted. The DSM-5 will be used extensively in this course.

Credits: 3

EDPY 565: Psychopharmacology

A study of current topics and recent developments in the biochemical basis of psychopathology and related strategies of psychopharmacological interventions for the treatment of mental disorders. Students will be able to identify the mechanism and actions of commonly used psychoactive drugs and explore the therapeutic use of drugs for the treatment of mental disorders.

Credits: 3

EDPY 575: Psychology Practicum

Supervised experience in school or mental health counseling. The student will complete a minimum of 150 clock hours. See Program Handbook for additional information.

Credits: 3

Prerequisites:

Completion of 21 hours in the program.

EDPY 585: Counseling Internship

Supervised counseling experience in a school or mental health setting. Supervision provided by an appropriately licensed counselor. The student will complete a minimum of 150 clock hours of direct contact with clients. See Program Handbook for additional information.

Credits: 3

Prerequisites:

EDPY 575

EDPY 590: Counseling Internship II

Continued supervision experiences in a mental health setting. The student will complete a minimum of 150 clock hours of direct contact with clients under the supervision of an appropriately licensed therapist. Major emphasis is placed on the integration of theoretical and conceptual principles, as well as professional and personal skill development. See Program Handbook for additional information.

Credits: 3

Prerequisites:

EDPY 585