

2008

Southern Adventist University Graduate Catalog 2008-2009

Southern Adventist University

Follow this and additional works at: https://knowledge.e.southern.edu/grad_catalog



Part of the [Curriculum and Instruction Commons](#)

Recommended Citation

Southern Adventist University, "Southern Adventist University Graduate Catalog 2008-2009" (2008). *Catalog, Graduate*. 6.
https://knowledge.e.southern.edu/grad_catalog/6

This Book is brought to you for free and open access by the University Archives & Publications at KnowledgeExchange@Southern. It has been accepted for inclusion in Catalog, Graduate by an authorized administrator of KnowledgeExchange@Southern. For more information, please contact jspears@southern.edu.

Southern Adventist University

Graduate Catalog 2008-2009

Admissions Information:

Nationwide: 1-800-768-8437
(1-800-SOUTHERN)

Mailing Address:

Graduate Studies Office
P.O. Box 370
Collegedale, TN 37315-0370
Ph.: 423-236-2694
FAX: 423-236-1694

E-mail:

GraduateStudies@southern.edu
Website:
GraduateStudies.southern.edu

All Other Inquiries:

General Number: 423-236-2000
School of Business & Management:
Ph.: 423-236-2751
FAX: 423-236-1527
School of Education & Psychology:
Ph.: 423-236-2496
FAX: 423-236-1765
School of Nursing:
Ph.: 423-236-2940
FAX: 423-236-1940
School of Religion:
Ph.: 423-236-2977
FAX: 423-236-1976

In publishing this catalog, every reasonable effort has been made to be factually accurate. The publisher assumes no responsibility for editorial, clerical, or printing errors. The information presented is, at the time of printing, an accurate description of course offerings, policies, and requirements of Southern Adventist University. The provisions of this catalog, however, are not to be regarded as an irrevocable contract between the University and the student. The University reserves the right to change any provision or requirement at any time, without prior notice.

Contents

Degrees Offered.....	4-5
Academic Calendar.....	6
This is Southern Adventist University	7
Mission Statement.....	7
Vision.....	7
Core Values	7
Educational Philosophy	7
Institutional Goals.....	7
Student Learning Goals.....	8
Guiding Principles for Graduate Programs.....	9
History	9
Setting.....	9
Accreditation and Memberships	10
Facilities	10
Admissions.....	12
Admission Requirements	12
Admission Categories	13
Registrations.....	13
Admission of International Students	14
Academic Policies.....	16
General Requirements for Master’s Degree	16
Enrollment.....	18
Medical Records	18
Online Programs	18
Grade Policies	19
Petition and Academic Grievance Procedures	20
Financing Your Education	22
Federal Stafford Loan Requirements and Disbursement.....	22
Ability to Benefit.....	22
Satisfactory Academic Progress Policy for Students Receiving Financial Aid.....	22
Requirements	23
Time Frame for Receiving Financial Aid	23
Progress Review	23
Fees and Charges.....	23
Tuition.....	23

Special Fees and Charges23

Financial Aid Budget24

Refunds25

International Student Deposit25

Credit Cards25

Summer Residence Hall26

University Apartments26

Books and Supplies26

Release of Transcripts or Diplomas26

Schools of Instruction

 Business and Management27

 Education and Psychology35

 Nursing47

 Religion67

Course Descriptions76

Registry 110

Graduate Instructional Faculty 111

Adjunct Faculty 112

4 Degrees Offered

Graduate Studies

The Board of Trustees of Southern Adventist University has authorized master's degrees in the following areas:

School of Business and Management

Master of Business Administration

- Accounting
- Church and Nonprofit Leadership
- Healthcare Administration (available online)
- Management (available online)
- Marketing Management

Dual Degree—MSN and MBA (MBA component available online)

Master of Financial Services

Master of Science in Administration

- Church Administration
- Outdoor Education

School of Education and Psychology

Master of Science

- Professional Counseling
- School Counseling

Master of Science in Education

- Curriculum and Instruction
- Educational Administration and Supervision
- Inclusive Education (available online)
- Literacy Education
- Outdoor Teacher Education (available online)

School of Nursing

Master of Science in Nursing

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

Accelerated RN to MSN

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

Accelerated RN to MSN and MBA (MBA component available online)

Dual Degree—MSN and MBA (MBA component available online)

Post Master's Certificate

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

School of Religion

Master of Arts

- Biblical and Theological Studies
- Church Leadership and Management
- Church Ministry and Homiletics
- Evangelism and World Mission
- Religious Studies

Academic Calendar

2008-2009

Summer 2008

May 5-Jul 24	School of Business and Management classes begin and end
May 5-23	School of Religion classes begin and end
May 5-30	School of Education—Counseling classes begin and end
Jun 2-26	School of Education and Psychology classes begin and end
Jun 2-Jul 25	School of Education—Counseling classes begin and end
Jun 9-27	School of Religion classes begin and end
Jun 30-Jul 24	School of Education and Psychology classes begin and end
Jul 7-25	School of Religion classes begin and end

First Semester, Fall 2008

Aug 28-Dec 17	School of Nursing classes begin and end
Aug 28-Dec 17	School of Education—Counseling classes begin and end
Aug 31-Sep 10	School of Education—Outdoor Education classes begin and end
Sep 1-Nov 21	School of Business and Management classes begin and end
Oct 1	Begin ordering December graduation regalia
Oct 16-19	Mid-Semester Break
Oct 23-26	Alumni Weekend
Oct 31	Deadline to request Dec/may graduation at Records & Advisement Office
Nov 3-14	Online Registration for W09
Nov 26-30	Thanksgiving Break
Dec 5	MSN Project/Thesis Presentation
Dec 16-19	Semester Examination
Dec 19	Commencement 7:00 p.m. Iles Auditorium
Dec 18-Jan 4	Christmas Vacation

Second Semester, Winter 2009

Jan 5-Apr 2	School of Business and Management classes begin and end
Jan 5-Apr 30	School of Nursing classes begin and end
Jan 5-Apr 30	School of Education—Counseling classes begin and end
Jan 18-28	School of Education—Outdoor Education classes begin and end
Jan 19	Martin Luther King Jr. Day/no classes/Community Service Day
Feb 6	Begin ordering May graduation regalia
Feb 27-Mar 8	Spring Break
Apr 27	MSN Project/Thesis Presentation
Apr 27-May 1	Semester Exams and Registration for First Summer Session
May 3	Commencement 9:30 a.m. Memorial Auditorium

Note:

1. Late registration fee applies the first day of class.
2. Last day to add a course is two weeks for semester classes and two days for intensives.
3. Last day to drop and receive a “W” is two-thirds of class days. After 90% of class days, students will receive a F.
4. No tuition refunds after half of class term is over.

This is Southern Adventist University

Southern Adventist University is a co-educational institution established by the Seventh-day Adventist Church, offering master's, baccalaureate, and associate degrees, and one-year certificates.

The Mission

Southern Adventist University as a learning community nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service.

Vision

Southern Adventist University, responsive to its diverse constituencies, will provide high quality education benefit, lead in the integration of faith and learning, and model academic and professional excellence. The institution will graduate servant leaders guided by faith and integrity, and committed to living balanced lives.

Core Values

- A Christ-centered, Seventh-day Adventist campus
- Academic and professional excellence
- Hospitality and service
- Affordable education
- Balanced lifestyle

Educational Philosophy

Rooted in its theological understanding of God and humanity, the educational philosophy of the Seventh-day Adventist church is summarized as follows:

- God, the creator and Sustainer of the universe, is the Source of all knowledge.
- Created in the image of God for the purpose of communion with Him, humanity has sinned and has separated from Him.
- Through infinite love, God sent His Son to restore this relationship with us—a personal relationship that begins now and continues throughout eternity.

Within the context of this theological understanding, education is viewed as an essential element of redemption, and must focus on developing the whole person. Through harmonious development of the physical, mental, and spiritual, and social dimensions, the individual becomes better equipped to bring wholeness to a broken world.

Institutional Goals

Southern Adventist University will

- **Learning Community**
nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.

8 This is Southern Adventist University

- **Faculty and Staff**

hire and develop a competent and diverse faculty and staff who model balanced ethical lives, integrate faith and learning, demonstrate scholarship through teaching, research, and other scholarly and creative activities, and celebrate and energize the student spirit as they respect and support the different ways students develop their minds, their persons, and their citizenship.

- **Students**

recruit, retain, and support a capable, diverse student body.

- **Campus Environment**

provide a safe, nurturing learning community of faith for students, faculty, and staff.

- **Student Service**

enable every student to participate in local service and/or mission service activities.

- **Partnerships**

pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.

- **Stewardship**

steward resources entrusted to the university through effective fiscal management to fulfill its mission, vision and goals.

Student Learning Goals

Students of Southern Adventist University will

- **Spiritual**

grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.

- **Intellectual**

develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.

- **Occupational**

exhibit excellence and moral leadership in their chosen field of study and/or profession.

- **Social**

develop socio-emotional maturity that will enable them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.

- **Physical**

take responsibility for their own well-being through a health-promoting lifestyle.

Guiding Principles for Graduate Programs

In keeping with the institutional mission statement, graduate education at Southern Adventist University provides an opportunity for motivated students to combine the acquisition of knowledge with refinement of their intellectual skills in the pursuit of truth. This experience extends beyond the transmission of information in the traditional disciplines. Rather, the learning environment consists of a community of scholars where students and professors jointly share dilemmas as well as discoveries and insights, resulting in a mutually fulfilling growth experience. Such opportunities motivate the student to engage in open dialogue, debate, critique, thoughtful query and independent thinking. Previous knowledge and understandings are examined, reconsidered, and synthesized in light of new learning; and accepted practices undergo the rigor of thoughtful analysis.

Students study and integrate theory, research, and practice in specialized areas of expertise. Considerable emphasis is placed upon independent and collaborative projects, which require a complexity of skills, including problem identification, inquiry, problem solving, analysis, and synthesis. Depending upon the particular graduate program; comprehensive examinations, capstone seminars, portfolio, and thesis afford additional demonstrations of scholarship and the potential for contributions to the field. Sound scholarship is expected, and these projects may lead to formal papers, professional presentations, or publishable manuscripts.

At Southern Adventist University, the quest for truth relates to matters of Christian faith. Because Biblical ideals lead to an appreciation of human dignity, participants in the community of scholars seek to apply theory in ways that preserve human worth. Christian education combines faith and learning, understanding and practice, erudition and service.

History

In 1892 the educational venture that developed into Southern Adventist University had its beginning in the small village of Graysville, Tennessee. The school became known as Graysville Academy. In 1896 the name was changed to Southern Industrial School and five years later to Southern Training School.

In 1916, because of limited acreage available for further expansion of plant facilities, the school was moved to the Thatcher farm in Hamilton County, Tennessee. The name "Collegedale" was given to the anticipated community. At its new location, the school opened as Southern Junior College and continued as such until 1944 when it achieved senior college status, after which the name was changed to Southern Missionary College. In 1982 the name was changed to Southern College of Seventh-day Adventists. University status was achieved in 1996 when the name was changed to Southern Adventist University.

Setting

Southern Adventist University's 1,100 acre Collegedale campus is nestled in a valley 18 miles east of Chattanooga. The quietness and beauty of the surroundings are in keeping with the University's educational philosophy.

Accreditation and Memberships

Southern Adventist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404.679.4501) to award one-year certificates, associate degrees, baccalaureate, and masters' degrees. It is also accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. Additional information regarding the University may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, FL 32399 (850.488.8695). The Master of Science degree in School Counseling is approved by the Tennessee State Board of Education.

The Schools of the University are also accredited by various organizations. The School of Business and Management is accredited through the International Assembly for Collegiate Business Education (Olathe, KS 66221, telephone number, 913.631.3009). The School of Education and Psychology teacher education program is accredited by the National Council for Accreditation of Teacher Education. The University is approved by the Tennessee State Board of Education for the preparation of secondary and elementary teachers, and has received preliminary approval for Administrator PreK-12 licensure. The Associate of Science, Bachelor of Science, and Master of Science degree programs in nursing are accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, telephone number, 212.363.5555 ext. 153). The School of Nursing is an agency member of the Council of Baccalaureate and Higher Degree Programs and the Council of Associate Degree Programs of the National League for Nursing. The School of Nursing is approved by the Tennessee Board of Nursing.

Facilities

The following buildings house the academic and other activities of the University:

- Brock Hall—Business and Management, English, History, Journalism and Communication, Visual Art and Design, WSMC FM90.5
- Daniels Hall—Social Work and Family Studies
- Hackman Hall—Religion
- Hickman Science Center—Biology, Chemistry, Computing, Mathematics, Physics
- J. Mabel Wood Hall—Music
- Ledford Hall—Technology
- Lynn Wood Hall—Advancement, Alumni, Development, Heritage Museum, Student Success Center/Counseling and Testing
- Mazie Herin Hall—Nursing
- McKee Library—Main Campus Library
- Miller Hall—Modern Languages
- Southern Online Campus
- Summerour Hall—Education and Psychology, Teaching Materials Center, 21st Century Classroom

- William Iles Physical Education Center—Physical Education, Health, and Wellness, Swimming Pool
- Wright Hall—Administration

Other facilities on or near campus that may serve student needs:

- Campus Services—security
- Campus Shop—student bookstore and gift shop
- Southern Village
- Student Apartments
- Talge Hall—men's residence hall
- Thatcher Hall—women's residence hall
- Thatcher Hall South—women's residence hall
- University Health Center—health services

Admissions

Southern Adventist University welcomes applications from students who will commit themselves to an educational program that unites academic integrity and Christian principles. The University does not discriminate in admissions on the basis of age, gender, race, color, ethnic or national origin, religion, or disability.

Application for admission to graduate study, with the exception of the RN to MSN program, is open to any person with a four-year bachelor's degree from a regionally accredited institution. Applicant must have a satisfactory grade point average (see requirement of individual Schools). All application materials become the property of the University and will not be forwarded or returned. Incomplete and inactive applications are maintained in an active file for 12 months, after which the file is purged. An applicant whose file has been purged will be required to resubmit all new application materials prior to the deadline dates for the term in which registration/enrollment is anticipated.

Enrollment in a graduate program is a privilege, which may be withdrawn by the University if it is deemed necessary by the Dean of the Graduate Studies to safeguard the University's standards.

Admission Requirements

Applicants seeking admission should have a complete application on file by the following preferred dates: July 1 for the fall semester, November 1 for the winter semester, and April 1 for the summer session. These deadlines are for U.S. residents. International students should plan on submitting their paperwork at least two months prior to the deadlines for U.S. residents.

Admission to a master's degree program in the School of Graduate Studies requires a 3.00 undergraduate GPA (on a 4.00 scale). The following materials must be submitted before an applicant will be considered for admission:

1. A completed application form. (Applications can be submitted electronically via the web at: <http://graduatestudies.southern.edu>).
2. Non-refundable application fee of \$25.
3. One official transcript of all previous undergraduate and graduate coursework.
4. Professional recommendations, as requested, by the respective School.
5. Scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) and/or entrance examination scores as required by the respective School. To register for the GRE and GMAT contact: Educational Testing Service at <http://www.ets.org>.
6. Additional materials as required by the respective School.

When all pertinent materials are received, the Graduate Studies Office will review the application and forward the materials to the respective School. No action is taken until a file is complete. The decision to admit or reject an applicant rests with the admissions committee of the respective School. The applicant will be notified by mail of any action taken.

Admission Categories

Admission to the graduate studies program is based on academic preparation and potential. Admission is denied to those applicants who do not qualify for one of the following categories of admission:

Regular Admission

An applicant granted regular admission is a degree-seeking student who meets all admission requirements (see Admission Requirements) to a degree program, and who meets any additional School requirements. [Refer to the respective School for specific requirements for admission to the degree program.]

Provisional Admission

This category of admission may be granted to an applicant who does not meet all of the criteria for regular admission requirements. A maximum of 12 semester hours may be taken on this basis.

The provisional status will be removed after completion of 12 hours of graduate credit with a minimum GPA of 3.00. Failure to maintain a 3.00 while in this status will result in dismissal.

Non-degree Admission

Admission as non-degree seeking is designed for an applicant having a four-year bachelor's degree from a regionally accredited institution or foreign equivalent who needs additional time to fulfill application requirements or does not wish to pursue a degree program.

An applicant who does not wish to pursue a graduate degree must submit the following materials to the Office of Graduate Studies:

- A completed Non-degree Application form
- Non-refundable application fee of \$25
- One official transcript from all colleges and universities attended

A maximum of 12 graduate hours may be taken in graduate non-degree status. A non-degree student must maintain a 3.00 grade point average to continue enrollment in non-degree status (see Academic Policies). Admission to non-degree status does not constitute admission to a degree program. The student who seeks to enter a degree program will be directed to the appropriate School. An international student on a student visa may not enroll in the non-degree status. Some Schools do not permit non-degree students to register for graduate courses.

Registrations

All registrations may be done online.

- Obtain a Southern email account by going to: access.southern.edu click on user name and password.
- Using access.southern.edu, supply user name and password, click on Registration.
- Grades may be obtained through access.southern.edu as well as academic history and degree audit.

14 Admissions

- Prior to web registration, financial arrangement must be cleared by Student Finance (423.236.2835).
- Prior to web registration, health records (main campus only) must be cleared by Health Services (423.236.2713.)

Note:

1. Late registration fee applies the day after each registration.
2. Last day to add a course is two weeks after each registration (intensives are two days).
3. Last day to drop and automatically receive a “W” (equals two-thirds of the class days.)
4. All withdrawals after two-thirds of course will receive an “F” (equals to 90% of class days.)
5. No tuition refunds after half of class term is over.

Admission of International Students

An international applicant must have an equivalent four-year bachelor's degree with at least a “B” average on undergraduate coursework, and meet the admissions requirements for acceptance to a graduate program.

The following items must be received before admission will be considered.

1. A completed application form with a nonrefundable application fee of \$25.
2. Official or attested university records (including proof of all degrees received), with certified translations and evaluations if the records are not in English.
3. Certification of English proficiency. Graduate students whose native language is not English must submit a score of 600 (paper-based), 250 (computer-based), or 100 (internet-based). Visit the TOEFL website at <http://www.ets.org/toefl> for the most up-to-date information and exam registration.
4. Documented evidence of financial resources sufficient to support the student for the calendar year, in addition to a required US\$3,000 international student deposit.
5. Official scores on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT), if required.
6. Letters of recommendations or rating forms.

Admission must be granted, and financial documentation and degree confirmation must be received prior to issuance of an I-20 form needed to obtain a visa.

The University will not enroll any student who has not been approved by the Immigration and Naturalization Service to attend Southern Adventist University. International students accepted for graduate study at Southern will receive a letter of acceptance from their program of study. This letter and the SEVIS I-20 form furnished by the University must be presented to the consular officer of the United States to whom the student applies for a student visa. Southern will not accept visas issued for admission to other colleges or universities. International students admitted to graduate study are encouraged to arrive on campus two weeks prior to the beginning of classes and should contact the International Students Adviser as soon as they arrive. The office of Graduate Studies must be notified of any change in entering date after admission has been granted. All

international students with student visas are required by current immigration laws to be enrolled in a full course study (a minimum of nine credit hours) for each semester in attendance.

According to current immigration laws, international students with student visas may work on campus provided that employment is available and provided that the student is enrolled in a full course of study nine (9) hours for each semester in attendance and is making progress to the completion of a degree. On-campus employment is limited up to 20 hours per week when there are regular classes held. Such employment may be full time (up to 40 hours per week) during school vacation periods.

International students should not leave their homeland until they have in their possession:

1. An admission letter of acceptance from Southern Adventist University
2. Form I-20 (from Southern Adventist University)
3. A valid passport
4. A valid visa to enter the United States
5. Sufficient funds for the first year at Southern Adventist University

International Transcripts

Precise, word-for-word, English translations are required for all foreign language documents. Often the issuing institution will provide an English translation. Alternatively, the student may provide the translation. If the translation is anything other than the issuing institution's official document, an original language official transcript is still required from the issuing institution. Inclusion of the student's name in English on an original language transcript, by the issuing foreign school, helps identify the transcript.

International Evaluations

All international (non-US) transcripts must be submitted to one of the following evaluation services. Evaluations by companies other than those listed are not accepted and will necessitate the resubmission of foreign transcripts to one of the following evaluation services:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO), <http://www.aacrao.org/international/foreignEdCred.cfm>
- Educational Credential Evaluators, Inc (ECE), <http://www.ece.org>
- World Education Services (WES), <http://www.wes.org>

Results of the evaluation are to be sent to Southern directly from the evaluation service. All evaluation reports are advisory. Southern reserves the right to make final equivalency decisions.

English Proficiency

Regardless of nationality or citizenship, an applicant whose native language is not English and whose education has been given outside the U.S. will be exempt from taking the Graduate Record Exam, but must provide an official Test of English as a Foreign Language (TOEFL) score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based). TOEFL scores are valid for two years from the test date. If it has been more than two years since the test taker last took the TOEFL, the test must be taken again to have the score reported.

Academic Policies

General Requirements for Master's Degree

Admission, Progression and Degree Candidacy

Students admitted under regular admission criteria are regarded as candidates for their declared degrees as long as they maintain a minimal grade point average of 3.00, including no more than two classes with a minimum grade of C.

Applicants who do not satisfy the regular admission requirements may be permitted to enroll in specific classes as provisional status while completing such requirements. A maximum of twelve (12) semester hours may be taken in residence with a grade point average of 3.00 with no grade lower than C, including a maximum of one course with a grade of C.

Credit and Course Requirements and Limitations

Students are responsible for meeting the semester hour requirement for the chosen degree.

A maximum of six semester hours taken for graduate credit from courses numbered 450 or higher, under special circumstances, may be applied to a student's graduate program. Such courses must be approved by the student's School and carry grades of B or better. A student may receive credit for the course from only one program (ie. graduate or undergraduate).

Only earned credit that applies to its graduate programs is recognized. Credit by validation exam is only permitted when a student has successfully completed a predefined structured course of study for which a validation exam has been established and approved by the School. Credit obtained by validation exam is considered earned credit. A maximum of 12 hours of credit may be obtained by validation exam. Credit for experiential learning, credit by challenge examination, and other categories of non-traditional credit may not apply to a graduate degree. Students may validate their knowledge in specific courses by waiver examinations but must also complete a commensurable number of hours in approved courses to meet the minimum amount of earned credit for graduation.

Graduation Requirements

In order to graduate, a candidate must:

1. Complete an application to graduate which must be filed with the Records and Advisement Office two months prior to the anticipated graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below a C will not be counted for credit toward the master's degree.
3. Pass a comprehensive examination and/or a defense of a thesis/research project, portfolio, or case study, as may be required by the respective School. For additional graduate requirements, see the *Catalog* section on degree to be earned.

Responsibilities of the Student

Each graduate student is responsible for knowledge of all regulations and procedures published in this bulletin and in school entrance materials. Continued advancement in the program is contingent upon the adherence to the decisions of the Graduate Council and the policies and procedures as published in this catalog. The student must assume the initiative in such matters as securing approval of a program of study and arranging for required tests and examinations. Failure to do so may result in unnecessary delay or interruption of graduate studies.

Second Master's Degree

Degree programs for students who have already completed a master's degree will be arranged individually. The amount of applicable class work from the first degree will be determined by the age of previously earned credit and its appropriateness to the program. Ordinarily, theory courses that are more than ten years old and technology application courses that are more than five years old must be repeated or waived by a validating examination. Students must complete a minimum of two-thirds of the credits required for a second degree which may include independent study in residence. A thesis or research project may be required. The GRE/GMAT is not required for a student pursuing a second master's degree from a U.S. accredited institution.

Thesis Requirement

If the School requires a thesis, the student must secure the School's approval of the thesis topic and research design. Research and thesis preparation are under the direction of the student's School.

Two copies of the approved thesis, one of which will be placed in the library, must be provided to the School.

Time Requirement

The time required to complete a degree is as follows:

School of	Years
Religion.....	7
Education & Psychology	7
Business & Management & Nursing (MSN/MBA).....	6
Business & Management	5
Nursing (MSN).....	5

Ordinarily, theory courses that are more than ten years old and technology application courses that are more than five years old must be repeated or waived by a validating examination.

Transfer Credit

Transfer credits may be applied toward the requirements for a degree. Transcripts will be accepted from an officially accredited institution, and courses must carry grades of B or better and be approved by the School. A transfer student must complete seventy-five percent of the degree program at Southern Adventist University.

Veterans Educational Benefits

VA benefits will be terminated if the student's cumulative grade point average falls below 3.00. Practical training or Internships required for graduation may be certified to VA and must meet the same standards of progress as students pursuing resident courses.

Withdrawal from a Course

The last day to drop and automatically receive a "W" equals two-thirds of the class days.

Enrollment

Advisement

Each graduate student will be assigned an adviser who will provide academic counseling, approve course scheduling, and supervise research.

Attendance

Students are responsible for attending classes regularly and must comply with the attendance policies described in the course syllabi for courses in which they are enrolled.

Course Load for Intensive Classes

No more than one credit hour per week for any given course may be earned. For every week of class instruction a maximum of one credit hour may be earned.

Enrollment Status

Nine semester graduate hours constitutes full-time status and five semester graduate hours is equivalent to part-time status. The maximum number of hours for which graduate students may enroll is 12, unless special permission is given through the Dean of Graduate Studies. A mixture of graduate and undergraduate classes could jeopardize the student status with loan deferment and/or health insurance policies. Students enrolled in 12 undergraduate hours are classified as full-time. Six undergraduate hours constitutes half-time enrollment. Students should check with their health insurance provider or loan company for eligibility.

Independent Study

A maximum of six semester hours may be taken as independent study within the graduate degree.

Medical Records

All students attending classes on the university campus are required to submit a completed Health Information form. Forms are available at the University Health Center or on the website <http://studenthealth.southern.edu>. Failure to complete this form will delay registration.

Online Programs

Online graduate programs are available from the School of Business and Management and the School of Education and Psychology. These online programs provide the same quality of educational experience as that received by students on campus. For course availability and more information you may visit <http://online.southern.edu> or contact the Southern Online Office at 423.236.2087.

Readmission

A student who has not registered for graduate courses at Southern Adventist University for three consecutive terms (including summers), or in the case of summer intensives two consecutive summers, must apply for readmission. An admission application should be submitted to the Office of Graduate Studies at least two weeks prior to the desired reentry date. A student, who has attended another institution since enrollment at Southern Adventist University, must submit one official transcript showing all coursework and any degrees earned at that institution. The student will be notified when the School/program and the Office of Graduate Studies have taken action.

Reclassification

A student who wishes to change a major program of study must complete a Request for Change of Graduate Program form, which can be obtained online or from the Office of Graduate Studies. The form requires the signature of the Dean of the School in which admission was previously granted. No signature is needed if a student requests to change from non-degree status to a degree program or from one degree to another within the same School. The student must be in good standing for a revision to be processed. Acceptance into a new degree program is contingent upon review and recommendation by that School. If the student is not accepted into the program requested, he/she remains in the former program. The results of each request for program change are communicated to the student by mail.

Registration

Students must register for course work (online or regular) no later than the beginning of the second week of class.

Reinstatement Policy

A student may apply for reinstatement to a program when he/she has not met progression and candidacy requirements. The application will be considered by the Graduate Council.

Repeated Courses

A course may be repeated on the resident campus for the purpose of improving the GPA. A maximum of two courses may be repeated. This does not apply for provisionally accepted students.

Second Emphasis

Each emphasis must include a minimum of one-third the total hours required for the respective degree that do not overlap with any other emphasis.

Grade Policies

Grading System

An institutional grading system is not followed as course syllabi describe methods of evaluating students' work and the grading system for each course. The following equivalencies are used:

20 Academic Policies

A	4.00	grade points per hour	CR	0.00	Credit
A-	3.70		I	0.00	Incomplete
B+	3.30		IP	0.00	In Progress
B	3.00		NR	0.00	Not Reported
B-	2.70		P	0.00	Pass
C+	2.30		S	0.00	Satisfactory
C	2.00		W	0.00	Withdrawal
F	0.00				

Minimum Grades

A maximum of two courses with C grades may count toward a master's degree. Grades lower than C (2.00) are not applied toward completion of a graduate program. Provisionally accepted students may only have one C grade.

Petition and Academic Grievance Procedures

Academic Grievances

The student, believing that he or she has been unfairly treated or disciplined, may enter into an academic grievance process. The student shall first discuss the grievance with the instructor, within two weeks, of the grievance in an informal conference. If the student believes that the solution is not appropriate, the student may submit the grievance, in writing, to the School's Dean within four weeks of the informal conference. If the student believes that the resolution facilitated by the School Dean is not appropriate, the student can appeal to the Dean of Graduate Studies within six weeks of the informal conference. The Dean of Graduate Studies will ask the Graduate Council to appoint a Grievance Committee according to the policies of the Employee Handbook. The decision of the Grievance Committee shall be final.

Academic Integrity

Students are expected to practice academic integrity in all instances. The penalties for dishonesty including plagiarism may include the following:

1. Record a failing grade on the exam, assignment, or project.
2. Assign a failing grade in the class.
3. Allow the student to resubmit the assignment with a reduced value for the assignment.
4. Assign the student a paper, project, or activity that improves the student's understanding of the value and nature of academic integrity.
5. Dismissal from the University.

Disability Services

Southern is in compliance with Section 504 of the Rehabilitation Act (1973) and is dedicated to the elimination of architectural and prejudicial barriers which prevent any qualified person from attending. Southern has designated Disability Support Services (DSS), located on the third floor of Lynn Wood Hall, to provide academic disability services according to the provisions of applicable disability law.

The University does not assume the responsibility of identifying students who qualify for accommodations or special services. The student must 1) voluntarily and confidentially identify to the Disability Services Coordinator (DSC) as having a qualifying disability and 2) provide appropriate documentation to be certified to receive accommodations.

Students with physical or academic disabilities that could impact their learning experiences at Southern must contact DSS, by phone (423.236.2574) or in person (LWH 308), to schedule an appointment with the DSC. It is expected that students with disabilities will make this contact no later than the first three weeks of the semester. Otherwise, the process of certifying eligibility and arranging for reasonable accommodations might not be completed in time to meet their needs before mid-term. Students who make initial contact with DSS after the first month of the semester should not expect to receive accommodations for that semester.

To find out more about services, as well as the requirements and processes involved in qualifying for accommodations at Southern, please visit <http://dss.southern.edu>.

Petitions

Students may petition the Graduate Council for exceptions to policy. Petitions should include reasons for the request. The form may be obtained from the Records and Advisement Office.

Financing Your Education

Southern Adventist University operates on the basis of each graduate student assuming the primary responsibility for his/her educational costs. Financial aid is available to U.S. citizens and permanent residents in the form of low interest federal and private educational loans. Repayment of these loans does not begin until after a student drops below half-time status. A limited number of private institutional scholarships and graduate assistantships are available for students in the Master of Business Administration, Education, Counseling, and Nursing programs. (Students may apply for these scholarships/assistantships through the school in which they are enrolled.)

Students receiving a Seventh-day Adventist conference subsidy/assistance for tuition and living expenses may not be eligible for financial aid. Specific assistance may vary between the conferences, therefore tuition and expenses not covered by the subsidy must be paid at, or before, registration. International students are not eligible for U.S. federal financial aid.

Federal Stafford Loan Requirements and Disbursements

Students must register for, and attend, a minimum of five credit hours per semester to receive a Federal Stafford Loan. The first half of the loan amount will be credited to the student's account after the student's attendance in at least five credits has been verified.

The amount that graduate students may borrow per year is up to \$20,500 (\$8,500 Subsidized, \$12,000 Unsubsidized Stafford Loan) or the cost-of-attendance, whichever is less, at an annual interest rate of 6.80%. Principal repayment begins six months after the student ceases to be enrolled in at least five credit hours. Students receiving a Federal Stafford Loan will need to complete and mail the Free Application for Federal Student Aid (FAFSA) and a loan application six to eight weeks prior to registration. Student borrowers may not receive anticipated loan funds unless the amount borrowed exceeds the direct costs, and the funds have been received by Southern. If extenuating circumstances occur, students may appeal to the Financial Appeals Committee.

Ability to Benefit

The federal government requires that the university have an official copy of the baccalaureate transcript from an accredited institution prior to disbursement of federal financial aid to graduate students. Therefore, students accepted provisionally will not receive their loan proceeds until an official of their baccalaureate transcript is received by the Records and Advisement Office at Southern.

Satisfactory Academic Progress Policy for Graduate Students Receiving Federal Financial Aid

Government regulations require all financial aid recipients to maintain satisfactory academic progress toward a degree, as measured both qualitatively and quantitatively, in order to receive financial aid, including federal loans. This requirement applies to the entire period of enrollment in Southern Adventist University's graduate program—including periods during which a student does not receive financial aid. Failure to comply with this requirement may result in a student becoming ineligible for financial aid.

Requirements

A student must maintain a cumulative grade-point average (GPA) of at least **3.00** and complete at least **67.00%** of attempted credit hours.

“Attempted credits” are those credits for which a student registers and of which he/she attends at least two class periods. Aid is awarded based on these credits. *(Incompletes, withdrawals, and failed classes count toward the total attempted credits. A repeated course counts as attempted credit each time it is taken.)*

“Completed credits” are those that apply to a student’s degree and for which a passing grade is received. (Incompletes, withdrawals, failed classes, and audits do not count as completed credits.)

Time Frame For Receiving Financial Aid

The maximum time to receive financial aid is 150% of the established course length. A student may receive financial aid for up to two graduate degrees.

Progress Review

Student Finance will review each student’s academic progress at least once per semester and will send a notice, in writing, if a student has not maintained satisfactory academic progress as outlined above.

A student whose financial aid/loans have been suspended as a result of failing to comply with this policy, and who feels that unusual and unavoidable circumstances led to this suspension, may appeal to the Financial Appeals Committee. Student Finance will advise the student, in writing, of the committee’s decision.

Fees and Charges 2008-2009

Tuition

Southern Adventist University requires full payment of tuition at or before registration for each graduate course. Students receiving loans that are equal to or greater than their tuition expenses and are guaranteed by the lender prior to registration are not required to pay until the loan proceeds are received by Southern.

Effective May 1, 2008, graduate tuition is \$464 per credit hour.

Special Fees and Charges

The following special fees and charges are assessed individually as applicable:

Add/Drop Fee.....	\$ 20.00
Application fee	25.00
Graduation fee.....	50.00
Insufficient funds for check.....	25.00
International Graduate Study Tours	1/3 regular tuition rate
Lab fees:	
Lab fee 1	10.00
Lab fee 2	15.00
Lab fee 3	20.00

24 Finances

Lab fee 4	30.00
Lab fee 5	60.00
Lab fee 6	90.00
Lab fee 7	120.00
Lab fee 8	150.00
Lab fee 9	180.00
Lab fee 10.....	210.00
Lab fee 11.....	240.00
Lab fee 12.....	300.00
Lab fee 13.....	325.00
Lab fee 14.....	350.00
Lab fee 15.....	400.00
Late registration.....	50.00
Parking fee	15.00
Replacement of ID card.....	15.00
Transcript fees:	
1-5 copies first class mail	Free
Each additional 5 copies.....	10.00
FEDEX service	25.00
International fax service.....	15.00
Validation exam recording fee	35.00

Financial Aid Budget 2008-2009

Degree Programs	Program Length (# of months/acad.yr.)
Business (all emphases)	12
Education (Outdoor Education emphasis).....	12
Education and Psychology (all Counseling emphases).....	12
Nursing (all emphases)	12
Education (all emphases excluding Outdoor Education).....	4
Religion (all emphases).....	4

	(12 mos.)	(8 mos.)	(4 mos.)
Tuition (9 credit hrs)	\$12,528	\$8,352	\$4,176
Housing	6,000	4,000	2,000
Board	3,000	2,000	1,000
Books and Supplies	1,200	800	400
Personal/Transportation	<u>3,000</u>	<u>2,000</u>	<u>1,000</u>
Financial Aid Budget*	\$25,728	\$17,152	\$8,576

**Estimate: Figures are estimated and will vary, depending upon individual needs and number of credit hours for which the student has enrolled.*

Refunds

If a student officially withdraws during the course or semester, a refund of tuition for hours dropped is made according to the date on the withdrawal form. All required signatures must be obtained and the form must be filed with the Records and Advisement Office.

Tuition refunds, when a student withdraws from a course, are calculated as follows:

- during the first two class periods 100%
- from the third class to course midpoint 50%
- from midpoint to course ending date 0%

International Student Deposit

In addition to regular University charges, international students must provide an International Student Deposit of \$3,000 U.S. This applies to all international students except documented permanent residents of the U.S. or residents of Canada. The deposit must be received by the Enrollment Services Office before a U.S. Immigration Form I-20 is sent to the prospective student for entry to the U.S. Because mail service from many foreign countries takes time, this deposit should be sent at least eight weeks prior to enrollment. This deposit, once paid, remains untouched (with interest paid at the rate of two percent) until the student graduates, withdraws from Southern, or is unable to pay his or her student account, at which time the international deposit will be applied to the student's account. If the student's account has been paid in full, the deposit will be refunded after the final statement is issued.

Credit Cards

The Cashier's Office honors VISA, MasterCard, Discover, and American Express cards for making payments on a student's account. **No cash withdrawal service is available from the Cashier's Office.** This service may be obtained from a local financial institution or ATM.

When using a credit card to pay on an account, the following information must be supplied: 1) type of credit card being used, 2) cardholder's name, 3) credit card number, and 4) expiration date.

Summer Residence Hall

A refundable deposit of \$250 is required of each student. This deposit is held in reserve until the student permanently moves out of the residence hall. Seventh-day Adventist conference-sponsored students enrolled part-time in the summer program are exempt from this requirement.

The rental charge per person for dual occupancy is \$11 per day. When available, single occupancy is permitted at \$17 per day. Room charges will be posted to a student's account monthly, based on the number of days a room was occupied/reserved during the month.

Pets and children of students are not permitted to stay in the residence halls.

University Apartments

The University apartments are available on a first-come first-served basis. Rental arrangements are made with the office of the Vice President for Financial Administration. The first month's rent and a \$250 housing deposit is required before a rental agreement is issued. An additional \$5 per key deposit must be paid before keys to the apartment are issued. These deposits are fully refundable unless there are unpaid rental charges, cleaning charges and/or unreturned keys. Additional charges will be assessed if the deposit is insufficient to cover these costs. Semester rental charges will be posted to the student's account to be paid monthly. Subject to change without notice.

Books and Supplies

Textbooks, school supplies, and other class materials are available at the Campus Shop.

Release of Transcripts or Diplomas

It is the policy of the university to withhold transcripts, diplomas, certificates of completion, and other records if a student has an unpaid or past-due account at the school, any unpaid account for which the university has co-signed, or if a federal loan borrower has not completed a Federal Stafford Loan Exit Interview.

When payment is made by personal check, the transcript will be held for up to ten working days to allow the check to clear.

Any student that has an amount that has been written off due to an uncollectible account, settlement, or lost account must pay the written off amount prior to enrolling in any class or being accepted or re-accepted as a graduate student.

Any student with an account that has not been paid in full due to a bankruptcy filing, must be paid in full before acceptance or enrollment unless (1) the student has received a hardship discharge from the bankruptcy court and provides a copy of the same to the University or (2) the student can demonstrate to the satisfaction of the University that his or her account falls outside of the educational benefit discharge exception of Section 523(a)(8) of the Bankruptcy Code.

School of Business and Management

Accredited by International Assembly for Collegiate Business Education

Dean: Don Van Ornam

Faculty: Michael Cafferky, H. Robert Gadd, Jan Haluska, Rob Montague, Cliff Olson, Don Van Ornam, Jon Wentworth

Adjunct Faculty: Herbert Coolidge, Neville Webster, Greg Willett, Ben Wygal

Mission Statement

The mission of the School of Business and Management lies within the mission of Southern Adventist University. The mission of the School of Business and Management is to develop Christ-centered business leaders who integrate knowledge and application with high moral values.

Objectives

In order to carry out this mission, the Graduate School of Business and Management seeks to accomplish the following goals for each master emphasis:

1. To give the student a broad background of knowledge of the free enterprise system within a framework of moral and ethical guidelines.
2. To assist the student in developing a sound Christian philosophy toward our current economic environment and the ever-changing business world of the future.
3. To provide the student with a quality academic program at the graduate level with skills required for today's job placement.
4. To prepare the student to serve in a position of business leadership.
5. To provide the necessary academic background for entrance into terminal degree programs in business or related areas of concentration and obtain professional degrees.

Degrees Offered

The School of Business and Management offers a Master of Business Administration (MBA), Master of Financial Services (MFS), and a Master of Science in Administration (MSA). In conjunction with the School of Nursing, a Master of Science in Nursing/Master of Business Administration degree is offered (MSN/MBA).

Online Program

The Master of Business Administration (Management and Healthcare Administration emphases) degree program is available online. You may contact <http://business.southern.edu> or the School of Business and Management (423.236.2751) for more information.

Accreditation

Southern Adventist University has received specialized accreditation for its business and business-related programs through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas. The following degree programs are accredited by the IACBE:

- Bachelor of Business Administration degree
- Bachelor of Science degrees in Business Administration, Computer Information Systems, Corporate Community Wellness Management, Long-Term Care Administration, and Sports Studies
- Master of Business Administration
- Master of Financial Services
- Master of Science in Administration

Admission Requirements

In addition to the admission requirements for graduate study, a candidate for a Master of Business Administration, Master of Financial Services, or a Master of Science in Administration will comply with the following requirements:

1. A Bachelor's degree from an accredited institution in any major.
2. A cumulative undergraduate grade point average of 3.00 or higher.
3. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula: $GPA \times 200 + GMAT = 1000$. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related management experience may be admitted without a GMAT score.
4. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 600 (paper based)/250 (computer-based)/100 (internet-based), having taken the test within the past year or demonstrate proficiency in the use of the English language.

Note: All graduate admission documents are to be sent to the Graduate Studies Office.

Provisional Admission

An applicant with a combined GPA/GMAT score of less than 1000 may be admitted provisionally. A student accepted provisionally will be admitted to regular status upon the completion of 12 credit hours with a minimum GPA of 3.00. Students are not permitted to repeat courses in order to satisfy this requirement. Students who do not satisfy this requirement will not be permitted to continue in the program.

Admission to the Programs

Full-time students may be admitted into the program during the fall semester. Part-time students may enter the program at the beginning of any semester. (Fall, Winter, Summer)

Time Limits

The programs are structured to meet the needs of the part-time as well as the full-time student. Normal progress through the programs for the full-time student will be four courses per semester. Normal progress for part-time students will be one or more courses per semester. The time allowed from enrollment to the graduate program to the conferring of the Master of Business Administration degree may not exceed five years. Application for an extension will be considered on an individual basis.

Residence

The last 30 semester hours (24 hours for the MFS) must be taken through the Southern Adventist University School of Business and Management.

Progression

1. A maximum of six semester hours with a minimum grade of B may be transferred into the program to satisfy graduation requirements provided they are equivalent to course requirements.
2. A course may be repeated one time for the purpose of improving the GPA. A maximum of two courses may be repeated.

Second Emphasis

Each emphasis must include a minimum of 12 hours that do not overlap with any other emphasis.

Criterion Lab Fee

Because effective writing is essential for managers, emphasis is placed on the writing component throughout the graduate business programs. Each student will be charged lab fee 1 in all core graduate classes as listed in the *Catalog* for the use of the Criterion writing website. This website provides a way for students to check their written assignments for basic writing errors as required by professors.

Graduation Requirements

A candidate must:

1. Complete an application to graduate, which must be filed with the Records and Advisement Office two months prior to the anticipated graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below a C will not be counted for credit toward the master's degree.

Master of Business Administration

The Master of Business Administration program consists of 36 hours of courses. The regular schedule is a three semester regimen of four courses each.

The emphases in the MBA are:

- Accounting
- Church and Nonprofit Leadership
- Healthcare Administration (SAU Campus, Online)

30 School of Business and Management

- Management (SAU Campus, Online, Chattanooga)
- Marketing Management

Applicants without undergraduate accounting and finance courses will be required to complete prerequisite accounting and finance courses (see Admission Requirements).

Courses for the Master of Business Administration

Emphasis in ACCOUNTING		Credit
ACCT 507, 508*	Intermediate Accounting or equivalent	6
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
ACCT	Accounting Electives	12
Total		*36-45

Emphasis in CHURCH AND NONPROFIT LEADERSHIP		
ACCT 505*	Financial Accounting	3
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
NPLD	Church and Nonprofit Electives	6
Total		*36-42

Emphasis in HEALTHCARE ADMINISTRATION (available online)		
ACCT 505*	Financial Accounting	3
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3

*Required for students who have not taken undergraduate equivalents.

BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
HADM	Healthcare Administration Electives	6

Total ***36-42**

Emphasis in MANAGEMENT (available online)

ACCT 505*	Financial Accounting	3
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
BEXM	Management Electives	6

Total ***36-42**

Emphasis in MARKETING MANAGEMENT

ACCT 505*	Financial Accounting	3
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
BMKT	Marketing Management Electives	6

Total ***36-42**

**Required for students who have not taken undergraduate equivalents.*

Master of Financial Services

The Master of Financial Services is designed to meet the needs of three distinct groups of applicants: (1) applicants who have completed an undergraduate degree in accounting, (2) applicants who have completed an undergraduate degree in finance, (3) students pursuing a dual BBA-FS/MFS degree. Graduate admission requirements for each group is listed below.

Applicants without an accounting or finance undergraduate degree will be required to complete prerequisite accounting and finance courses (see Admission Requirements).

Admission Requirements

In addition to the admission requirements for graduate study and SBM admissions requirements, a candidate for a Master of Financial Services will comply with the following requirement:

A Bachelor's degree from an accredited institution in accounting, finance, or financial services. Applicants with a bachelor's degree in another area are required to add ACCT 505, ACCT 507, ACCT 508, and FNCE 505 to their programs unless they can show credit for such courses at the undergraduate level.

Note: All graduate admission documents are to be sent to the Graduate Studies Office.

Admission Requirements for Dual BBA-FS/MFS Degree Applicants (five-year program)

1. A cumulative grade point average (GPA) of 3.00 or higher.
2. Successful completion of the following undergraduate courses:
 - ACCT 311, 312 (Intermediate Accounting I, II)
 - BUAD 221 (Business Statistics)
 - ECON 224, 225 (Macro/Micro Economics)
 - FNCE 315 (Business Finance)
 - MATH 120 (Precalculus Algebra)

Courses for the Master of Financial Services

The program consists of 30 hours of courses.

Core Courses	Credit
ACCT 507, 508* Intermediate Financial Accounting I, II	6
FNCE 505* Principles of Finance	3
ACCT 510 Accounting for Control and Decision Making	3
BUAD 505 Management in a Changing World	3
BUAD 562 Integrating Faith and Business	3
FNCE 510 Financial Management	3
ACCT 564/ Financial Statement Analysis	3
FNCE 564	
Core Subtotal	*15-24

Electives	Credit
Select five (5) electives from the following:	
ACCT 520 Accounting Theory	3
ACCT 530 Controllership	3
ACCT 550 Advanced Accounting	3
ACCT 552 Auditing	3
ACCT 556 Federal Taxation	3
ACCT 557 Advanced Federal Taxation	3
ACCT 558 Federal Tax Problems/Research	3
ACCT 585 Contemporary Issues of Professional Practice	3
ACCT 587 Accounting and Reporting in the SEC Environment	3
BHRM 510 Human Resource Management	3
BUAD 530 Organizational Behavior	3
FNCE 520 Finance Theory	3
FNCE 525 International Finance	3
FNCE 545 Mergers and Acquisitions	3
FNCE 552 Money and Banking	3
FNCE 555 Fundamentals of Investments	3
FNCE 561 Portfolio Management	3
FNCE 585 Contemporary Issues in Finance	3
Subtotal	15
Total	*30/39

**Required for students who have not taken undergraduate equivalents.*

Master of Science in Administration

The Master of Science in Administration degree is designed for students with a non-business undergraduate background or who desire further preparation in leadership. Students with an undergraduate degree from an accredited four-year institution may be accepted in the program without further prerequisites upon compliance with the admission requirements for graduate study.

The emphases in the MSA are:

- Church Administration
- Outdoor Education

Admission Requirements

In addition to the admission requirements for graduate study, a candidate for a Master of Science in Administration will comply with the following requirement:

In some instances a Graduate Management Admissions Test (GMAT) taken within the past five years may be required. In such situations students will be admitted based on the following formula: $GPA \times 200 + GMAT = 1000$.

Note: All graduate admission documents are to be sent to the Graduate Studies Office.

Admission to the Program

The program is designed for part-time students. Part-time students may enter the program at the beginning of any semester based on when courses are offered.

Courses for the Master of Science in Administration

The program consists of 36 hours of courses including eight courses (24 hours) in the business area and the emphasis of four courses (12 hours) in the professional area. Select one of the areas of emphasis either in Church Administration or Outdoor Education.

The Business Courses are as follows:

Courses	Credit
ACCT 505* Financial Accounting	3
BHRM 510 Human Resource Management	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 562 Integrating Faith and Business	3
NPLD 530 Strategic Management in Nonprofit Organizations	3
MBA (ACCT, BUAD, BEXM, BHRM, BMKT, FNCE (HADM, NPLD) Electives	3
Business Courses Subtotal	*24-27

Emphasis in CHURCH ADMINISTRATION

The following courses are required:

RELP 513 Effective Church Leadership	3
RELT 581 Biblical Ethics and Contemporary Society	3
Select six (6) hours from the course offerings in the School of Religion.	6

Subtotal

Total ***36-39**

Emphasis in OUTDOOR EDUCATION

Choose one of the following course combinations:

EDOE 503/504 Principles and Concepts of Outdoor Education/Field Exp	
EDOE 523/524 Leadership in Outdoor Education/Field Experience	
EDOE 533/534 Developing Outdoor Teaching Sites/Field Experience	

Subtotal **3**

Select nine (9) hours from the elective course offerings in EDOE from the School of Education and Psychology

Subtotal **9**

Business Courses Subtotal ***24-27**

Total ***36-39**

**Required for students who have not taken undergraduate equivalents.*

School of Education and Psychology

Dean: Denise Dunzweiler

Faculty: Krystal Bishop, Charles D. Burks, Myrna Colón, Robert Coombs, Alberto dos Santos, Denise Dunzweiler, Ileana Freeman-Gutierrez, Carleton L. Swafford, John Wesley Taylor V, Ruth WilliamsMorris

Adjunct Faculty: Jean Lomino

Mission Statement

The mission of the School of Education and Psychology at Southern Adventist University is to prepare students at both undergraduate and graduate levels who can function effectively in a culturally pluralistic society and who are dedicated to assisting individuals in reaching their maximum potential in service to God and humanity.

Degrees Offered

The School of Education and Psychology offers a Master of Science degree with two emphases in Counseling and a Master of Science in Education degree with five emphases.

The emphases in Counseling are:

- Professional Counseling
- School Counseling

The emphases in Education are:

- Curriculum and Instruction
- Educational Administration and Supervision
- Inclusive Education (available online)
- Literacy Education
- Outdoor Teacher Education (available online)

Online Programs

The Master of Science in Education is available online in the following emphases: Outdoor Teacher Education and Inclusive Education. For course availability and more information you may visit <http://online.southern.edu> or contact the Southern Online office at 423.236.2087.

Master of Science

Professional Counseling and School Counseling

Objectives

1. Provide students with a thorough and comprehensive knowledge base in those areas of the social/behavioral sciences applicable to the profession of counseling. This includes emphasis on the multidimensional personal, familial, and societal issues that affect development throughout the human lifespan.

36 School of Education and Psychology

2. Aid students in the acquisition of counseling and related skills, such as individual counseling, couples and family counseling, supervision of counseling activities, testing, consulting, group work, interviewing, diagnosis, and assessment.
3. Provide students with knowledge of the organization and administration of human service agencies or education institutions, as well as clarity regarding the role of the professional counselor in these settings.
4. Educate students regarding research and evaluation tools relevant to the delivery of helping services in various settings.
5. Introduce students to the wide scope of diverse populations they will encounter in their work settings, and aid them in developing sensitivity to difference and the skills to address differences appropriately.

Prerequisites for Admission

In addition to the admission requirements for graduate study, a candidate for the Master of Science program with emphases in Professional Counseling or School Counseling must comply with the requirements listed below. Students who wish to enroll prior to completing all prerequisites for regular admission may be granted non-degree student status. Students who have not met all requirements for regular admission upon completion of 9 semester hours will be prohibited from registering for additional credits until all requirements are satisfactorily completed.

1. Academic records are examined to determine whether the applicant has established a firm basis for graduate work in the proposed field of study. The completion of a minimum of nine upper division semester hours in psychology or behavioral sciences on the undergraduate level or on the graduate level, including one class in research and/or statistics, is required.
2. The absence of any felony or pending prosecution for felony. (Completion of form verifying such and background check are required).
3. Three letters of recommendation, including one academic and one professional, from recent sources, are required. Letters are required and additional recommendation forms (to be attached to letters) are available from the Graduate Studies Office.
4. An interview by counseling area faculty to assess the candidate's values, commitment to multiculturalism, attitudes, and communication skills. This interview will generally be conducted within one month of the student's initial enrollment.
5. Prior to the faculty interview, candidates are asked to complete a written "Statement of Purpose" regarding their motivation for joining the counseling program. Guidelines are available from the School of Education and Psychology.
6. In harmony with accepted academic practice for regular admission status, a minimum of 3.00 grade point average on the undergraduate level or on nine semester hours of graduate credit is required. Students with a grade point average less than 3.00 may be considered for provisional admission on an individual basis. Regular admission status may be granted if the student's GPA averages 3.0 or higher at the end of the first nine graduate semester hours, and all other regular admission requirements have been met.
7. The results of the required Graduate Record Examination (GRE) General Test provide additional evidence of the applicant's aptitude and knowledge. Consideration is given to scholarly promise as well as achievement. The minimum required for

regular admission is a combined verbal and quantitative score of 900. International students whose language of education is not English will be exempt from taking the GRE, but must submit their score on the Test of English as a Foreign Language (TOEFL). A minimum score of 600 on the paper-based test, 250 on the computer-based TOEFL, or 100 on the internet-based TOEFL is required.

- 16 PF (personality test) results on record prior to completion of 9 semester hours of credit.

The School of Education and Psychology reserves the right to revoke admission should a candidate be deemed inappropriate for a counseling degree.

Graduation Requirements

A candidate must:

- Complete an application to graduate, which must be filed with the Records and Advisement Office two months prior to the anticipated graduation date.
- Complete all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below C will not be counted for credit toward the master's degree.
- Pass a written comprehensive examination designed by the faculty.
- Complete a final position paper and/or pass an oral defense of a video case presentation.

Courses for Master of Science in Professional Counseling Emphasis

The program includes 55 semester hours of courses and field practice. Additional semester hours may be required for candidates who need to remove deficiencies or who have particular interests. Candidates who wish to meet the requirements for the state licensure (LPC) exam need a minimum of five (5) additional hours to equal the required sixty (60) hours.

The REQUIRED courses are as follows:

Courses		Credit
COUN 510	Advanced Lifespan Development	3
COUN 514	Drugs and Addictions	3
COUN 516	Career Counseling	3
COUN 520	Principles of Counseling	3
COUN 521	Psychopathology	3
COUN 526	Ethics and Legal Aspects of Counseling	2
COUN 530	Assessment and Appraisal	3
COUN 553	Group Therapy and Procedures	3
COUN 556	Theories and Techniques of Psychotherapy	3
COUN 561	Multicultural Issues in Counseling	3
COUN 570	Counseling in Community Agencies	3
COUN 575	Administration of Counseling Services	3
COUN 582	Clinical Practicum I	1
COUN 583	Clinical Practicum II: Professional Counseling	2
COUN 584	Clinical Internship: Professional Counseling	6
COUN 587	Statistics	2
COUN 590	Marriage and Family Therapy I	3

38 School of Education and Psychology

COUN 593	Child and Adolescent Problems and Treatment	3
COUN 598	Research and Program Evaluation	3
Subtotal		55

Electives

To be eligible for state LPC licensure, candidates *must select an additional five (5) hours from the following courses* (courses **in bold** are recommended):

Courses		Credit
COUN 551*	Psychology of the Exceptional Child	3
COUN 558	Crisis Counseling	2
COUN 565	Topics in Counseling	1-3
COUN 591	Marriage and Family Therapy II	3
COUN 595	Independent Study	1-3
Subtotal		5
Total		60

*COUN 551 is offered in summer only

NOTE: Availability of courses may vary

Courses for Master of Science in School Counseling Emphasis

The Master of Science degree in School Counseling is approved by the Tennessee State Board of Education. This program includes 51 semester hours of courses and field practice. Additional semester hours may be required of candidates who need to remove deficiencies or who have particular interests. Because of the State of Tennessee certification requirements, school counseling candidates without prior teaching experience will need to participate in a semester long orientation experience, including observation of, participation in, and analysis of classroom teaching in a school setting as an early part of their academic program. Candidates who wish to meet the requirements for School Counselor certification in Tennessee must complete their degree and pass the designated PRAXIS II exam.

The **REQUIRED** courses are as follows:

Courses		Credit
EDUC 541	Principles of Counseling	3
COUN 503	Foundations of School Counseling	3
COUN 510	Advanced Lifespan Development	3
COUN 514	Drugs and Addictions	3
COUN 516	Career Counseling	3
COUN 526	Ethics and Legal Aspects of Counseling	2
COUN 528	Learning and School Counseling Interventions	3
COUN 530	Assessment and Appraisal	3
COUN 553	Group Therapy and Procedures	3
COUN 556	Theories and Techniques of Psychotherapy	3
COUN 558	Crisis Counseling	2
COUN 561	Multicultural Issues in Counseling	3
COUN 577	Administration of School Counseling Services	3
COUN 582	Clinical Practicum I	1

COUN 583	Clinical Practicum II: School Counseling	2
COUN 584	Clinical Internship: School Counseling	6
COUN 587	Statistics	2
COUN 598	Research and Program Evaluation	3
Total		51

Master of Science in Education

Objectives

The goal of the Master of Science in Education program is to facilitate the comprehensive development of educators as servant leaders in their communities.

This goal is realized by providing opportunities for candidates to become effective in the following roles: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision-maker, and (d) a committed professional. These then lay the foundation for professional excellence and constitute the core objectives of the Master of Science in Education program.

Prerequisites for Admission

The School of Education and Psychology has received preliminary approval from the Tennessee State Board of Education to offer TN State Administrator licensure (Endorsement, Beginning Administrator PreK-12). To be eligible for this licensure, M.S.Ed. students must complete additional admission, program, and graduation requirements, shown in italics.

In addition to the admission requirements for graduate study, a candidate for the Master of Science program in Education will comply with the following requirements:

1. In harmony with accepted academic practice for regular admission status, a minimum of 3.0 grade point average on the undergraduate level or 3.0 average on 12 semester hours of graduate credit is required. Students with a grade point average of less than 3.0 may be considered for provisional admission on an individual basis.
2. Academic records are examined to determine whether the applicant has established a firm basis for graduate work in the proposed field of study. Completion of a minimum of nine semester credits in education courses is required. Generally, candidates who have graduated from undergraduate education programs easily fulfill this requirement. Candidates for the Master of Science in Education with an Outdoor Education emphasis are exempt from this requirement.
3. The results of the required Graduate Record Examination (GRE) General Test provide additional evidence of the applicant's aptitude and knowledge. The minimum required for regular admission is a combined verbal and quantitative score of 900. International students whose language of education is not English will be exempt from taking the Graduate Record Exam, but must submit their score on the Test Of English as a Foreign Language (TOEFL). A minimum score of 600 on the paper-based test, 250 on the computer-based TOEFL, or 100 on the internet-based test is required.
4. Two professional recommendations. Forms are provided. For Administrator licensure candidates, these will be used to assess leadership potential.

40 School of Education and Psychology

5. An interview by education area faculty to assess the candidate's values, professional commitment, attitudes, and communication skills. *For Administrator licensure candidates, one or more practicing education administrators will assist with conducting the interview.*
6. Prior to the faculty interview, candidates are asked to complete a written "Statement of Purpose" regarding their motivation for choosing their emphasis area and what they hope to gain from their M.S.Ed. program. Guidelines are available from the School of Education and Psychology.
7. For Administrator licensure candidates **only**: *Two years successful teaching experience in a public school or non-public school, preK-12, that is approved by a recognized accrediting agency or approved by a state department of education; an institution of higher education approved by a regional accrediting association; U.S. Government teaching programs; teacher exchange programs; and teaching in the armed forces of the United States. Graduate students desiring recommendation by the School of Education and Psychology for the Beginning Administrator License must submit a completed and signed Experience Verification form.*

Progression

In order to progress beyond 24 semester hours, a candidate must:

1. Maintain a minimum graduate grade point average of 3.00.
2. Obtain a Graduate Adviser Recommendation form (available from the School of Education and Psychology) from their area coordinator.
3. Submit a Graduate Candidacy Self-Assessment form (available from the School of Education and Psychology).
4. Complete a graduate research proposal (as part of EDUC 592, Educational Research course).

Graduation Requirements

A candidate must:

1. Complete an application to graduate, which must be filed with the Records and Advisement Office two months prior to the anticipated graduation date.
2. Completion of the program with a minimum GPA of 3.00 and no more than two courses with C grades (one C grade for students initially admitted provisionally).
3. Pass a written comprehensive examination designed by the faculty or present a cumulative portfolio (available only to Outdoor Education emphasis) or complete a professional project (available only to Literacy Education emphasis).
4. For Administrator licensure candidates **only**: Successful completion of the Praxis Series Specialty Test: School Leadership Licensure Assessment (SLLA, ETS code 11010). Note: Currently, successful completion requires a minimum score of 156.

Courses for the Master of Science in Education

One of the following emphases is to be selected:

Emphasis in CURRICULUM AND INSTRUCTION

The **REQUIRED** courses are required as follows:

Courses	Credit
EDCI 545 Foundations of Curriculum Development	3
EDCI 546 Improving Instruction	3
EDCI 560 Curriculum Design	3
EDCI 570 Educational Assessment	3
EDCI 580 Field Work OR	2
EDCI 582 Master's Practicum*	
EDIE 502 Inclusive Education: History and Foundations	3
EDUC 531 Technology and the Educator	3
EDUC 587 Statistics	2
EDUC 592 Educational Research	3

Subtotal **25**

Select three (3) hours from the following courses:

EDAD 545 Supervision of Instruction*	3
EDCI 565 Seminar: Trends in Education	3
EDCI 595 Independent Study in Curriculum and Instruction	1-3
EDUC 577 Reading Assessment and Remediation	3
EDUC 599 Master's Research Project	3

Subtotal **3**

Select eight (8) hours of electives from EDAD, EDCI, EDIE, EDLE, EDOE or EDUC. At least six (6) hours must be from an area other than EDCI.

OR

For Beginning Administrator licensure candidates **only**:*

EDAD 524 Foundations of Educational Administration	3
EDAD 570 Personnel Administration	3
EDAD 574 Legal Aspects of Education	3
EDAD 579 School Finance	3

Subtotal **8**

Total ***36-40**

**Required for TN Beginning Administrator License*

NOTE: Availability of courses varies from year to year.

Emphasis in EDUCATIONAL ADMINISTRATION & SUPERVISION

The **REQUIRED** courses are as follows:

Courses	Credit
EDAD 524 Foundations of Educational Administration	3
EDAD 545 Supervision of Instruction	3
EDAD 570 Personnel Administration	3
EDAD 574 Legal Aspects of Education	3

42 School of Education and Psychology

EDAD 579	School Finance	3
EDCI 545	Foundations of Curriculum Development	3
EDUC 531	Technology and the Educator	3
EDUC 587	Statistics	2
EDUC 592	Educational Research	3

Subtotal **26**

Select two to three (2-3) hours from the following courses:

EDAD 575	Internship in Administration	1-2
EDAD 576	School Public Relations	2
EDAD 578	Educational Facilities Planning	1
EDAD 582	Master's Practicum*	2
EDAD 595	Independent Study in Educational Administration	1-3
EDUC 599	Master's Research Project	3

Subtotal **2-3**

Select eight (8) hours of electives from EDAD, EDCl, EDIE, EDLE, EDOE, or EDUC. At least six (6) hours must be from an area other than EDAD.

Subtotal **8**

Total **36-37**

Emphasis in INCLUSIVE EDUCATION (Special Needs in the Regular Classroom)

The REQUIRED courses are as follows:

Courses		Credit
EDIE 502	Inclusive Education: History and Foundations	3
EDIE 531	Behavior Management of Exceptional Individuals	3
EDIE 541	Assessment of Exceptional Individuals	3
EDIE 557	Leadership in Inclusive Education	3
EDIE 567	Curriculum and Strategies for Children with Learning Differences	3
EDIE 580	Field Work OR	2
EDIE 582	Master's Practicum*	
EDUC 531	Technology and the Educator	3
EDUC 587	Statistics	2
EDUC 592	Educational Research	3

Subtotal **25**

Select two to three (2-3) hours from the following courses:

EDAD 545	Supervision of Instruction*	3
EDIE 512	Counseling and Psychology of Exceptional Individuals and Their Families	3
EDIE 595	Independent Study in Inclusive Education	1-3
EDUC 577	Reading Assessment and Remediation	3
EDUC 599	Master's Research Project	3

Subtotal **2-3**

Select eight to nine (8-9) hours of electives from EDAD, EDCI, EDIE, EDLE, EDOE, or EDUC. At least six (6) hours must be from an area other than EDIE.

OR

For Beginning Administrator licensure candidates **only**.*

EDAD 524	Foundations of Educational Administration	3
EDAD 570	Personnel Administration	3
EDAD 574	Legal Aspects of Education	3
EDAD 579	School Finance	3

Subtotal **8-9**

Total ***36-40**

*Required for TN Beginning Administrator License

NOTE: Availability of courses varies from year to year.

Emphasis in LITERACY EDUCATION

The **REQUIRED** courses are as follows:

Courses		Credit
EDLE 527	Implementing Reading Workshop	3
EDLE 537	Implementing Writing Workshop	3
EDLE 565	Critical Thinking in Content Literacy	3
EDLE 567	Literacy Instruction in Primary Classrooms	3
EDLE 580	Literacy Internship	2
EDLE 585	Professional Applications in Literacy	2
EDUC 531	Technology and the Educator	3
EDUC 577	Reading Assessment and Remediation	3
EDUC 587	Statistics	2
EDUC 592	Educational Research	3
Subtotal		27

Select nine (9) hours of electives from EDAD, EDCI, EDIE, EDLE, EDOE, or EDUC. At least six (6) hours must be from an area other than EDLE.

OR

For Beginning Administrator licensure candidates **only**.*

EDAD 524	Foundations of Educational Administration	3
EDAD 545	Supervision of Instruction	3
EDAD 570	Personnel Administration	3
EDAD 574	Legal Aspects of Education	3
EDAD 579	School Finance	3
EDLE 582	Master's Practicum	2

Subtotal **9**

Total ***36-44**

*Required for TN Beginning Administrator License

Note: Availability of courses varies from year to year.

Emphasis in OUTDOOR TEACHER EDUCATION

This program is designed for classroom teachers, outdoor professionals, youth workers or anyone who wants to use more effectively God’s book of nature in teaching and outdoor programming. Generally, the classes and field experiences involve examining, evaluating, developing, and implementing outdoor education programs. Activities, such as canoeing, kayaking, backpacking, and rock climbing, are included as part of many of the courses, but are not the primary focus. Students can complete their coursework in three to four semesters, and may choose from two attendance options. Candidates applying to the Outdoor Teacher Education program must submit to a criminal background check, in addition to completing all other requirements for admission (see pp.12-13).

Option 1: The Outdoor Professional Intensives

These intensive sessions are designed for outdoor professionals (camp directors, naturalists, etc.) who need to continue working while enrolled in classes. To accommodate the work schedules of such professionals, each semester requires attendance of a ten-day intensive, with additional projects and/or assignments to be completed individually in an outdoor setting after the session. Participation in these intensive sessions represents a commitment to the outdoor education field and is an opportunity for students to test their skills, knowledge, desires, and career goals while sharing topics of discussion and interest with the instructors and each other. Students in this attendance option must be employed or have access to an outdoor facility in order to complete field experiences required.

Option 2: The Classroom Teacher Summer Field School

The summer field school attendance option is designed for K-12 teachers who would like to use outdoor laboratories to enrich the classroom curriculum. Typically the student will attend three consecutive eight-week summer field school sessions in order to complete the degree. Some students may elect to do Independent Study or Internship as part of their coursework. Independent Study allows the teacher to develop outdoor units of study within their classrooms. Internships allow the teacher to network with outdoor professionals in their home community. Resources used for Internships typically include nature centers, parks, zoos, aquariums, museums, and government agencies offering outdoor education programming for teachers and schools. All students attending the summer field school should come prepared with outdoor appropriate clothing and basic camping gear. Suggested schedules for Summer Field School and a list of items typically required for classes are available from the School of Education and Psychology.

The REQUIRED courses are as follows:

Courses		Credit
EDOE 538	Technology in Outdoor Education	2
EDOE 543	Environmental Ministries for Teachers and Youth Leaders	2
EDOE 593	Adventure-based Counseling	2
EDUC 592	Educational Research	3
Subtotal		9
Select twelve (12) hours from the following courses:		
EDOE 503	Principles and Concepts of Outdoor Education	2
EDOE 504	Field Experience in Principles and Concepts of Outdoor Educ	1
EDOE 513	Nature Study	2

EDOE 514	Field Experience in Nature Study	1
EDOE 523	Leadership in Outdoor Education	2
EDOE 524	Field Experience in Leadership in Outdoor Education	1
EDOE 533	Developing Outdoor Teaching Sites	2
EDOE 534	Field Experience in Developing Outdoor Teaching Sites	1
EDOE 535	Outdoor Therapy: Design and Procedures	2
EDOE 536	Field Experience: Outdoor Therapy	1
Subtotal		12

Electives

Select thirteen (13) hours from any Master's-level Business, Counseling, or Education courses (must have pre-approval of Outdoor Education adviser).

Eight (8) hours must be EDOE courses. Candidates seeking TN Beginning Administrator licensure must complete the following:

Courses		Credit
EDAD 524	Foundations of Educational Administration	3
EDAD 545	Supervision of Instruction	3
EDAD 570	Personnel Administration	3
EDAD 574	Legal Aspects of Education	3
EDAD 579	School Finance	3
EDOE 582	Master's Practicum	2
Subtotal		13

Total ***34-45**

**Required for TN Beginning Administrator License*

Note: EDUC 599 Master's Research project is recommended

Note: A Master of Science in Administration (MSA) with an Outdoor Education emphasis is available through the School of Business and Management (see p. 34)

Suggested Schedules for OUTDOOR PROFESSIONAL INTENSIVES

Winter Outdoor Site Development Intensive (even years)

EDOE 513	Nature Study	2
EDOE 514	Field Experience: Nature Study	1
EDOE 528	Interpretation of Natural and Historical Resources	2
EDOE 533	Developing Outdoor Teaching Sites	2
EDOE 534	Field Experience: Developing Outdoor Teaching Sites	1
EDUC 592	Educational Research	3

Winter Outdoor Perspective Intensive (odd years)

EDOE 503	Principles and Concepts of Outdoor Education	2
EDOE 504	Field Experience: Principles and Concepts of Outdoor Education	1
EDOE 538	Technology in Outdoor Education	2
EDOE 539	Outdoor Recreation	1-2
EDOE 593	Adventure-based Counseling	2

46 School of Education and Psychology

Fall Outdoor Leadership Intensive

EDOE 523	Leadership in Outdoor Education	2
EDOE 524	Field Experience: Leadership in Outdoor Education	1
EDOE 543	Environmental Ministries for Teachers and Youth Leaders	2
EDOE 563	Wilderness Stewardship	2
EDOE 565	Nature Journaling	1-2

School of Nursing

Dean: Barbara James

Graduate Program Coordinator: Holly Gadd

Faculty: Desiree Batson, Holly Gadd, Barbara James

Mission Statement

The mission of the School of Nursing is to provide a Christian learning environment that values academic excellence and fosters personal and professional growth to meet the diverse needs of individuals, families, and communities.

The School of Nursing's graduate program is designed to provide opportunities for advanced practice and upward mobility within healthcare. The purpose of the graduate program is to provide an SDA Christian graduate nursing education for individuals who desire to serve the Seventh-day Adventist world church and local communities in advanced nursing roles.

Degrees Offered

The School of Nursing offers a Master of Science in Nursing with the following emphases:

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

The School of Nursing in collaboration with the School of Business and Management offers a dual degree:

- Master of Science in Nursing/Master of Business Administration (MSN/MBA)—
[MBA component available online]

The School of Nursing offers an accelerated RN to MSN program for Registered Nurses with an Associate Degree or Diploma in nursing. The emphases include:

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
- Master of Science in Nursing/Master of Business Administration (MSN/MBA)—
[MBA component available online]

The School of Nursing offers post-Master's certificate programs with the following emphases:

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

Master of Science in Nursing

MSN Admission Requirements

1. Completed graduate application.
2. A baccalaureate degree with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is recommended for nurse practitioner students.
4. Three hours in statistics.
5. An undergraduate GPA of 3.00 or better. If the candidate has previously taken 12 or more graduate credits from another college or university, the graduate GPA may be substituted for the undergraduate GPA.
6. Applicants with less than a 3.00 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
7. Personal interview and two professional references.
8. One year of nursing experience after graduation or recommendations from nursing faculty.
9. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.

Admission to the Program

Full or part-time students may be admitted to the program during the fall or winter semesters. Admission in the winter semester reduces the number of hours taken each semester and extends the length of the full time program by one semester.

Application Process

1. Submit completed SAU nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to July 1 for fall admission, and by November 1 for winter admission. Priority is given to early applicants and applicants with current nursing work experience. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunization, and Health Care Provider CPR certification to School of Nursing MSN Enrollment Counselor.
4. A criminal background check is required of all students. Background checks are facilitated by the School of Nursing MSN Enrollment Counselor and the Office of Human Resources and are charged to the student account upon enrollment.

Time Limits

The program is arranged to meet the needs of part-time and full-time students. Normal progression through the program for the full-time student requires registration for 9 to 12

hours per semester and takes four regular semesters. Those beginning in a winter semester can expect to take five regular semesters to complete. Normal progression for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment in the program to conferring of the MSN degree may not exceed five years. Application for an extension will be considered on an individual basis.

Progression

Progression in the program may be inhibited by a variety of circumstances. Adverse criminal background information is subject to faculty review and may affect progression.

Student academic standing is monitored regularly for incomplete, in-progress, or unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. A student must withdraw from pre-registered courses if transcript record shows two or more incomplete or in-progress grades from the previous semester.

Residence

The last 30 semester hours must be taken through the Southern Adventist University School of Nursing. Seventy-five percent of program requirements must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing.

MSN Graduation Requirements

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below C will not be counted for credit toward the master's degree. Students initially granted provisional admission are limited to one C grade.
3. Successful completion of NRS 598 with a minimum of four credit hours or NRS 596 with a minimum of three hours.

Courses for the Master of Science in Nursing

The CORE courses are as follows:

Courses		Credit
NRS 515	Theoretical Concepts of Nursing	2
NRS 520	Health Promotion Across the Lifespan	3
NRS 527	Nursing Research: Foundations of Evidence-based Practice	4
NRS 531	Research Seminar	1
NRS 541	Health Care Policy	2
NRS 596	Nursing Project OR	3
NRS 598	Thesis	4
Core Subtotal		15-16

One of the following emphases is to be selected**Emphasis in ADULT NURSE PRACTITIONER*****Objectives**

The Adult Nurse Practitioner program will prepare graduate nurses who:

1. Provide advanced nursing care for adults, families, and communities.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote holistic Christ-centered care for adults, families, and communities.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence health care policy and the future direction of nursing.

Courses

	Credit	
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 563	Primary Care Role Development	3
NRSG 566	Practicum: Primary Care of Adults II	4

Subtotal**26****Core Subtotal****15-16****Total****41-42**

**Successful completion of the program satisfies eligibility requirements for certification examination.*

Emphasis in FAMILY NURSE PRACTITIONER***Objectives**

The Family Nurse Practitioner program will prepare graduate nurses who:

1. Provide advanced nursing care for infants, children, adolescents, adults, families, and communities.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote holistic Christ-centered care for infants, children, adolescents, adults, families, and communities.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence health care policy and the future direction of nursing.

Courses

	Credit	
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 563	Primary Care Role Development	3
NRSG 570	Primary Care of Children	3

NRS 571	Practicum: Primary Care of Families I**	5
NRS 573	Practicum: Primary Care of Families II**	5
Subtotal		31
Core Subtotal		15-16
Total		46-47

*Successful completion of the program satisfies eligibility requirements for certification examination.

**Substitution of NRS 562, Practicum: Primary Care of Adults I, NRS 566 Practicum: Primary Care of Adults II plus NRS 572, Practicum: Primary Care of Children may be made.

Emphasis in NURSE EDUCATOR

Objectives

The Nurse Educator program will prepare graduates who will:

1. Demonstrate competency in curriculum development, classroom, and clinical education, evaluation, and use of instructional technology.
2. Demonstrate expertise in a defined area of clinical interest.
3. Utilize the process of scientific inquiry to validate and refine knowledge.
4. Implement wholistic, Christ-centered education for students.
5. Influence healthcare policy and the future direction of nursing.

(See the School of Education and Psychology for EDUC course descriptions)

Courses		Credit
EDUC 520	Theories of Learning	2
EDUC 531	Technology and the Educator	3
NRS 550	Advanced Pathophysiology	3
NRS 556	Family and Community Systems	3
NRS 576	Assessment for Advanced Practice	2
NRS 581	Nursing Curriculum Design	3
NRS 583	Classroom Instruction and Evaluation	3
NRS 585	Educator Role Practicum: Area of Clinical Emphasis	3
NRS 591	Practicum: Area of Clinical Emphasis	2
Subtotal		24
Core Subtotal		15-16
Total		39-40

Master of Science in Nursing/Master of Business Administration

Objectives

Graduates of the MSN/MBA program will:

1. Demonstrate interdisciplinary expertise in nursing, business, and healthcare administration.
2. Develop a wholistic Christ-centered nursing and business philosophy related to the dynamic healthcare arena.

52 School of Nursing

3. Acquire a balance of nursing, administrative and business skills for service in positions of leadership and management.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

Prerequisites for Admission

The Master of Science in Nursing/Master of Business Administration (MSN/MBA) is designed for students with a baccalaureate degree in nursing and ability to demonstrate competency in healthcare management. Individuals with minimal or no business/management background may be required to demonstrate basic knowledge and/or skills in these areas.

MSN/MBA Admission Requirements

1. Submit completed SAU nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to July 1 for fall admission, and by November 1 for winter admission.
2. A baccalaureate degree with a major in nursing from a college or university with an accredited nursing program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee.
4. Three hours in statistics, equivalent to MATH 215.
5. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula: $GPA \times 200 + GMAT = 1000$. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related experience may be admitted without a GMAT score.
6. One year of nursing experience after graduation or recommendations from nursing faculty.
7. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.
8. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.
9. A criminal background check is required of all students. Background checks are facilitated by the School of Nursing MSN Enrollment Counselor and the Office of Human Resources and are charged to the student account upon enrollment.

Provisional Admission

An applicant with a combined GPA/GMAT score of less than 1000 may be admitted provisionally. A student accepted provisionally will be admitted to regular status upon the completion of 12 credit hours with a minimum GPA of 3.00. Students are not permitted to repeat courses in order to satisfy this requirement. Students who do not satisfy this requirement will not be permitted to continue in the program.

Admission to the Dual-degree Program

Full-time or part-time students may be admitted to the MBA program during the fall, winter, or summer semesters and the MSN courses for the fall or winter semesters. Fall applications must be made by July 1 and winter applications by November 1. Students may choose to take the MSN core courses and MBA courses at the same time or complete one program of study prior to entering the other.

Time Limits

The programs are structured to meet the needs of part-time and full-time students. Normal progression through the dual-degree program for the full-time student requires registration for a minimum of 9 to 12 hours per semester. Normal progression for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment in the dual-degree program to conferring of the MSN/MBA degrees may not exceed six years. Application for an extension will be considered on an individual basis.

Progression

Progression in the program may be inhibited by a variety of circumstances. Adverse criminal background information is subject to faculty review and may affect progression.

Student academic standing is monitored regularly for incomplete, in-progress, or unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. A student must withdraw from pre-registered courses if transcript record shows two or more incomplete or in-progress grades from the previous semester.

Residence

The last 30 semester hours must be taken through the Southern Adventist University School of Nursing and/or the School of Business and Management. Seventy-five percent of MSN program requirements must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School.

MSN/MBA Graduation Requirements

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below C will not be counted for credit toward the master's degree. Students initially granted provisional admission are limited to one C grade.

54 School of Nursing

3. Successful completion of NRSG 598 with a minimum of four credit hours or NRSG 596 with a minimum of three hours.

Courses for the Master of Science in Nursing/Master in Business Administration

The Nursing CORE courses are as follows:

Courses		Credit
NRSG 515	Theoretical Concepts of Nursing	2
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 527	Nursing Research: Foundations of Evidence-based Practice	4
NRSG 531	Research Seminar	1
NRSG 541	Health Care Policy	2
NRSG 596	Nursing Project OR	3
NRSG 598	Thesis	4
Core Subtotal		15-16

Emphasis in HEALTH CARE ADMINISTRATION

(See School of Business and Management for course descriptions)

ACCT 505*	Financial Accounting	3
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
NRSG 578	Advanced Nursing Leadership and Role Development	3
HADM	Healthcare Administration Elective	3
Subtotal		36-42
Core Subtotal		15-16

Total **51-58**

**Required for students who have not taken undergraduate equivalents.*

Accelerated RN to Master of Science In Nursing

The accelerated RN to MSN program allows the RN to move more quickly through the nursing requirements toward a professional career goal. In this program there is no BS degree. Instead the student moves through a combination of BS and MSN course work and is awarded only a MSN degree at completion of all MSN requirements. Students choosing not to complete the accelerated RN to MSN program may receive the BS degree in nursing only by completing the regular BS program requirements (see undergraduate catalog).

RN to MSN Admission Requirements

1. Completed graduate application.
2. An Associate degree or diploma with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is recommended for nurse practitioner students.
4. Completion of all Southern Adventist University general education and cognate course requirements for the BS degree with a major in nursing, or an approved plan for concurrent completion of these requirements.
5. A minimum undergraduate GPA of 3.25.
6. Applicants with less than a 3.25 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
7. One year of nursing experience after graduation or recommendations from nursing faculty.
8. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.

Admission to the Program

Full-time or part-time students may be admitted to the program during the fall or winter semesters after completion of BS general education and cognate requirements.

Application Process

1. Submit completed SAU nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to July 1 for fall admission, and by November 1 for winter admission. Priority is given to early applicants and applicants with current nursing work experience. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunization, and Health Care Provider CPR certification to School of Nursing MSN Enrollment Counselor.
4. A criminal background check is required of all students. Background checks are facilitated by the School of Nursing MSN Enrollment Counselor and of Office of Human Resources and are charged to the student account upon enrollment.

Time Limits

The program is arranged to meet the needs of part-time and full-time students. Normal progression through the program for the full-time student requires registration for a minimum of 9 to 12 hours per semester. Normal progression for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment in the program to conferring of the MSN degrees may not exceed five years. Application for an extension will be considered on an individual basis.

Progression

Progression in the program may be inhibited by a variety of circumstances. Adverse criminal background information is subject to faculty review and may affect progression.

Student academic standing is monitored regularly for incomplete, in-progress, or unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. A student must withdraw from pre-registered courses if transcript record shows two or more incomplete or in-progress grades from the previous semester.

Residence

The last 30 semester hours must be taken through Southern Adventist University School of Nursing. Seventy-five percent of MSN program must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School.

Accelerated RN to MSN Graduation Requirements

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework* with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below a C will not be counted for credit toward the master’s degree. Students initially granted provision admission are limited to one C grade.
3. Successful completion of NRS 598 with a minimum of four credit hours or NRS 596 with a minimum of three hours.

**BS level nursing, MSN core, and emphasis courses*

Substitutions for BS to MSN

BS level courses

NRS 316	Applied Statistics for Health Professions	3
NRS 322	Transitions in Professional Nursing	3
NRS 328**	Nursing Assessment	3
	Substitute NRS 554, Advanced Physical Assessment (3 hrs) OR NRS 576, Assessment for Advanced Practice (2 hrs)	
NRS 340	Community Health Nursing	5
NRS 389*	Nursing Pharmacology	3
	Substitute NRS 552, Advanced Pharmacology	
NRS 434**	Pathophysiology	4
	Substitute NRS 550, Advanced Pathophysiology	

NRS 485***	Nursing Leadership and Management	3
	Substitute NRS 578, Advanced Nursing Leadership & Role Development	
NRS 492****	Senior Nursing Practicum	2
	Substitute MSN emphasis course	
NRS 497****	Research Methods in Nursing	3
	Substitute NRS 527, Nursing Research, Foundations of Evidence-based Practice and NRS 531, Research Seminar	
NRS****	Nursing Electives	2
	Substitute MSN emphasis course	
	*Adult Nurse Practitioner and Family Nurse Practitioner emphases only	
	**Adult Nurse Practitioner, Family Nurse Practitioner, and Nurse Educator Emphases only	
	***MSN/MBA only	
	****All emphases (Adult Nurse Practitioner, Family Nurse Practitioner, Nurse Educator, and MSN/MBA)	

Courses for Accelerated RN to Master of Science in Nursing

The Nursing CORE courses are as follows:

Courses		Credit
NRS 515	Theoretical Concepts of Nursing	2
NRS 520	Health Promotion Across the Lifespan	3
NRS 527	Nursing Research: Foundations of Evidence-based Practice	4
NRS 531	Research Seminar	1
NRS 541	Health Care Policy	2
NRS 596	Nursing Project OR	3
NRS 598	Thesis	4
Subtotal		15-16

One of the following emphases is to be selected

Emphasis in ADULT NURSE PRACTITIONER (accelerated option)*

Objectives

The Adult Nurse Practitioner program will prepare graduate nurses who:

1. Provide advanced nursing care for adults, families, and communities.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote holistic Christ-centered care for adults, families, and communities.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence health care policy and the future direction of nursing.

Emphasis courses

BS level nursing courses		Credit
NRSG 316	Applied Statistics for Health Professions	3
NRSG 322	Transitions in Professional Nursing	3
NRSG 340	Community Health	5
NRSG 485	Nursing Leadership and Management	3
Master level nursing courses		
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 563	Primary Care Role Development	3
NRSG 566	Practicum: Primary Care of Adults II	4
Subtotal		40
Core Subtotal		15-16
Total		55-56

(Excluding general education and cognates)

**Successful completion of the program satisfies eligibility requirements for certification examination.*

Emphasis in FAMILY NURSE PRACTITIONER (accelerated option)***Objectives**

The Family Nurse Practitioner program will prepare graduate nurses who:

1. Provide advanced nursing care for infants, children, adolescents, adults, families, and communities.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote holistic Christ-centered care for infants, children, adolescents, adults, families, and communities.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence health care policy and the future direction of nursing.

Emphasis courses

BS level nursing courses		Credit
NRSG 316	Applied Statistics for Health Professions	3
NRSG 322	Transitions in Professional Nursing	3
NRSG 340	Community Health Nursing	5
NRSG 485	Nursing Leadership and Management	3

MSN level courses		Credit
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 563	Primary Care Role Development	3
NRSG 570	Primary Care of Children	3
NRSG 571	Practicum: Primary Care of Families I**	5
NRSG 573	Practicum: Primary Care of Families II**	5
Subtotal		45
Core Subtotal		15-16
Total		60-61

(Excluding general education and cognates)

**Successful completion of the program satisfies eligibility requirements for certification examination.*

***Substitution of NRSG 562, Practicum: Primary Care of Adults I, NRSG 566 Practicum: Primary Care of Adults II plus NRSG 572, Practicum: Primary Care of Children may be made.*

Emphasis in NURSE EDUCATOR (accelerated option)

Objectives

The Nurse Educator program will prepare graduates who will:

1. Demonstrate competency in curriculum development, classroom, and clinical education, evaluation, and use of instructional technology.
2. Demonstrate expertise in a defined area of clinical interest.
3. Utilize the process of scientific inquiry to validate and refine knowledge.
4. Implement wholistic, Christ-centered education for students.
5. Influence health care policy and the future direction of nursing.

Emphasis courses

(See the School of Education and Psychology for EDUC course descriptions)

BS level nursing courses		Credit
NRSG 316	Applied Statistics for Health Professions	3
NRSG 322	Transitions in Professional Nursing	3
NRSG 340	Community Health Nursing	5
NRSG 389	Nursing Pharmacology	3
NRSG 485	Nursing Leadership and Management	3
MSN level courses		
EDUC 520	Theories of Learning	2
EDUC 531	Technology and the Educator	3
NRSG 550	Advanced Pathophysiology	3
NRSG 556	Family and Community Systems	3
NRSG 576	Assessment for Advanced Practice	2
NRSG 581	Nursing Curriculum Design	3
NRSG 583	Classroom Instruction and Evaluation	3

NRS 585	Educator Role Practicum: Area of Clinical Emphasis	3
NRS 591	Practicum: Area of Clinical Emphasis	2
Subtotal		41
Core Subtotal		15-16
Total		56-57

Accelerated RN to Master of Science in Nursing/Master of Business Administration (MBA available online)

Objectives

Graduates of the RN to MSN/MBA program will:

1. Demonstrate interdisciplinary expertise in nursing, business and healthcare administration.
2. Develop a wholistic Christ-centered nursing and business philosophy related to the dynamic healthcare arena.
3. Acquire a balance of nursing, administrative and business skills for service in positions of leadership and management.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

Prerequisites for Admission

The accelerated RN to Master of Science in Nursing/Master of Business Administration (MSN/MBA) is designed for Registered Nurse students with the ability to demonstrate competency in healthcare management. Individuals with minimal or no business/management background may be required to demonstrate basic knowledge and/or skills in these areas. The accelerated RN to MSN/MBA program allows the RN to move more quickly through the nursing requirements toward a professional career goal. In this program there is no BS graduation. Instead the student moves through a combination of BS, MSN and MBA course work and is awarded both the MSN and MBA degrees at completion of all BS and MSN/MBA program requirements. Students choosing not to complete the accelerated RN to MSN/MBA program may receive the BS degree in nursing only by completing the regular BS program requirements (see Undergraduate Catalog).

RN to MSN/MBA Admission Requirements

1. Submit completed SAU nursing graduate application and all required documents for University admissions to the Graduate Studies Office prior to July 1 for fall admission, and by November 1 for winter admission.
2. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.
3. An Associate degree or diploma with a major in nursing from a college or university with an accredited nursing program.
4. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee.

5. Completion of all Southern Adventist University general education and cognate course requirements for the BS degree with a major in nursing, or a plan for concurrent completion of these requirements approved by both the School of Nursing and the School of Business and Management.
6. One year of nursing experience after graduation or recommendations from nursing faculty.
7. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.
8. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.
9. A criminal background check is required of all students. Background checks are facilitated by the School of Nursing MSN Enrollment Counselor and the Office of Human Resources and are charged to the student account upon enrollment.

Admission to the Dual-degree Program

Full-time or part-time students may be admitted to the MBA program during the fall, winter, or summer semesters and to the MSN courses for the fall or winter semesters. Ideally, all BS general education and cognate courses are completed prior to admission and registering for graduate courses. Overlap between final BS courses and MSN core courses may occur. All baccalaureate courses must be completed prior to registering for any MBA courses (except for ACCT 505 and FNCE 505), unless approval for concurrent completion is granted by the School of Business and Management.

Time Limits

The programs are structured to meet the needs of part-time and full-time students. Normal progression through the dual-degree program for the full-time student requires registration for a minimum of 9 to 12 hours per semester. Normal progression for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment in the accelerated dual-degree program to conferring of the MSN/MBA degrees may not exceed six years. Application for an extension will be considered on an individual basis.

Progression

Progression in the program may be inhibited by a variety of circumstances. Adverse criminal background information is subject to faculty review and may affect progression.

Student academic standing is monitored regularly for incomplete, in-progress, or unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. A student must withdraw from pre-registered courses if transcript record shows two or more incomplete or in-progress grades from the previous semester.

Residence

The last 30 semester hours must be taken through the Southern Adventist University School of Nursing and/or the School of Business and Management. Seventy-five percent of MSN program requirements must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School.

MSN/MBA Graduation Requirements

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework* with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below a C will not be counted for credit toward the master’s degree. Students initially granted provision admission are limited to one C grade.
3. Successful completion of NRSG 598 with a minimum of four credit hours or NRSG 596 with a minimum of three hours.

**BS level nursing, MSN core, and emphasis courses*

Courses for Accelerated RN to Master of Science in Nursing/Master of Business Administration (MBA available online)

BS level nursing courses		Credit
NRSG 316	Applied Statistics for Health Professions	3
NRSG 322	Transitions in Professional Nursing	3
NRSG 328	Nursing Assessment	3
NRSG 340	Community Health Nursing	5
NRSG 389	Nursing Pharmacology	3
NRSG 434	Pathophysiology	3
Subtotal		20

The Master of Science in Nursing CORE courses are as follows:

Courses		
NRSG 515	Theoretical Concepts of Nursing	2
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 527	Nursing Research: Foundations of Evidence-based Practice	4
NRSG 531	Research Seminar	1
NRSG 541	Health Care Policy	2
NRSG 596	Nursing Project OR	3
NRSG 598	Thesis	4
Subtotal		15-16

Emphasis in HEALTH CARE ADMINISTRATION

ACCT 505*	Financial Accounting	3
FNCE 505*	Principles of Finance	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 520	Financial Management	3
BUAD 530	Organizational Behavior	3

BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
BUAD 570	Strategic Decision Making	3
BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
NRSNG 578	Advanced Nursing Leadership and Role Development	3
HADM	Healthcare Administration Elective	3
Subtotal		*36-42
BS Subtotal		20
Core Subtotal		15-16
Total		71-77
(Excluding general education and cognates)		(72-78 thesis)

**Required for students who have not taken undergraduate equivalents.*

Post-Master's Certificate Programs

Prerequisites for Admission

1. Completed graduate application.
2. A master's degree with a major in nursing from a recognized college or university with an accredited program.
3. Current license as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is recommended for nurse practitioner students.
4. A graduate GPA of 3.00 or better.
5. Applicants with less than a 3.00 grade point average may be admitted provisionally, but may progress through the program with a maximum of one C grade.
6. Personal interview and two professional references.
7. One year of nursing experience or recommendations from nursing faculty.
8. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.

Admission to the Program

Full or part-time students may be admitted to the program during the fall or winter semesters.

Application Process

1. Submit completed SAU nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to July 1 for fall admission, and by December 1 for winter admission. Priority is given to early applicants and applicants with current nursing work experience. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.

64 School of Nursing

3. Provide proof of current Tennessee or multistate RN licensure, current immunization, and Health Care Provider CPR certification to School of Nursing MSN Enrollment Counselor.
4. A criminal background check is required of all students. Background checks are facilitated by the School of Nursing MSN Enrollment Counselor and the Office of Human Resources and are charged to the student account on enrollment.

Time Limits

The program is arranged to meet the needs of part-time and full-time students. Normal progression through the program for the full-time student requires registration for 9 to 12 hours per semester. Normal progression for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment in the program to conferring of the post-masters certificate may not exceed five year. Application for an extension will be considered on an individual basis.

Progression

Progression in the program may be inhibited by a variety of circumstances. Adverse criminal background information is subject to faculty review and may affect progression.

Student academic standing is monitored regularly for incomplete, in-progress, or unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. A student must withdraw from pre-registered courses if transcript record shows two or more incomplete or in-progress grades from the previous semester.

Residence

The last 20 semester hours must be taken through the Southern Adventist University School of Nursing. Seventy-five percent of MSN program requirements must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing.

Post-Master's Certificate Graduation Requirements

1. Completed application to graduate to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below C will not be counted for credit toward the master's degree. Students initially granted provisional admission are limited to one C grade.

Courses for the Post-Master's Certificate

One of the following emphases is to be selected:

Emphasis in ADULT NURSE PRACTITIONER*

Objectives

The Adult Nurse Practitioner program will prepare graduate nurses who:

1. Provide advanced nursing care for adults, families, and communities.
2. Integrate theoretical knowledge as a guide for advanced practice.

3. Promote wholistic Christ-centered care for adults, families, and communities.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

Courses		Credit
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 563	Primary Care Role Development	3
NRSG 566	Practicum: Primary Care of Adults II	4

TOTAL (does not include core) 29

**Successful completion of the program satisfies eligibility requirements for certification examination.*

Emphasis in FAMILY NURSE PRACTITIONER*

Objectives

The Family Nurse Practitioner program will prepare graduate nurses who:

1. Provide advanced nursing care for infants, children, adolescents, adults, families, and communities.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote wholistic Christ-centered care for infants, children, adolescents, adults, families, and communities.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

Courses		Credit
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 563	Primary Care Role Development	3
NRSG 570	Primary Care of Children	3
NRSG 571	Practicum: Primary Care of Families I**	5
NRSG 573	Practicum: Primary Care of Families II**	5

Total (does not include core) 34

**Successful completion of the program satisfies eligibility requirements for certification examination.*

***Substitution of NRSG 562, Primary Care of Adults I, NRSG 566 Practicum: Primary Care of Adults II plus NRSG 572, Practicum: Primary Care of Children may be made.*

Emphasis in NURSE EDUCATOR

Objectives

The Nurse Educator program will prepare graduates who will:

1. Demonstrate competency in curriculum development, classroom, and clinical education, evaluation, and use of instructional technology.
2. Demonstrate expertise in a defined area of clinical interest.
3. Utilize the process of scientific inquiry to validate and refine knowledge.
4. Implement wholistic, Christ-centered education for students.
5. Influence healthcare policy and the future direction of nursing.

(See the School of Education and Psychology for EDUC course descriptions)

Courses		Credit
EDUC 520	Theories of Learning	2
EDUC 531	Technology and the Educator	3
NRSNG 520	Health Promotion Across the Lifespan	3
NRSNG 550	Advanced Pathophysiology	3
NRSNG 556	Family and Community Systems	3
NRSNG 576	Assessment for Advanced Practice	2
NRSNG 581	Nursing Curriculum Design	3
NRSNG 583	Classroom Instruction and Evaluation	3
NRSNG 585	Educator Role Practicum: Area of Clinical Emphasis	3
NRSNG 591	Practicum: Area of Clinical Emphasis	2
Total (does not include core)		27

School of Religion

Dean: Greg A. King

Faculty: Stephen Bauer, Michael G. Hasel, J. Douglas Jacobs, Greg A. King, Judson Lake, Donn W. Leatherman, Carlos G. Martin, Alan Parker, Edwin Reynolds, Philip G. Samaan, Douglas Tilstra

Research Faculty: Norman Gulley

Adjunct Faculty: Gordon Bietz, Jack J. Blanco, Ron E.M. Clouzet, Ganoune Diop, Mark Finley, Derek Morris, John S. Nixon

Mission Statement and Purpose

The mission of the School of Religion is to equip students to carry out the global mission of the Seventh-day Adventist Church more effectively.

The Master of Arts is intended to provide quality graduate education in the areas of the five possible emphases available to students: 1) Biblical and Theological Studies; 2) Church Leadership and Management; 3) Church Ministry and Homiletics; 4) Evangelism and World Mission; and 5) Religious Studies. The emphasis in Biblical and Theological Studies is designed to provide a deeper knowledge of Scripture and theology while preparing students to enter an academic doctoral program. The emphasis in Church Leadership and Management is a joint program with the School of Religion and the School of Business and Management. It is designed to enhance the administrative and leadership skills of pastors and other church leaders. The emphasis in Church Ministry and Homiletics is designed to enrich the preparation of pastors for local church ministry. The emphasis in Evangelism and World Missions is designed to enrich the preparation of workers for gospel outreach to the world. The emphasis in Religious Studies is designed to provide a flexible graduate program in religion for those who want to enter an academic doctoral program in some area of religious knowledge or to enhance their religious education in a more general way. Overall, the Master of Arts program has the goal of enhancing the ability of students to serve a culturally diverse church and society from a biblical perspective and to deepen each student's personal relationship with Jesus Christ.

Degree Offered

The School of Religion offers a Master of Arts (MA) with the following five emphases:

- Biblical and Theological Studies
- Church Leadership and Management (with the School of Business and Management)
- Church Ministry and Homiletics
- Evangelism and World Mission
- Religious Studies

General Information

The curriculum of the Master of Arts consists of a minimum of 36 semester credit hours beyond the baccalaureate degree. Electives must be approved by the School of Religion. A maximum of six semester hours of transfer credit are allowed from other institutions. All degree requirements must be completed within seven years from the time of

matriculation. Courses are offered primarily as intensive sessions during the summer. These courses generally require a pre-session reading assignment and a three-week intensive class session when the student must be in residence. Also, all courses require a research paper or major project, which is usually the post-session assignment for the class.

Admission to Classes

1. Registration for any graduate religion class is by permission of the School of Religion.
2. A non-refundable commitment deposit of \$100 per session is required to reserve a place in a graduate class. This deposit can be applied to tuition or other school expenses.
3. Students are considered to/be admitted to classes on a non-degree basis until they are granted either regular or provisional acceptance into the MA program.
4. Students can only take up to 12 hours of coursework before completing the admissions process and being formally accepted into the MA program.

Course Audit

With the approval of the School of Religion, students may register on an audit basis in courses for which they are qualified. Auditors may be admitted to classes if space is still available after all students who wish to enroll for credit have been accommodated. Class attendance is expected, but examinations, reports, and other assignments will be omitted, except as requested by the student and allowed by the professor. With the approval of the professor and School dean, the student may change a course registration from **audit to credit or from credit to audit only during the first three days** of the summer intensive classes. No credit may be given at any later time for courses audited. Courses taken for audit are charged at one-half of the regular graduate tuition charge.

Admission to Program

In addition to submitting the appropriate application and application fee for graduate study, the candidate comply with the following requirements in order to be accepted into the MA program:

1. Two recommendations. If the applicant is employed by the Seventh-day Adventist Church, one of these recommendations must be from the applicant's employing organization.
2. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity/capacities in which the applicant was employed.
3. Completion of the 16 Personality Factor Profile concurrently with the first course taken in residence at Southern Adventist University, or submission of results from a 16PF taken not more than a year prior to the beginning of the student's first course.
4. A minimum cumulative undergraduate GPA of 3.00, or a GPA of 2.50-2.99 plus a Graduate Record Exam (GRE) score which, when combined with the GPA x 200, is not less than 1400. A student who scores between 1300 and 1400 will receive only provisional admission into the program.
5. Submission of a formal paper of at least ten pages that meets the following criteria:
 - a) It is research based, demonstrating appropriate use of valid sources.
 - b) It reflects the ability to write lucidly, with careful organization of ideas.
 - c) It demonstrates care and consistency in format, style, and mechanics.

- d) It meets the standards of at least a B letter-grade paper when compared with other research papers that are completed on the undergraduate level.
- 6. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 12 semester hours in religion. If some or all of these 12 hours have not been taken, they must be completed before the student begins graduate classes. (Other course prerequisites may apply to the specific emphases as stated below).
- 7. Upon request, a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based)/250 (computer-based)/100 (internet-based), for students for whom English is not the first language.
- 8. International graduate students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL). If they maintain ESL grades of B or above for two semesters or when their TOEFL scores reach 600, they will be permitted to take a full courseload of graduate classes.
- 9. Final decisions about acceptance into the program are made by the MA Program Committee of the School of Religion.

Guidelines for Pre-Session and Post-Session Assignments

- 1. Students should expect pre-session assignments for summer graduate intensives. Typical pre-session assignments include 1000-1200 pages of reading per intensive class, depending on other pre-session assignments.
- 2. Pre-session assignments are due the first day of the intensive. Only assignments submitted on time will receive full credit. There will be no credit for pre-session assignments that are submitted following the completion of the intensive.
- 3. Post-session assignments give the student opportunity to apply information learned during the intensive to the local ministry context for further research on the subject matter. Due dates for these assignments are listed in the course syllabus.

Graduation Requirements

- 1. File a completed graduate application with the Records and Advisement Office two months before the expected graduation date.
- 2. Finish all coursework with a minimum grade-point-average of 3.00, including no more than two classes with a grade below B-. Classes with a grade below a C will not be counted for credit toward the master's degree.
- 3. Pass a written comprehensive examination taken no earlier than three months and no later than twelve months after completion of the last class period of the student's final course in the program. A specific date for the examination will be proposed by the student for approval by the School of Religion.
 - a) The examination is expected to last four and one-half hours.
 - b) The candidate for graduation will need to give comprehensive answers to several questions drawn from a larger list of questions available for research and review at the end of his or her coursework.
 - c) A score of 80% or above will constitute a passing grade.
 - d) In case of failure, the examination may be repeated only once. A second failure will disqualify the student for graduation from the MA program.

Project and Thesis Procedure for Emphases in Biblical and Theological Studies and Religious Studies

1. All MA students choosing the emphasis in Biblical and Theological Studies must complete a thesis, while students who choose the emphasis in Religious Studies must complete either a thesis or a project.
2. The project must be done in conjunction with an adviser assigned by the MA Program Committee of the School of Religion. The adviser will work with the student to select a topic for the paper, plan the research, guide in the organization of the paper, and evaluate the result.
3. The thesis must be done in conjunction with a three-person thesis committee chaired by an adviser and appointed by the MA Program Committee of the School of Religion. The student will select a topic in consultation with the adviser and prepare a thesis proposal to be submitted to the thesis committee for approval. After approval by the thesis committee, the student will complete the research, chapter by chapter, under the guidance of the adviser, submitting each chapter to the thesis committee for approval. The thesis committee must approve the final product.
4. The project or thesis must conform to the style guidelines of the School of Religion, which are based on the footnote and bibliographic style of the latest edition of the *Chicago Manual of Style* and *Turabian's Manual for Writers*.

Emphasis in BIBLICAL AND THEOLOGICAL STUDIES

Objectives

1. To enhance the student's knowledge of biblical and theological issues.
2. To prepare the student for academic studies at the doctoral level.
3. To increase the student's facility in research and writing.
4. To increase critical thinking skills and enlarge the student's awareness of the trends and secondary literature in biblical and theological studies.
5. To increase the student's ability to interpret the Bible in harmony with sound principles of biblical hermeneutics.
6. To establish a sound theological foundation for Christian faith and practice.

Additional Prerequisites for Admission

Six semester credits in a biblical language with a grade of C or higher. (This may be part of the 12 required credits in religion.)

The CORE Courses are as follows:

Biblical Studies courses		Credit
RELB 510	Archaeology and Bible Interpretation OR	3
RELB 530	Archaeological Fieldwork OR	
RELB 565	Topics in Biblical Studies	
RELB 555	Studies in Daniel	3
RELP 556	Studies in Revelation	3
RELB 545	General Epistles OR	3
RELB 546	Pauline Epistles	
Subtotal		12

Theological Studies courses		Credit
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 542	Studies in Biblical Doctrines	3
RELT 546	Doctrine of Salvation OR	3
RELT 563	Contemporary Theological Issues	
RELT 581	Biblical Ethics and Contemporary Society	3
Subtotal		12
Research courses		
RELG 600	Research Methods and Writing	3
RELB 650	Thesis in Biblical Studies OR	6
RELT 650	Thesis in Theological Studies	
Subtotal		9
Electives		
Select three (3) semester hours from graduate courses in biblical or theological studies offered by the School of Religion		
Subtotal		3
Total		36

Emphasis in CHURCH LEADERSHIP AND MANAGEMENT

Objectives

1. To develop a sound Christian leadership philosophy.
2. To provide a broad knowledge of leadership and management theory skills.
3. To provide the student with quality training required for new responsibilities in the church and ministry.

Additional Prerequisites for Admission

1. A minimum of three years of pastoral experience or as approved for admission by the School of Religion.
2. Presentation of an official transcript from an accredited bachelor's degree program indicating successful completion of: (a) at least 12 semester hours in biblical and theological studies (18 quarter hours); and (b) at least one introductory course in biblical preaching. Students lacking preaching credits must take RELP 401, Fundamentals of Biblical Preaching, or an equivalent course to meet the necessary requirement.

The CORE Courses are as follows:

Ministry courses		Credit
RELP 513	Effective Church Leadership	3
RELP 521	Time and Life Management	3
RELT 520	Spirituality in Ministry	3
RELP 515	Equipping Laity for Ministry OR	3
RELT 581	Biblical Ethics and Contemporary Society	
Subtotal		12

72 School of Religion

Management courses		Credit
BUAD 505	Management in a Changing World	3
BHRM 510	Human Resource Management	3
BUAD 555	Leadership and Change OR	3
ACCT 505	Financial Accounting	

Subtotal **9**

Research course		
RELG 600	Research Methods and Writing	3

Subtotal **3**

Electives

Select twelve (12) semester hours from graduate courses offered by the following:

- Select nine (9) hours from the School of Religion
- Select three (3) hours from the School of Business and Management

Subtotal **12**

Total **36**

Emphasis in CHURCH MINISTRY AND HOMILETICS

Objectives

1. To develop advanced skills in pastoral ministry oriented to the local church.
2. To equip the local pastor with tools for enhancing his or her ministry.
3. To provide the student with advanced training in expository preaching.
4. To increase the student's ability to interpret the Bible in harmony with sound principles of biblical hermeneutics.

Additional Prerequisites for Admission

1. A minimum of three years of pastoral experience or its equivalent as approved by the School of Religion.
2. Successful completion of at least one introductory course in biblical preaching (which can be part of the 12 required hours in religion). Students lacking the preaching course must take RELP 401, Fundamentals of Biblical Preaching, or an equivalent course, to meet the necessary requirement.

Biblical and Theological courses		Credit
RELB 541	Preaching from the Old Testament Text OR	3
RELB 551	Preaching from the New Testament Text	
RELT 520	Spirituality in Ministry	3
RELT 525	Theology of Ministry	3
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 581	Biblical Ethics and Contemporary Society	3
Subtotal		15

Professional courses		Credit
REL 501	Advanced Preaching Methods OR	3
REL 508	Expository Preaching	
REL 513	Effective Church Leadership	3
REL 515	Equipping Laity for Ministry	3
REL 521	Time and Life Management	3
REL 561	Preaching to the Secular Mind OR	3
REL 591	Preaching Practicum	
Subtotal		15
Electives		
Select six (6) semester hours from graduate courses offered by the School of Religion		
Subtotal		6
Total		36

Emphasis in EVANGELISM AND WORLD MISSION

Objectives

1. To enhance the student's skills in personal outreach and public evangelism.
2. To introduce the student to new methods of evangelism and mission outreach for a rapidly changing, post-modern society in North American and the world.
3. To increase the student's ability to interpret the Bible in harmony with sound principles of biblical hermeneutics.
4. To enable the student to communicate the gospel in the context of the Three Angels' Messages of Revelation 14.
5. To develop skills for societal analysis and interpersonal interaction.

Additional Prerequisites for Admission

A written list of church offices which the applicant has held (e.g., elder, deaconess, Sabbath School teacher, etc.) and outreach activities in which the applicant has engaged (e.g., Bible studies, Revelation seminars, health education seminars).

The CORE Courses are as follows:

Biblical and Theological courses		Credit
RELB 555	Studies in Daniel OR	3
RELB 556	Studies in Revelation	
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 552	Theology of Mission and Evangelism	3
RELT 568	World Religions	3
Subtotal		12

74 School of Religion

Professional courses		Credit
RELP 524	Evangelistic Preaching OR	3
RELP 561	Preaching to the Secular Mind	
RELP 532	Principles and Strategies for Church Growth OR	3
RELP 537	Church Planting Strategies	
RELP 534	Personal Soul-Winning Skills	3
RELP 542	Urban Ministry and Evangelism	3
RELP 570	World Mission	3
RELP 591	Preaching Practicum	3
Subtotal		18
Electives		
Select six (6) semester hours from graduate courses offered by the School of Religion.		
Subtotal		6
Total		36

Emphasis in RELIGIOUS STUDIES

Objectives

1. To prepare the student for academic studies in religion at the doctoral level.
2. To increase the student's facility in research and writing.
3. To enhance critical thinking skills and enlarge the student's awareness of the trends and literature in religious studies.
4. To provide resources for developing and implementing a biblical philosophy of life.
5. To establish a sound theological foundation for Christian faith and practice.

The CORE Courses are as follows:

Biblical and Theological courses

RELB 553	Studies in Romans OR	3
RELB 546	Pauline Epistles	
RELB 555	Studies in Daniel OR	3
RELB 556	Studies in Revelation	
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 538	Prophetic Guidance in the Adventist Church OR	3
RELT 563	Contemporary Theological Issues	
RELT 542	Studies in Biblical Doctrines OR	3
RELT 546	Doctrine of Salvation	
RELT 568	World Religions	3
RELT 581	Biblical Ethics and Contemporary Society	3
Subtotal		21

Research courses		Credit
RELG 600	Research Methods and Writing	3
RELB 620	Project in Biblical Studies OR	3
RELT 620	Project in Theological Studies OR	
RELB 650	Thesis in Biblical Studies OR	6
RELT 650	Thesis in Theological Studies	
Subtotal		6-9
Electives		
Select six (6) to nine (9) semester hours from graduate courses offered by the School of Religion		
Subtotal		6-9
Total		36

Course Descriptions

Accounting Courses

ACCT 505. Financial Accounting

3 hours

An introduction to financial accounting. Emphasis is on uses of information contained in financial statements. Students are also introduced to the principles of managerial accounting. (ACCT 505 is required for students who have not taken two semesters of undergraduate accounting or can validate equivalent work experience approved by the dean or accounting professor.)

ACCT 507. Intermediate Financial Accounting I

3 hours

Prerequisite: ACCT 505 or a course in Principles of Accounting I & II.

An in-depth course in financial accounting. Topics include the accounting conceptual framework, the hierarchy of GAAP, accounting for assets, liabilities and owners' equity. (ACCT 507 and 508 are required for students who have not taken undergraduate intermediate accounting.)

ACCT 508. Intermediate Financial Accounting II

3 hours

Prerequisite: ACCT 507.

Continue an in-depth study in financial accounting. Topics include revenues and expenses, income taxes, leases, pensions, and financial statement reporting and disclosure requirements. (ACCT 507 and 508 are required for students who have not taken undergraduate intermediate accounting.)

ACCT 510. Accounting for Control and Decision Making

3 hours

Prerequisite: ACCT 505 or a course in Principles of Accounting I & II.

This course is cross-listed with BUAD 510. A student may receive credit for this course from only one program.

Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting techniques for budgeting, pricing, and decision making. Lab fee 1 will be assessed for this course.

ACCT 520. Accounting Theory

3 hours

Prerequisite: ACCT 508 or equivalent.

This course provides a survey of theories applied to accounting. Emphasis is given to theories applicable to financial accounting and reporting, but other theories frequently used in managerial accounting, taxes, and accounting systems may also be introduced. These theories are then used to evaluate critically the U.S. accounting standard-setting process, both past and present.

ACCT 530. Controllership

3 hours

Prerequisite: ACCT 505 or equivalent.

This course provides an advanced study of accounting techniques, concepts, and procedures as they relate to the functions and responsibilities of the controller. Topics will include planning and control functions, management reporting systems, and investment planning.

ACCT 550. Advanced Accounting**3 hours***Prerequisite: ACCT 508 or equivalent.*

This course is cross-listed with ACCT 450 in the BBA program. A student may receive credit for this course from only one program.

This course is an in-depth study of selected accounting topics such as consolidated financial statements, partnerships, business firms in financial difficulty, estates and trusts, foreign exchange, and segment reporting.

ACCT 552. Auditing**3 hours***Prerequisite: ACCT 550 or equivalent.*

This course is cross-listed with ACCT 452 in the BBA program. A student may receive credit for this course from only one program.

This course is primarily a study of generally accepted auditing standards promulgated by various standard-setting bodies. It includes a study of the AICPA code of professional ethics, audit planning, and audit procedures. It also includes a consideration of various attest and other quasi-audit services.

ACCT 556. Federal Taxation**3 hours***Prerequisite: ACCT 505 or equivalent.*

This course is cross-listed with ACCT 456 in the BBA program. A student may receive credit for this course from only one program.

This course is a study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to individuals. A study of other federal taxes and the taxation of other entities is included.

ACCT 557. Advanced Federal Taxation**3 hours***Prerequisite: ACCT 556 or equivalent.*

This course is cross-listed with ACCT 457 in the BBA program. A student may receive credit for this course from only one program.

This course is a continued study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to for-profit and not-for-profit entities other than individuals. A study of other Federal taxes is included.

ACCT 558. Federal Tax Problems/Research**3 hours***Prerequisite: ACCT 557 or equivalent.*

This course is a study of tax law sources, tax research methodology, research documentation, and the preparation and presentation of research-based solutions to selected Federal tax problems.

ACCT 564. Financial Statement Analysis**3 hours***Prerequisites: ACCT 508, 550; FNCE 510 or equivalent.*

This course is cross-listed with FNCE 564. A student may receive credit for this course from only one program.

A capstone class designed to synthesize financial information learned in previous courses. Utilizing information from financial accounting and finance courses, students analyze financial statements of various companies and make investing, lending, and management decisions based on the information provided in those statements.

ACCT 585. Contemporary Issues of Professional Practice **3 hours**

Using contemporary issues facing the accounting profession, the content for this course will vary each semester to include recent issues the accounting profession is facing. Topics may include professionalism, non-audit attest services, independence, practice organizational form, and non-attest services.

ACCT 587. Accounting and Reporting in the SEC Environment **3 hours**

Prerequisite: ACCT 450 or 550.

The course investigates accounting issues that arise in a SEC/environment, both from the perspective of the corporation functioning in a SEC environment and from the perspective of the public accounting firm auditing a SEC corporation.

ACCT 595. Independent Study **3 hours**

Designed to develop specialized knowledge in an accounting topic, the student will perform individualized research into a selected topic chosen by the faculty adviser and the student.

ACCT 597. Accounting Research **3 hours**

Designed to develop research skills, this course requires the student to conduct a research project under the supervision of a faculty member in the discipline. The research includes a review of literature, research design, data collection and analysis leading to a paper appropriate for professional publication and/or presentation.

Management Courses

BEXM 505. Legal Framework of Decisions **3 hours**

Examines the legal environment within which legislative bodies, courts, and administrative agencies act upon the operation of business and government. Contracts, judicial and legislative process, and administrative rule-making reviewed.

BEXM 520. Corporate Intrapreneurship **3 hours**

Presents concepts, tools, and techniques for managing new business creations, or creating an environment of innovation/entrepreneurship within larger existing organizations. The spectrum of activities to be considered is broad including new ventures launched by both corporate and division managers in established and emerging businesses.

BEXM 560. Seminar in Entrepreneurship **3 hours**

Examines the theory and practice of entrepreneurship and how the field fits traditional business models. A business plan is developed and presented, including market research, legal organization business forms, and a human resource plan. Includes case studies devoted to successful entrepreneurial business.

BEXM 585. Contemporary Issues in Management **3 hours**

A seminar of open discussion and guest lectures relating to current issues developing within the science of management. Topics include key concepts in leadership, motivation, management of change, societal issues, community relations, and organizational development.

BEXM 595. Independent Study**3 hours**

Individualized research into a selected topic chosen by the faculty adviser and the student.

BEXM 597. Management Research**3 hours**

A research project under the supervision of a faculty in the discipline, which includes review of literature, research design, data collection and analysis leading to a paper appropriate for professional publication and/or presentation.

Human Resource Management Course**BHRM 510. Human Resource Management****3 hours**

Provides a framework for understanding and thinking strategically about employment relations and the management of human resources in organizations. The course builds on insights from the social sciences to explore how employment relations are influenced by economic, social, psychological, legal, and cultural forces. Specific topics include: recruitment and selection; performance evaluation; compensation and benefits; promotion; job design; training; layoffs; retention and turnover; and the human resource implications of various strategies.

Marketing Management Courses**BMKT 550. International Marketing Management****3 hours**

Analyze international markets and development of strategic and tactical options for marketing across national boundaries. Cultural norms, behaviors and nuances are evaluated for appropriate marketing strategies and tactics. Develops students' knowledge of theoretical concepts and practical aspects of marketing for firms competing in countries with different cultural, legal, economic, and political environments. Designed for those who plan to work for multinational companies and those who want to enrich their knowledge of the international marketplace.

BMKT 585. Contemporary Issues in Marketing Management**3 hours**

A seminar of open discussion and guest lectures relating to current issues developing within the healthcare industry.

BMKT 595. Independent Study**3 hours**

Individualized research into a selected topic chosen by the faculty adviser and the student.

BMKT 597. Marketing Research**3 hours**

Prerequisites: BUAD 540 and Statistics.

Provides study of and experience in the systematic design, collection, analysis, and reporting of data relevant to a specific marketing situation facing an organization. Through a marketing research project students develop research objectives and a research plan, collect and analyze the data, and interpret and report the findings.

Business Administration General Courses

BUAD 504. Communication Skills for Managers **3 hours**

The course analyzes basic models of communication applicable to the workplace. This analysis provides a theoretical framework for effective communication. Emphasis is placed on the connection between communication and the functions of management. Lab fee 2 will be assessed for this course.

BUAD 505. Management in a Changing World **3 hours**

Presents an overview of the fundamental issues underlying a post-industrial society, such as the changing concepts of technology and knowledge. The impact of technological and workforce changes on society, on organizations, and on the role of the manager are explored in depth. The nature of organizations in a changing environment, the evolution of management thought and its relevance for modern managers. Organizational theory, structure, and design are emphasized. The relationships between individuals and organizations, the social responsibility of organizations and ethical issues for managers, workforce diversity, and the challenges of managing in today's complex organizational environment are studied. Lab fee 1 will be assessed for this course.

BUAD 510. Accounting for Control and Decision Making **3 hours**

Prerequisite: ACCT 505 or a course in Principles of Accounting.

This course is cross-listed with ACCT 510. A student may receive credit for this course from only one program.

Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting techniques for budgeting, pricing, and decision making. Lab fee 1 will be assessed for this course.

BUAD 520. Financial Management **3 hours**

Prerequisite: An introductory course in finance or FNCE 505.

This course is cross-listed with FNCE 510. A student may receive credit for this course from only one program.

Understanding and analyzing information for decision making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed. Lab fee 1 will be assessed for this course.

BUAD 530. Organizational Behavior **3 hours**

Leadership, motivation, group dynamics, decision making, interpersonal relations, change. Designing and implementing the organizational structure: corporate divisions, departments, support groups. Organizing work: positions, specifications, performance standards and review, reward systems, program and project management. Lab fee 1 will be assessed for this course.

BUAD 540. Marketing Management **3 hours**

The marketing process, product development, pricing, packaging, promotional strategy, development of channels of distribution integrated into a program for profit and nonprofit organizations. Contains a research component. Lab fee 1 will be assessed for this course.

BUAD 555. Leadership and Change**3 hours**

Examines theory and leadership practices in various types of organizations. Particular emphasis is placed on the strategic role of leaders in leading organizational development and change in an age of rapidly changing markets and technologies. Examines why organizational change efforts succeed or fail, and what leaders can do to anticipate and effect needed organizational changes successfully. Lab fee 1 will be assessed for this course.

BUAD 562. Integrating Faith and Business**3 hours**

Explores influences on the integration of religious faith and business practice including the teaching of Judeo-Christian Scriptures on business and management, vocation, work as service and worship, models of expressing personal faith at the workplace, moral tensions that result from the conflict between business assumptions and religious beliefs, managing personal change, spiritual disciplines for managers, recognizing and managing spiritual crises at work. Lab fee 1 will be assessed for this course.

BUAD 570. Strategic Decision Making**3 hours**

Prerequisites: BUAD 505, 510, 520, 540. Permission of dean or program coordinator if taken before completion of core curriculum.

A capstone seminar in which the applied behavioral aspects and the impact of the continuous changes affecting post-industrialized society are linked to the key organizational function known as decision making. The course integrates previous course work. Focus is given to effective decision strategies, ensuring decision quality, differences between group and individual decision making, and a variety of constraints facing decision makers. Utilizing a case approach to integrate earlier course work, the course enhances decision making skill by providing students the opportunity to analyze the effects of various decision strategies on organizational outcomes. The use of technology to enhance research and decision making skills are key components. Lab fee 1 will be assessed for this course.

BUAD 595. Independent Study**3 hours**

Individualized research into a selected topic chosen by the faculty adviser and the student.

Counseling Courses**COUN 500. Individual Study and Research****1-3 hours**

Individual study and research in psychology, especially designed to make up deficiencies in a student's undergraduate degree. This class is designed to make up deficiencies in a student's undergraduate preparation and is not applicable to the graduate degree program.

COUN 503. Foundations of School Counseling**3 hours**

Provides a background for understanding the school setting, and how the diverse roles of the professional school counselor fit together in a comprehensive manner. History, philosophy, ethical and legal considerations, modes of intervention (e.g., direct services, consultation, curriculum), and current trends in school counseling are studied.

COUN 508. Sexuality: Issues in Therapy **3 hours**

Provides foundation of knowledge concerning basic human sexual functioning, knowledge of sexual diseases, awareness of sexual variance, knowledge of sexual dysfunction and an understanding of basic treatment and sex therapy techniques.

COUN 510. Advanced Lifespan Development **3 hours**

Issues in development throughout the life cycle are studied. The impact of early physical, cognitive, and psychological developmental issues and the effects of significant periods of life changes are considered along with their impact on family and community systems.

COUN 514. Drugs and Addictions **3 hours**

A comprehensive study of drugs and addictions. Particular focus will be placed on physiological functions related to the etiology and treatment of addiction in both therapeutic and educational settings, as well as on the Adventist perspective of holistic health.

COUN 516. Career Counseling **3 hours**

Vocational and academic information; vocational theories, trends, and experiential approach to career choices; study of how changes in society and technology bring about changes in the academic and work world. Guidance centers, vocational interest testing, guidance technology, and materials are also considered.

COUN 520. Principles of Counseling **3 hours**

A survey of trends and principles of effective counseling. The quality of the counselor's personality, the fundamental factors in the counseling relationship, basic behavioral dynamics such as ethics and multiculturalism and an introduction to practical approaches are also considered.

COUN 521. Psychopathology **3 hours**

Prerequisite: COUN 520.

The course emphasizes diagnostic criteria for the disorders included in DSM-IV. A descriptive approach is adopted. Mental disorders in terms of their behavioral signs and symptoms are defined and categorized on the basis of their shared characteristics. Cultural variations in symptoms are discussed with each disorder. Gender and age-related features of the disorders are also described.

COUN 526. Ethics and Legal Aspects of Counseling **2 hours**

Analyzes counseling ethics and legal factors related to the counseling profession. Real case studies are considered.

COUN 528. Learning and School Counseling Interventions **3 hours**

This course focuses on major theories of learning as they relate to the practice of school counseling. How learning theory informs effective guidance lesson planning and school counseling curriculum development is considered. Ability to apply knowledge from learning theories to identify learning problems and to facilitate exceptional students' growth and development through counseling, collaboration, and consulting activities is also studied.

COUN 530. Assessment and Appraisal **3 hours**

Theoretical principles and practical applications of standardized instruments used in counseling and education. This course covers the selection, administration, interpretation and reporting of the results of appropriate instruments of assessment. Emphasis is placed on personality, aptitude, achievement, and pathological testing.

COUN 551. Psychology of the Exceptional Child 3 hours

This course is cross-listed with EDIE 512. A student may receive credit for this course from only one program.

See EDIE 512 for course description. (Summer)

COUN 553. Group Therapy and Procedures 3 hours

Prerequisite: COUN 520.

Group therapy dynamics, leadership, stages are studied. Group populations and types of groups are discussed. Contains a requirement for practical experience (group facilitation) that involves additional time and work beyond the duration of class meetings and which may extend into the following semester.

COUN 556. Theories and Techniques of Psychotherapy 3 hours

Provides a comprehensive survey of the major contemporary theories of counseling and psychotherapy, as well as their implications for practice. Core topics such as historical background, key concepts, the therapeutic process, therapeutic techniques and procedures, multicultural perspectives, and evaluation are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice a variety of techniques that are commonly used in the counseling practice. Students also begin the process of developing their own personal model of counseling.

COUN 558. Crisis Counseling 2 hours

A study of major theories and strategies for identifying and treating crises which affect individuals in both community agency and school settings.

COUN 561. Multicultural Issues in Counseling 3 hours

Study of contemporary issues related to multicultural settings. Aside from introduction to various cultures and their norms, this course also addresses theories of multicultural counseling and counseling interventions based on these theories as they are applied to various populations. In addition, attention is given to the counselor's role as a liaison or agent of change for the culturally pluralistic society in either the school or community setting.

COUN 565. Topics in Counseling 1-3 hours

Selected topics in counseling chosen from such areas as religion, ethics, child and/or youth counseling, practice of school counseling, etc. This course may be repeated with an appropriate change in topic.

COUN 570. Counseling in Community Agencies 3 hours

Emphasizes developmental and preventative modalities as indicated by the community counseling discipline, along with a noted emphasis on education, growth and short-term interventions. Professional identity issues will also be covered.

COUN 575. Administration of Counseling Services 3 hours

Prerequisite: Completion of at least 42 semester hours in degree program.

The standards of counseling practice, procedures, paperwork, and issues related to private, group, and state facilities are studied. Emphasis is placed on the needs of the client and the professionalism of the service rendered. As the capstone course, this includes the completion of a position paper.

COUN 577. Administration of School Counseling Services **3 hours**

Prerequisite: Completion of at least 32 semester hours in the degree program.

This is the capstone course for School Counseling. The development, implementation and evaluation of comprehensive school counseling programs are studied. Special consideration is given to the integration of the school counseling program into the total school community to facilitate successful development and achievement of all students.

COUN 582. Clinical Practicum I **1 hour**

Orientation to the field experience. The student will be oriented through the use of books, videos, presentations, discussion, observation, and practice sessions.

COUN 583. Clinical Practicum II: Professional Counseling **1-2 hours**

Prerequisites: COUN 510, 520, 521, 526, 553, 556, 561, 582; having obtained regular admission status in the Professional Counseling program.

Supervised field experience in a psychological setting. A total of 100 clock hours (50 clock hours per semester hour) of direct observation, consultation in the clinical area, and practice of counseling skills is required. The student must attend a weekly hour-long individual supervision session with a supervisor and a weekly 1-1/2 hour group supervision. Videotaping of counseling sessions is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15.

COUN 583. Clinical Practicum II: School Counseling **1-2 hours**

Prerequisites: EDUC 541; COUN 503, 516, 526, 553, 558, 561, 582; having obtained regular admission status in the School Counseling program.

Supervised field experience in educational settings. A total of 100 clock hours (50 clock hours per semester hour) of direct observation, consultation in the clinical area, and practice of counseling skills is required. The student must attend a weekly hour-long individual supervision session with a supervisor and attend a weekly 1-1/2 hour group supervision. Video-taping of counseling sessions is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15.

COUN 584. Clinical Internship: Professional Counseling **1-6 hours**

Prerequisites: COUN 583; Completion of 40 semester hours in degree program.

Supervised field experience in a community agency. A total of 6 semester hours and 600 clock hours of clinical work is required. At least 240 clock hours will be direct client contact in the capacity of a professional counselor. A wide range of clients will be chosen. This internship will be done under the direction of a certified or licensed professional and will also include consultation with an assigned faculty supervisor, research on clinical issues, and attendance at a weekly supervision group. Applications for Summer or Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship experience must be submitted for approval by October 15.

COUN 584. Clinical Internship: School Counseling **1-6 hours**

Prerequisites: COUN 583; Completion of 34 semester hours in academic program.

Supervised field experience in a school setting. A total of 6 semester hours and 600 clock hours of clinical work is required. This will include a variety of activities that a regularly employed school counselor is expected to perform. At least 240 clock hours are required in direct client contact, individual counseling, group work, developmental classroom guidance, and parent/community conferences. This will be done under the supervision of a certified school counselor and will also include consultation with an assigned faculty supervisor, research on clinical issues, and attendance at a weekly supervision group. Applications for Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship experience must be submitted for approval by October 15.

COUN 587. Statistics **2 hours**

This course is designed to provide the basic knowledge of descriptive and inferential statistics to be applied to psychological research: measure of central tendency and variability; correlation and regression; testing of hypothesis using the normal; binomial, t, F, and chi-square distribution.

COUN 590. Marriage and Family Therapy I **3 hours**

An overview of major family therapy treatment models and their application utilizing case studies. Communications theory, structural, strategic, the Bowenian model, short-term brief, and other theories will be considered. Family counseling in schools is also discussed.

COUN 591. Marriage and Family Therapy II **3 hours**

Prerequisite: COUN 590.

Issues of marriage and family will be explored in the context of family systems. These will include an in-depth study of human sexuality, sexual dysfunction and treatment, crisis counseling, addictive disorders, orientation to AIDS education and therapy, and other issues.

COUN 592. Marriage and Family Therapy III **3 hours**

Prerequisites: COUN 591; Completion of at least 30 semester hours in degree program.

An intensive study of selected treatment techniques focusing on identifying a therapeutic style best suited for the individual learner. This course should be taken with the Clinical Internship as it requires the presentation of case work in a model. As the capstone course, this course contains an extensive research/position paper that will require additional time and work beyond the duration of class meetings and which may extend into the following semester.

COUN 593. Child and Adolescent Problems and Treatment **3 hours**

A study of the major aberrant behavioral problems of children and adolescents. Appropriate interventions will be discussed and practiced.

COUN 595. Independent Study **1-3 hours**

Individual study and research in psychological and/or counseling issues under the supervision of the graduate faculty members. A total of no more than six hours are allowed to apply toward a student's degree.

COUN 598. Research and Program Evaluation **3 hours**

Fundamentals of research and program evaluation relevant to the practice of clinical mental health counseling and school counseling. This course enables students to conduct research projects and to critically evaluate findings in order to improve treatment and program effectiveness in counseling. Principles, models, and applications of needs assessment and program evaluation are studied. Research methods such as qualitative, quantitative, single-case designs, action research and outcome-based research are also examined. Special emphasis is given to current ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation in schools and community agencies.

Educational Administration & Supervision Courses**EDAD 524. Foundations of Educational Administration** **3 hours**

This course discusses the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and conceptual foundations of educational administration. Special emphasis is given to servant leadership, diversity, biblical foundations of administration, spiritual dynamics within the organization and with the broader community, and the distinctive philosophy and mission of Christian educational programs.

EDAD 545. Supervision of Instruction **3 hours**

Designed for principals, superintendents and instructional supervisors concerned with the improvement of teaching and learning through instructional leadership and professional supervision.

EDAD 570. Personnel Administration **3 hours**

Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment and induction of personnel; partnerships between personnel and community agencies; the formulation and administration of salary schedules; provisions for professional welfare and in-service improvement of personnel.

EDAD 574. Legal Aspects of Education **3 hours**

Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, student control, children's rights, special services and school board operations and procedures.

EDAD 575. Internship in Administration (by arrangement) **1-2 hours**

Planned administrative field experience in a school, school district, or educational agency; a practical or creative project dealing with an actual situation in an educational institution under supervision of a faculty member in the area of educational administration. Plan approval and permission of supervisor is required one semester in advance of registration. This course may be repeated.

EDAD 576. School Public Relations **2 hours**

The interpersonal process in educational organizations, communications and group dynamics for educational administrators. A study of the means for securing cooperative educational planning through mutual understanding between the school and its public.

EDAD 578. Educational Facilities Planning **1 hour**

A study of procedures in school plant planning: selecting a site, determining educational specifications for the building, selecting and working with an architect and managing school facilities.

EDAD 579. School Finance **3 hours**

Financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue and school budgeting processes. A study of school financial statements and budgets.

EDAD 582. Master's Practicum **2 hours**

Planned administrative field experience in a school, school districts, or educational agency under supervision of a faculty member in the area of educational administration. Includes work with a mentor principal or supervisor of instruction. Note: Individuals who have completed the supervised practicum as a component of their graduate program may be recommended by the School of Education and Psychology for the TN State Beginning Administrator License.

EDAD 595. Independent Study in Educational Administration **1-3 hours**

Individual research/study project in educational administration under the supervision of a graduate studies professor. This course may be repeated.

Curriculum & Instruction Courses

EDCI 535. Philosophy of Education **3 hours**

The study of philosophical concepts as they apply to education. Scriptural principles and Christian education principles as expounded by E. G. White are also covered.

EDCI 545. Foundations of Curriculum Development **3 hours**

A study of philosophical, historical, psychological, and sociological foundations, principles, and issues of curriculum development. Emphasis is given to the biblical-Christian perspective.

EDCI 546. Improving Instruction **3 hours**

The strength and effectiveness of teaching models are presented. Innovation in lesson preparation, delivery and assessment are studied as well as integrating technology in the classroom. Students develop their ability to reflect on their own teaching performance and become skilled in supporting other teachers.

EDCI 560. Curriculum Design **3 hours**

Prerequisite: EDCI 545.

This course is designed to help educators who seek to analyze, develop, and improve curricula at specific levels of schooling.

EDCI 565. Seminar: Trends in Education **3 hours**

Trends and issues in curriculum and instruction are discussed, as well as ideas of educational reformers and recognized leaders, and their critics.

EDCI 570. Educational Assessment **3 hours**

Designed to increase the student's understanding and application of traditional and innovative techniques of educational assessment including use of technological resources. Both learning and teaching assessment are covered.

EDCI 580. Field Work **2 hours**

Supervised curriculum and instruction experience in approved educational institutions and agencies. All areas from elementary to higher education may be considered. Arrangement for this course need to be made a minimum of three months ahead of time.

EDCI 582. Master's Practicum **2 hours**

Planned curricular/administrative field experience in a school, school district, or educational agency under joint supervision of faculty members in the areas of curriculum and instruction and educational administration. Includes work with a mentor principal or supervisor of instruction. Note: Individuals who have completed the supervised practicum as a component of their graduate program may be recommended by the School of Education and Psychology for the TN State Beginning Administrator License.

EDCI 595. Independent Study **1-3 hours**

Individual research/study project in curriculum and instruction under the supervision of a graduate professor.

Inclusive Education Courses

EDIE 502. Inclusive Education: History and Foundations **3 hours**

A survey of the history of inclusive education with attention to movements in educational philosophy, curriculum planning, and government legislation. Includes a comprehensive survey of the psychological and educational problems faced by exceptional children in the regular classroom. Consideration is given to exceptionalities such as hearing impairment, speech and language difficulties, mental retardation, learning disabilities, emotional disturbance, visual impairment, physical handicaps, and the gifted child. Procedures for including the exceptional child into the regular classroom are emphasized.

EDIE 512. Counseling and Psychology of Exceptional Individuals and Their Families **3 hours**

This course is cross-listed with COUN 551. A student may receive credit for this course from only one program.

Consideration and practice of counseling techniques for use with exceptional individuals and their families. Included is a discussion of the psychological aspects of exceptionality, including giftedness, and disabilities in language, sensory, physical, intellectual, perceptual, and emotional areas with implications for counseling and classroom learning.

EDIE 531. Behavior Management of Exceptional Individuals **3 hours**

In-depth examination and administration of various models and techniques for the management of exceptional individuals within the classroom, home, and community.

EDIE 541. Assessment of Exceptional Individuals **3 hours**

Examination and administration of assessment measures for exceptional individuals. On-site field experience required. Teachers will learn how to administer screening instruments and draw instructional implications from these. Case studies will be reviewed and teachers will be assisted in determining when a student should be referred for further professional testing.

EDIE 557. Leadership in Inclusive Education 3 hours

A philosophical and practical course designed for teachers to develop leadership in organizational skills and planning strategies for inclusive classrooms and schools. Biblical Christ-centered/Servant leadership is emphasized throughout the course. A review of historical and current research in inclusive school communities and the Christian administration of these schools will be included.

EDIE 567. Curriculum and Strategies for Children with Learning Differences 3 hours

Planning, developing and implementing curriculum for exceptional students. Study will include the identification of students with special learning needs and strategies for inclusion in the multiage classroom. A special emphasis is given to cognitive studies.

EDIE 580. Field Work 2 hours

Prerequisite: Completion of 12 hours of Inclusive Education classes.

Designed to meet the particular needs and interests of the individual participant. Action research forms the basis for field work.

EDIE 582. Master's Practicum 2 hours

Planned inclusive education/administrative field experience in a school, school district, or educational agency under joint supervision of faculty members in the areas of inclusive education and instruction and educational administration. Includes work with a mentor principal or supervisor of instruction. Note: Individuals who have completed the supervised practicum as a component of their graduate program may be recommended by the School of Education and Psychology for the TN State Beginning Administrator License.

EDIE 595. Independent Study in Inclusive Education 1-3 hours

Individual research/study project in special education in the regular classroom under the supervision of a graduate studies professor. Must be conducted at a school where exceptional children are in the regular classroom.

Literacy Education Courses

EDLE 527. Implementing Reading Workshop 3 hours

A course designed to immerse the graduate student in the rationale and instructional structures of a Reading Workshop approach to the teaching of reading. Issues of diversity within the context of Reading Workshop will be addressed. The course includes a significant applications component designed to assist students in translating theory into practice. Offered concurrently with EDLE 537, Implementing Writing Workshop.

EDLE 537. Implementing Writing Workshop 3 hours

A course designed to immerse the graduate student in the writing process as well as in the rationale and instructional structures of a Writing Workshop approach to the teaching of writing. Issues of diversity within the context of Writing Workshop will be addressed. The course includes a significant applications component designed to assist students in translating theory into practice. Offered concurrently with EDLE 527, Implementing Reading Workshop so that students see the interconnectedness of reading and writing.

EDLE 565. Critical Thinking in Content Literacy **3 hours**

Study given to the theoretical framework for teaching literacy in the content areas. Instructional strategies for facilitating critical thinking, particularly in the context of the Bible, are modeled and practiced. Strategies are also taught that are designed to enhance critical and creative thinking, as well as academic performance in reading, writing, listening, talking, viewing, and visual representation in all content areas.

EDLE 567. Literacy Instruction in Primary Classrooms **3 hours**

An advanced course focusing on the literacy development of K-2nd grade students. Theory and research relevant to literacy instruction in the primary grades studied within the context of developmentally appropriate instructional approaches and practice. The course also examines the implications and practices for facilitating successful literacy instruction for English Language Learners.

EDLE 580. Literacy Internship **2 hours**

Designed to meet the particular needs and interests of the student as those relate to classroom instruction in literacy. A proposal will be submitted by the student using action research as the design.

EDIE 582. Master's Practicum **2 hours**

Planned literacy education/administrative field experience in a school, school district, or educational agency under joint supervision of faculty members in the areas of literacy education and educational administration. Includes work with a mentor principal or supervisor of instruction. Note: Individuals who have completed the supervised practicum as a component of their graduate program may be recommended by the School of Education and Psychology for the TN State Beginning Administrator License

EDLE 585. Professional Applications in Literacy **2 hours**

Provides opportunity for individual students to identify an area of particular passion in literacy. In cooperation with the professor, students design a proposal specifying a plan for applying what has been learned within the context of the professional community rather than the individual classroom. This class will enable graduate students to work in collaboration with the university professor to enhance literacy development in a community or professional setting.

EDLE 595. Independent Study in Literacy Education **1-3 hours**

Individual research/study project in literacy education under the supervision of a graduate professor.

Outdoor Education Courses

EDOE 503. Principles and Concepts of Outdoor Education **2 hours**

Co-requisite: EDOE 504.

Basic concepts and the history of the outdoor education movement. Scope of contemporary programs in the U.S. and abroad. Examination of the teaching of learning processes relevant to outdoor and environmental education. Lab fee 7 will be assessed for this course.

EDOE 504. Field Experience in Principles and Concepts of Outdoor Education 1 hour*Co-requisite: EDOE 503.*

Experiences in this course are designed to support and supplement the theoretical foundations presented in Principles and Concepts of Outdoor Education (EDOE 503) by on-site examinations of schools, nature centers, and residential camps.

EDOE 513. Nature Study 2 hours*Co-requisite: EDOE 514.*

A field course for teachers and outdoor leaders to increase their knowledge, confidence, and awareness of nature. Interpretation of urban and rural wildlife that could be encountered by the teacher and students in the outdoor classroom will be covered. Lab fee 7 will be assessed for this course.

EDOE 514. Field Experience in Nature Study 1 hour*Co-requisite: EDOE 513.*

The experiences in this course are designed to support and supplement the lectures presented in Nature Study (EDOE 513) and provide practical field experiences for helping outdoor teachers in using field keys, observing nature, and acquiring skills needed for studying plants and animals in a variety of habitats.

EDOE 523. Leadership in Outdoor Education 2 hours*Co-requisite: EDOE 524.*

This course is for outdoor leaders and gives training in planning, organizing, and implementing outdoor programs for children, youth, and adults. Experiences include evaluating the operations of camp, recreation and residential programs. Lab fee 8 will be assessed for this course.

EDOE 524. Field Experience in Leadership in Outdoor Education 1 hour*Co-requisite: EDOE 523.*

The experiences in this course are designed to support and supplement the theoretical foundations presented in Leadership in Outdoor Education (EDOE 523) and to provide opportunities to conduct on-site evaluations of outdoor education programs, their curricula, staffing, and financial management.

EDOE 528. Interpretation of Natural and Historical Resources 2 hours

This course will examine the fundamental principles of natural and historical interpretation. Students will research local resources in order to develop interpretive programs. Particular attention is given to contemporary methods of interpretation in parks, nature centers, camps, and other outdoor settings. Lab fee 4 will be assessed for this course.

EDOE 533. Developing Outdoor Teaching Sites 2 hours*Co-requisite: EDOE 534.*

This is an intensive seminar designed to provide practical field experience in developing a wide range of activities for the school yard, park or use in a resident facility. Participants in this seminar will develop materials in the evenings and implement them at a camp or environmental school site. Lab fee 7 will be assessed for this course.

EDOE 534. Field Experience in Developing Outdoor Teaching Sites **1 hour**

Co-requisite: EDOE 533.

This course is designed to support and supplement Developing Outdoor Teaching Sites (EDOE 533) and to provide practical field experiences in developing curriculum, as well as trails, gardens, ropes courses, or other physical needs of an outdoor site. The students will complete a project at a camp, nature center, or school yard site.

EDOE 535. Outdoor Therapy: Design and Procedures **2 hours**

Co-requisite: EDOE 536.

An examination of design, procedure, and group therapy dynamics used as a therapeutic tool in the outdoor setting. Lab fee 8 will be assessed for this course.

EDOE 536. Field Experience: Outdoor Therapy **1 hour**

Co-requisite: EDOE 535.

The experiences in this course are designed to support and supplement the theoretical foundations presented in EDOE 535, Outdoor Therapy: Design and Procedures, and to provide hands-on training in outdoor therapeutic settings.

EDOE 537. Lab Experience: Technology in Outdoor Education **1 hour**

Must be taken concurrently with EDOE 538.

This course is designed to support and supplement Technology in Outdoor Education (EDOE 538) and to provide practical laboratory experiences in surveying, sampling, or collecting data for biological research.

EDOE 538. Technology in Outdoor Education **2 hours**

This course will provide participants with knowledge in using various types of equipment used in surveying, sampling, or collecting data for biological research. Students will work with professionals in the field to develop the skills needed to use equipment, and then learn ways to involve their students in similar activities in the outdoor classroom. Lab fee 8 will be assessed for this course.

EDOE 539. Outdoor Recreation **1-2 hours**

This course focuses on programming and leadership of adventure activities. Topics covered may include, but are not limited to backpacking, spelunking, canoeing, and wilderness living. It may be repeated with different skill emphases. It will be taught at a location suitable for the particular activity being offered. Lab fee 4 will be assessed for this course.

EDOE 543. Environmental Ministries for Teachers and Youth Leaders **2 hours**

This seminar will focus on the use of nature study to lead children and youth to Christ. It is designed for teachers and youth leaders who want to learn more about using nature as a tool for witnessing. Participants will learn to use nearby and/or familiar locations for environmental understanding and inspiration.

EDOE 553. Ecology Education **2 hours**

A study of the interrelationships of plants, animals, and their environment. Field work will introduce the teacher to actual activities and simple sampling techniques that can be reproduced in the classroom and outdoor teaching site. Lab fee 6 will be assessed for this course.

EDOE 563. Wilderness Stewardship**2 hours**

An intensive back country camping course to be taught entirely in the field. It will provide the student with basic knowledge and understanding of minimal environmental impact on nature while pursuing outdoor recreational activities. Professional reading will be required prior to the trip from writers such as Thoreau, Leopold, Muir, Carson and other voices of stewardship. Field trip fee will be charged for food and transportation.

EDOE 565. Nature Journaling**1-2 hours**

This class will help the student explore the natural world through journaling. It focuses on writing and revising a journal. The following will be discussed: the creative process, and the elements of good writing, including the discovery process, writing introductions and conclusions, using concrete and specific language and appropriate style. Lab fee 4 will be assessed for this course.

EDOE 568. Nature Photography**1-2 hours**

A theoretical and practical study of photography as a means of communicating and recording nature. Topics will include outdoor lighting, composition, exposure, color, and choosing equipment and film for nature photography. Students need their own cameras. Lab fee 5 will be assessed for this course.

EDOE 573. Outdoor Curriculum and Methods, Grades 1 - 6**1-2 hours**

This course may focus on any of the following areas of emphasis: art, music, language arts, math, social studies, science, technology, health and physical education. The student will collect and organize a file of teaching materials appropriate for outdoor education and evaluate outdoor education activities. Twenty hours (20) of field experiences in selected outdoor schools and attendance at selected professional meetings are considered a part of this course. (One to two hours may be taken in each emphasis.) Lab fee 2 will be assessed for this course.

EDOE 574. Outdoor Curriculum and Methods, Grades 7 - 12**1-2 hours**

This course may focus on any of the following areas of emphasis: English, history, math, social studies, science, technology, health and physical education. Students will collect and organize a file of teaching materials appropriate for outdoor education and evaluate outdoor education activities. Twenty (20) hours of field experience in selected outdoor schools and attendance at selected professional meetings are considered a part of this course. Lab fee 2 will be assessed for this course.

EDOE 575. Internship in Outdoor Education**1-4 hours**

An internship designed to meet the particular needs and interests of the individual participant. Internship will be conducted in cooperation with a day or resident outdoor education facility. A minimum of forty (40) clock hours are required for each semester hour of credit. This course may be repeated for a maximum of four (4) semester hours total.

EDOE 582. Master's Practicum

2 hours

Planned outdoor education/administrative field experience in a school, school district, or educational agency under joint supervision of faculty members in the areas of outdoor education and educational administration. Includes work with a mentor principal or supervisor of instruction. Note: Individuals who have completed the supervised practicum as a component of their graduate program may be recommended by the School of Education and Psychology for the TN State Beginning Administrator License

EDOE 585. Workshop in Outdoor Education

1-4 hours

Various topics in outdoor education, including nature study, adventure programming, curriculum, and wilderness medical certification may be covered. This course may be repeated with different topics. The class will be taught in a location suitable for the topic being covered. A minimum of lab fee 2 will be required. Additional lab fees may be assessed depending on credits.

EDOE 593. Adventure-based Counseling

2 hours

A survey course introducing teachers, camp professionals, and outdoor professionals to adventure-based counseling activities. Theoretical perspectives/foundations, activity implementation, and assessments will be the core of the instruction. Specific attention will be given to issues in group diversities including age, gender, ethnicity, and social economics. Lab fee 5 will be assessed for this course.

EDOE 595. Independent Study in Outdoor Education

1-3 hours

Prerequisites: EDOE 503 and consent of the School of Education and Psychology.

Individual research/study project in outdoor education under the supervision of a graduate studies professor. May be conducted at a school or camp site. Independent studies must be limited to two, with a maximum of six semester hours of credit earned total.

Education Courses

EDUC 520. Theories of Learning

2 hours

A Biblical view of the learner and the learning process is used to examine current approaches to learning theory. Behavioristic and cognitive-field learning theories, as well as adult teaching practices, are examined as they relate to theoretical perspectives. Theoretical principles are then used to devise practical adult teaching and learning methodologies.

EDUC 531. Technology and the Educator

3 hours

Study and analysis of the integration of technology in learning environments. The course examines technology-related issues from instructor, student and administrator perspectives. Issues include the philosophy of and need for technology, learning outcomes associated with the use of technology, implementation of and problems associated with technology in the instructional environment and technology related to administrative function and professional development. This course also seeks to provide the educator with an array of professional competencies so as to optimally leverage technology for instructional ends. This course incorporates a hands-on approach and assumes basic competencies in word processing, presentation software, Internet usage, and the Windows operating system.

EDUC 541. Principles of Counseling**3 hours**

This course is cross-listed with COUN 520. A student may receive credit for this course from only one program.

See COUN 520 for course description.

EDUC 566. Seminar: Trends and Issues in Education**1-3 hours**

Analysis of current and emerging educational trends. Exploration of curricular concerns and/or instructional issues which shape the teaching/learning process.

EDUC 573. The Art of Teaching Writing**3 hours**

This class designed for students wishing to immerse themselves in the study of living like a writer. This study will focus on an in-depth study of authors who share what it means to live like a writer as they craft writing. Children's literature will be studied in light of the writing craft. Students will also focus on applying the skills of conferring to assist child authors in crafting their writing.

EDUC 577. Reading Assessment and Remediation**3 hours**

Examines the various causes of reading difficulties and the instructional procedures, strategies, and materials for remediating those difficulties.

EDUC 587 Statistics**2 hours**

This course is designed to provide the basic knowledge of descriptive and inferential statistics to be applied to educational research: measure of central tendency and variability; correlation and regression; testing of hypothesis using the normal; binomial t, F, and chi-square distribution.

EDUC 592. Educational Research**3 hours**

Fundamentals of action research methodology. Analysis, critical reading, evaluation, and application of research needed for development of skills in research proposals. Includes the presentation of a proposal and the carrying out of a research project under supervision.

EDUC 595. Independent Study in Education**1-3 hours**

Individual research/study project in education under the supervision of a graduate studies professor.

EDUC 599. Master's Research Project**3 hours**

This is a concentrated study on a problem or issue to be examined in the light of research. The student is urged to work closely with his/her advisor during each phase of the development of the research project.

Finance Courses**FNCE 505. Principles of Finance****3 hours**

Prerequisite: ACCT 505 or a course in Principles of Accounting I and II.

A study of the fundamental principles of financial organization. Emphasis is on instruments of finance, policies of capitalization, problems pertaining to working capital, and corporate expansion and reorganization.

FNCE 510. Financial Management

3 hours

Prerequisite: An introductory course in finance or FNCE 505.

This course is cross-listed with BUAD 520. A student may receive credit for this course from only one program.

Understanding and analyzing information for decision making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed. Lab fee 1 will be assessed for this course.

FNCE 520. Finance Theory

3 hours

Prerequisite: FNCE 510 or equivalent.

This course provides a survey of theories applied to corporate finance. Emphasis is given to theories applicable to asset pricing models, theory of interest rates, financial markets and valuation of assets, decisions under uncertainty, efficient capital markets, and portfolio theory, but other theories frequently used in financial decision making may also be introduced. These theories are then used to critically evaluate current and past financial decision making behavior with empirical evidence from corporate settings.

FNCE 525. International Finance

3 hours

Prerequisite: FNCE 510 or equivalent.

Covers a detailed examination of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business.

FNCE 545. Mergers and Acquisitions

3 hours

Prerequisite: FNCE 510 or equivalent.

An examination of corporate acquisitions, including firm valuation, bidding contests, and defense mechanisms, financing the acquisition, and the corporate tax and legal environment.

FNCE 552. Money and Banking

3 hours

This course is cross-listed with FNCE 452. A student may receive credit for this course from only one program.

Studies mediums of exchange, money and credit, banks and their services, the Federal Reserve System and other financial institutions, and the impact of monetary policy on financial business procedures and decisions.

FNCE 555. Fundamentals of Investment

3 hours

This course is cross-listed with FNCE 455. A student may receive credit for this course from only one program.

A practical, as well as a theoretical, approach is taken for the potential investor of institutional or personal funds through the use of problems, readings, and cases. Topics covered will include stocks and bonds in the security market, real estate, and fixed equipment investments.

FNCE 561. Portfolio Management**3 hours***Prerequisite: FNCE 555 or equivalent.*

This course is cross-listed with FNCE 461. A student may receive credit for this course from only one program.

Includes consideration of investment instrument choices that are available to the investor and the purpose and operation of U.S. and global capital markets. The course also covers the methods of evaluation for current and future investment opportunities in the expansion of a portfolio of investments that satisfies an investor's risk-return goals.

FNCE 564. Financial Statement Analysis**3 hours***Prerequisites: ACCT 508, 550; FNCE 555 or equivalent*

This course is cross-listed with ACCT 564 . A student may receive credit for this course from only one program.

See ACCT 564 for course description.

FNCE 585. Contemporary Issues in Finance**3 hours**

A seminar format with guest lectures relating to current issues developing in Finance.

FNCE 595. Independent Study**3 hours**

Individualized research into a selected topic chosen by the faculty adviser and the student.

FNCE 597. Finance Research**3 hours**

A research project under the supervision of a faculty in the discipline, which includes review of literature, research design, data collection and analysis leading to a paper appropriate for professional publication and/or presentation.

Healthcare Administration Courses**HADM 520. Operations Management and the Clinical Professional****3 hours**

Concepts of decision models for planning, control, forecasting, scheduling, and analysis. Guest lecturers from clinical areas included.

HADM 530. Healthcare Administration**3 hours**

The theory and practice of healthcare in Western culture. Different types of care delivery studied. Environments, services offered, process of entry into care systems. Health and quality of care, medical ethics, environmental health, and delivering of services addressed. Designed for all avenues of healthcare.HADM 536. Advanced Nursing Leadership and Role Development

HADM 536. Advanced Nursing Leadership and Role Development**3 hours***Prerequisite: Permission of program coordinator.*

This course is cross-listed with NRS 578 in the School of Nursing. A student may receive credit for this course from only one program.

See NRS 578 for course description.

HADM 550. Entrepreneurship and the Healthcare Professional**3 hours**

Creates a focus toward valuing and growing new businesses. Learning how to be an entrepreneur by creating a business and learning to be a key player and leader of a business team are key outcomes. Discover how to build a meaningful business from seasoned professionals through guest corporate lectures, classroom experience, workshops, mentorships, and internships.

HADM 585. Contemporary Issues in Healthcare Administration **3 hours**

A seminar of open discussion and guest lectures relating to current issues developing within the healthcare industry. Included in the discussion will be topics in healthcare finance and legal issues.

HADM 595. Independent Study **3 hours**

Individualized research into a selected topic chosen by the faculty adviser and the student.

HADM 597. Healthcare Administration Research **3 hours**

A research project under the supervision of a faculty in the discipline, which includes review of literature, research design, data collection and analysis leading to a paper appropriate for professional publication and/or presentation.

Church and Nonprofit Leadership Courses

NPLD 530. Strategic Management in Nonprofit Organizations **3 hours**

The integration and application of strategic management principles, concepts, and practices in nonprofit organizations are discussed. The development of mission statements, goal-setting concepts, and strategy formulation and implementation approaches are included. Students are provided the opportunity to design organizational plans and strategies relevant to their specific needs and the needs of their organizations.

NPLD 585. Contemporary Issues in Church and Nonprofit Leadership **3 hours**

A seminar format with guest lectures relating to current issues developing in nonprofit organizations. Key issues include the role of spiritual values, ethics, religious leadership, motivation, change, etc.

NPLD 595. Independent Study **3 hours**

Individualized research into a selected topic chosen by the faculty adviser and the student.

NPLD 597. Nonprofit Leadership Research **3 hours**

A research project under the supervision of a faculty in the discipline, which includes review of literature, research design, data collection and analysis leading to a paper appropriate for professional publication and/or presentation.

Nursing Courses

NRSG 500. Individual Study and Clinical Practice **1-3 hours**

Prerequisite: Permission of dean or program coordinator.

Particularly designed to make-up deficiencies in a student's undergraduate program. Hours do not count towards MSN degree. This class is designed to make up deficiencies in a student's undergraduate preparation and is not applicable to the graduate degree program.

NRSG 505. Directed Study and Research **1-3 hours**

Prerequisite: Permission of dean or program coordinator.

Directed study and/or research in nursing designed to meet the needs of the individual student.

NRSG 515. Theoretical Concepts of Nursing**3 hours***Prerequisite: Admission to the program or permission of dean or program coordinator.*

A survey of the theories and concepts of nursing science as applied to the increase in substantive nursing knowledge. A wholistic Christian perspective is taken on major issues involved in the development of nursing knowledge. Critique of theory is applied to the Neuman Systems Model and other selected models and theories.

NRSG 520. Health Promotion Across the Lifespan**3 hours***Prerequisite: Admission to the program or permission of dean or program coordinator.*

A course emphasizing use of developmental psychological, sociocultural, physiological, and spiritual approaches to attain and maintain optimal health in the face of stressors inherent in a sinful world. Biblical principles and SDA-specific approaches to healthy lifestyle are examined. Change theory, nursing theories, learning theories, and health promotion principles and frameworks are used to design and evaluate interventions that enhance client's flexible line of defense.

NRSG 527. Nursing Research: Foundations of Evidence-based Practice**4 hours***Prerequisites: NRSG 316 or equivalent basic statistics and NRSG 515.*

Focuses on the steps of ethical quantitative research and on understanding and utilizing research studies as the basis for advanced practice. Application and interpretation of descriptive and inferential statistics are included. Emphasizes integration of research (evidence) into care of individuals, families, and communities with potential or actual stressors and threats to wellbeing.

NRSG 531. Research Seminar**1 hour***Prerequisite: NRSG 527.*

Research concepts are made practical by the development or refinement of a research project or thesis proposal. Students are guided through the process of IRB proposal and obtaining permission for specific research and project activities. Faculty mentoring facilitates readiness for NRSG 596 or 598. (Pass/Fail)

NRSG 541. Health Care Policy**2 hours***Prerequisite: Admission to the program or permission of dean or program coordinator.*

Examines health care policy issues affecting nursing education, administration, advanced clinical practice, clients, and client systems. Includes an overview of health care policy in the public and private sectors and provides the student with essential skills to understand and influence current health care policy formation as it relates to areas of interest for nurses such as clinical practice, health promotion and disease prevention and intervention at the primary, secondary, and tertiary levels. Lab fee 8 will be assessed for this course.

NRSG 550. Advanced Pathophysiology**3 hours**

A study of alterations in physiologic systems frequently encountered in primary care, with in-depth analysis of risk factors, pathophysiologic changes, and associated clusters of signs/symptoms. Pathophysiologic theories and research are presented as a basis for advanced practice.

NRSG 552. Advanced Pharmacology

3 hours

Pre- or co-requisite: NRSG 550.

Focuses on the appropriate clinical use of medications in the maintenance and strengthening of the client system's lines of resistance and defense. Emphasis is placed on therapeutic prescription/use of medications in common recurrent health problems.

NRSG 554. Advanced Physical Assessment

3 hours

Prerequisite: Enrollment in core courses or permission of dean or program coordinator.

In-depth focus on history taking and assessment of the five variables of the client system. Builds on basic assessment skills through didactic and clinical applications. Includes advanced preparation in obtaining and interpreting ECGs and analyzing radiologic films. Includes a minimum of 60 hours clinical practice. Lab fee 9 will be assessed for this course.

NRSG 556. Family and Community Systems

3 hours

Prerequisite: NRSG 340.

Perspectives of family composition, culture, values, ethics, development, growth, and behaviors that influence the well-being of the client in the framework of the community. Methods in assessment of family structure, dynamics, performance, epidemiology, and strengths/weaknesses furnish the basis for developing approaches for primary, secondary and tertiary interventions and improvement of family functions.

NRSG 561. Primary Care of Adults

3 hours

Prerequisites: NRSG 550, 554, 556; Pre- or co-requisite: NRSG 552.

Comprehensive primary care course emphasizing primary, secondary, and tertiary care of well and ill individuals across the adult lifespan. Concepts of health promotion, pathophysiology, epidemiology, pharmacology, and physical assessment are integrated throughout as common and chronic health problems are studied. Diagnostic tests are reviewed. Differential and actual diagnoses are discussed based on client presentation. Management plans are formulated based on standards of practice and best evidence.

NRSG 562. Practicum: Primary Care of Adults I

4 hours

Pre- or co-requisite: NRSG 561.

Clinical practicum in the differential diagnosis and management of common and chronic adult health problems. Includes intensives for clinical procedures and wound management. Precepted by nurse practitioners and other healthcare providers. Includes a minimum of 240 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSG 563. Primary Care Role Development

3 hours

Prerequisite: NRSG 561.

A capstone course focusing on professional and complex clinical issues, advanced practice roles, relationships, legal and ethical frameworks for advanced practice, professional practice management, and preparation for advanced practice nurse practitioner certification.

NRSG 565. Graduate Studies - Topics in Nursing**1-3 hours***Prerequisite: Permission of dean or program coordinator.*

Selected topics designed to meet the needs or interests of students in specialty areas of nursing not covered in regular courses. This course may be repeated for credit.

NRSG 566. Practicum: Primary Care of Adults II**4 hours***Prerequisite: NRSG 562; Pre- or co-requisite: NRSG 563.*

A continuation of clinical practicum with emphasis on the differential diagnosis and management of the more intensive common, acute, and chronic adult health problems. Precepted by nurse practitioners and other healthcare providers. Includes a minimum of 240 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSG 570. Primary Care of Children**3 hours***Prerequisites: NRSG 550, 554; Pre- or co-requisite NRSG 552, 556.*

Theoretical concepts in primary, secondary, and tertiary prevention in infants, children, and adolescents including the assessment, health promotion, diagnosis, and therapeutic management of common acute and chronic health problems. Emphasis is placed on developmental needs and the pathophysiologic stressors as well as the impact of the family on the health of the child.

NRSG 571. Practicum: Primary Care of Families I**5 hours***Pre- or co-requisite: NRSG 561, 570.*

Clinical practicum that promotes application of theoretical concepts and development of skills in primary, secondary, and tertiary prevention and healthcare across the lifespan. Diagnosis and therapeutic management of common acute and chronic health problems is precepted by nurse practitioners and other healthcare providers in a variety of adult, family, pediatric, outpatient, acute, and long-term care settings. Includes intensive for clinical procedures and wound management. A minimum of 300 hours clinical practice is required. Lab fee 9 will be assessed for this course.

NRSG 572. Practicum: Primary Care of Children**2 hours***Prerequisites: Permission of program coordinator, NRSG 562; Pre- or co-requisite: NRSG 570.*

Clinical practicum that promotes application of theoretical concepts and development of skills in primary, secondary, and tertiary prevention in infants, children, and adolescents including the diagnosis and therapeutic management of common acute and chronic health problems. Includes a minimum of 120 hours of clinical practice. May be used in combination with adult practicum courses to fulfill practicum requirements for FNP emphasis.

NRSG 573. Practicum: Primary Care of Families II**5 hours***Prerequisite: NRSG 571; Pre- or co-requisite: NRSG 563.*

Clinical practicum that promotes competence for entry into advanced practice in health promotion/disease prevention; management of patient illness; nurse-patient relationships; teaching-coaching function; professional roles; managing and negotiating healthcare delivery; quality assurance; and meeting cultural and spiritual needs of families across the lifespan. Includes a minimum of 300 hours clinical practice. Lab fee 9 will be assessed for this course.

NRSG 576. Assessment for Advanced Practice **2 hours**

Prerequisite: Enrollment in core courses or permission of dean or program coordinator.

Advanced studies in history taking and assessment of the five variables of the client system. Builds on basic assessment skills through didactic and clinical applications. *Not open to students in nurse practitioner emphasis.*

NRSG 578. Advanced Nursing Leadership and Role Development **3 hours**

Prerequisite: Permission of program coordinator.

This course is cross-listed with HADM 536 in the School of Business and Management. A student can receive credit for this course from only one program.

Examines the role of the nurse executive or manager within the managed care system through analyses of selected leadership, management, and nursing theories. The concepts derived from these analyses are applied to the various role functions (leader, strategic planner, organizer, facilitator, evaluator). Leadership principles, continuous quality improvement, human resources management, negotiation skills, marketing, and strategic planning are emphasized. The learner will complete a project focusing on one of the roles of the nurse leader under supervision of the course professor and a preceptor in a mid- to top-level administrative position at a health care facility.

NRSG 581. Nursing Curriculum Design **3 hours**

Prerequisite: Enrollment in core courses or permission of dean or program coordinator.

A study of educational philosophy, curriculum development, and design in nursing education. Theories and models for curriculum design and evaluation are examined. Curricular strategies that address the various domains of learning are analyzed. Accreditation implications for curriculum development are reviewed. (Fall, even years)

NRSG 583. Classroom Instruction and Evaluation **3 hours**

Pre- or co-requisite: NRSG 581.

Models, concepts, strategies, and technical innovations for classroom instruction and evaluation are examined. Test design, construction, blue printing, and analysis are included. Elements of this course are met through attendance at an off-site "boot camp" for new nurse educators. Lab fee 13 will be assessed for this course. (Winter, odd years)

NRSG 585. Educator Role Practicum: Area of Clinical Emphasis **3 hours**

Pre- or co-requisite: NRSG 581, 583.

Opportunities for application of educational strategies in classroom and clinical settings that apply to the student area of clinical emphasis. Includes exposure to other educator roles in a variety of settings. (135 clock hours)

NRSG 591. Practicum: Area of Clinical Emphasis **2 hours**

An individualized clinical practicum in the specific area of clinical emphasis chosen by the student designed to foster growth in clinical expertise and enrich the nurse educator role. Ninety clock hours of practice. (Pass/Fail) Lab fee 5 will be assessed for this course.

NRSG 595. Independent Study **1-3 hours**

Individual study and research under the supervision of the graduate faculty. Only two independent studies (a total of no more than six hours) are allowed to apply toward a student's degree.

NRSG 596. Nursing Project**3 hours***Prerequisite: NRSG 531.*

The student addresses a practice problem, issue, or need within his or her area of emphasis by writing a proposal and carrying out activities directed to solving the problem, resolving the issue, or meeting the need. The project may involve research, producing a product, or instituting change in a practice setting, or any combination of these three. The student is supervised by a faculty mentor. The project should lead to a scholarly paper, a presentation, an implementation, a product usable by others, or a publishable manuscript. (Pass/Fail) Lab fee 5 will be assessed for this course.

NRSG 598. Thesis**4 hours***Prerequisite: NRSG 531.*

Student designed research under the supervision of a faculty committee culminating in a master thesis. (Pass/Fail) Lab fee 6 will be assessed for this course.

Biblical Studies Courses**RELB 500. Directed Study****1-3 hours**

Directed study is designed to make up deficiencies in a student's undergraduate degree.

RELB 510. Archaeology and Bible Interpretation**3 hours**

A study of cultures, customs, languages, and religious practices that throw light on the understanding of Scriptures based on archaeological and other ancient material cultures found throughout the lands of the Bible.

RELB 520. Middle East Study Tour**1-3 hours**

Sponsored by the School of Religion, the Middle East Study Tour focuses on the archaeological, historical, and geographical study of the region with an emphasis on the comparative study of cultures, locations, and events as they relate to the Bible. Students are responsible for tuition and trip expenses.

RELB 530. Archaeological Fieldwork**1-6 hours**

In conjunction with the archaeological expeditions, sponsored by Southern Adventist University, qualified students obtain practical experience and training in archaeological fieldwork by assisting on the supervising of excavations, drawing, registering, reading of pottery, and related work. Students are responsible for tuition and trip expenses.

RELB 540. Old Testament Themes**3 hours**

An introduction to the major theological concepts and themes of the Old Testament from the perspective of the Christian faith through the study of selected passages of the Old Testament text. The course also discusses the history of the discipline of Old Testament theology.

RELB 541. Preaching from the Old Testament Text**3 hours***Prerequisite: At least one introductory course in biblical preaching.*

An examination of the presentation and development of the major theological concepts and themes of the Old Testament from the perspective of the Christian faith. Course requirements include the preparation of both thematic and expository sermons based on the Old Testament.

RELB 545. General Epistles **3 hours**

A general background of New Testament history and the Book of Acts, plus exposition of Hebrews, James, 1 and 2 Peter, Jude, and 1, 2, and 3 John.

RELB 546. Pauline Epistles **3 hours**

A study of Paul's epistles, including Romans, 1 and 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 and 2 Thessalonians, 1 and 2 Timothy, Titus, and Philemon.

RELB 551. Preaching from the New Testament Text **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

This course engages the student in either a detailed study of selected New Testament themes or exegesis/interpretation of selected book(s) or passages of the New Testament. Emphasis is given to the preparation/preaching of sermons based on the New Testament themes or passages contained within the material under study.

RELB 553. Studies in Romans **3 hours**

This course provides an in-depth study of Romans. It covers core issues regarding the righteousness of God, salvation in Christ, and the role of the Holy Spirit. Key topics are studied, such as the nature of the gospel, the identity of the believers in Christ, and the election of Israel in the plan of God.

RELB 555. Studies in Daniel **3 hours**

A study of the prophecies and symbolism of Daniel to discover their meaning and relevance for today.

RELB 556. Studies in Revelation **3 hours**

A study of the prophecies and symbolism of Revelation with their historical fulfillments. Special attention is given to discovering its special message for our day.

RELB 565. Topics in Biblical Studies **3 hours**

This course covers selected topics of interest in the area of biblical studies.

RELB 595. Independent Study **1-3 hours**

Individual study and research under the supervision of the graduate faculty.

RELB 620. Project in Biblical Studies **3 hours**

Requires the writing of a major paper in the area of biblical studies. Project is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the project adviser.

RELB 650. Thesis in Biblical Studies **1-6 hours**

Requires the writing of a master's thesis in the area of biblical studies. Thesis is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the thesis adviser.

General Studies Courses

RELG 600. Research Methods and Writing **3 hours**

A course dealing with techniques and tools, including library and online sources available for theological research for the construction and practice of writing research papers. Emphasis is given to expository and persuasive writing skills, documentation styles, and bibliography in various religious disciplines.

Professional Studies Courses

REL 401. Fundamentals of Biblical Preaching **3 hours**

This introductory course focuses on the preparation and delivery of expository sermons. The student learns and implements a ten-step method in preparing an expository sermon. This sermon is preached and analyzed in a peer-review setting. Only available to students with no formal preaching training. *Credit will not be given towards a master's degree.*

REL 500. Directed Study **1-3 hours**

Directed study is designed to make up deficiencies in a student's undergraduate degree.

REL 501. Advanced Preaching Methods **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

An exploration of various models of biblical preaching, with an emphasis on inductive method and extemporaneous delivery. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

REL 508. Expository Preaching **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

An advanced course on the theology and construction of expository sermons. Attention is given to exegetical procedure, homiletical form, relevant illustration, and accurate application. The student learns strategies for developing exegetical outlines of biblical books or chapters and transforming these outlines into fresh, contemporary sermons for today's audience. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

REL 513. Effective Church Leadership **3 hours**

Church leadership viewed from the perspective of character and effectiveness. Issues covered include visioning, local mission development, mentoring, effective administration, and decision making. Case studies and group interaction are used for learning purposes.

REL 515. Equipping Laity for Ministry **3 hours**

A biblical approach to the effective accomplishment of church ministry, with an emphasis on the discovery, development, and discipleship of lay ministry. The role of the pastor as facilitator of ministry in this paradigm is carefully examined.

REL 517. Pastoral Counseling **3 hours**

Counseling theory and practice in church related settings. Mental health programs and follow-up are studied.

REL 519. Church and Community Health Education **3 hours**

Based on principles outlined in the Bible and the Spirit of Prophecy, this course deals with specific methods and programs designed to reach both church and community in areas of felt needs not ordinarily emphasized in the traditional evangelistic approach.

RELP 521. Time and Life Management **3 hours**

This course is a comprehensive study of time and life management. It explores the fundamentals of time and its management within a theological and pastoral context. Special consideration is given to articulating personal values, achieving goals, evaluating and implementing a time-management system, overcoming personal time-management weaknesses, and applying strategies of efficiency and effectiveness to everyday life.

RELP 524. Evangelistic Preaching **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

This course concentrates on the development and delivery of Christ-centered, distinctively Adventist messages, with emphasis on soul-winning decisions and the use of multi-media. Instruction includes sermon preparation for an evangelistic series.

RELP 525. Youth Ministry in the Local Church **3 hours**

This course emphasizes the understanding of the various youth groups in the local church and how each age level grows spiritually. The purpose of the course is to demonstrate how to develop effective youth leaders and to enable them to minister to, retain, and engage youth in the mission of the church.

RELP 532. Principles and Strategies for Church Growth **3 hours**

This course focuses on the application of biblical principles of church growth to the North American church, as well as practical evangelistic strategies for the local Adventist congregation. These include year-long planning for community outreach, church planting, evangelistic preparation, and membership training.

RELP 534. Personal Soul-Winning Skills **3 hours**

A study of the importance, principles, and methods of personal evangelism. The course focuses on the development of skills to help individuals make favorable decisions for Jesus Christ through one-on-one small group evangelism. Practical experience is gained in laboratory exercises and in the field.

RELP 537. Church Planting Strategies **3 hours**

The course focuses on planting churches in a Seventh-day Adventist context. Biblical and historical models, various methods of church planting, and the current state of Adventist church planting is surveyed. Students learn how to develop a strategy for starting and multiplying congregations, how to integrate discipleship with church planning, and how to protect the personal life of the church pastor.

RELP 542. Urban Ministry and Evangelism **3 hours**

A study of the city as the locus of mission and ministry. The course considers the forces which create cities, their development, and their ethos, with emphasis on the process of secularization and the church's holistic approach to the urban setting. Special attention is given to evangelism and church planting in the urban context. Students are exposed to various ministries dealing with the hungry, homeless, addicted, and the alienated.

RELP 561. Preaching to the Secular Mind **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

The understanding of post-modern society and how to communicate the character of God and the truths of Scripture through effective sermons. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

RELP 565. Topics in Professional Studies **3 hours**

This course deals with selected topics of interest in the area of pastoral studies.

RELP 569. Sermon Designs for Biblical Preaching **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

The student explores a variety of sermon designs, such as inductive, narrative plots, and other audience-centered preaching forms. Delivery focus is on youth, secular people, and various ethnic congregations. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

RELP 570. World Mission **3 hours**

A broad introduction to Christian world missions. This course covers aspects of the theology of mission; the history of missions; various philosophies of mission, including the SDA perspective; and strategies for implementing missions in a variety of cultural settings.

RELP 591. Preaching Practicum **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

The course is offered in connection with a field school of evangelism, in which students participate in supervised evangelistic preaching. Students must demonstrate adequate preparation in order to be considered for this course. Class requirements include preparation of a theoretical framework to be done, field supervision, and a final report.

RELP 595. Independent Study **1-3 hours**

Individual study and research under the supervision of the graduate faculty.

Theological Studies Courses

RELT 500. Directed Study **1-3 hours**

Directed study designed to make up deficiencies in a student's undergraduate degree.

RELT 520. Spirituality in Ministry **3 hours**

An examination of a biblical model for spiritual leadership and its implications for personal spiritual life and development. The objective of this course is to discover how to experience life and ministry that is "full of God's grace and power."

RELT 525. Theology of Ministry **3 hours**

An in-depth study of the theology of ministry in the context of the church, clergy-laity roles, and the mission of the local congregation.

RELT 531. Hermeneutics and Biblical Interpretation **3 hours**

An investigation into fundamental hermeneutical presuppositions and the formulation of both sound principles of biblical interpretation and proper methods of interpreting the writings of Ellen G. White, for use in preaching and ministry. Particular attention is paid to contemporary methods of interpretation and their impact on the authority and trustworthiness of Scripture.

RELT 538. Prophetic Guidance in the Adventist Church **3 hours**

An in-depth study of the gift of prophecy as seen in the life and ministry of Ellen G. White. Controversial issues in revelation and inspiration are explored. An assignment answering objections is required.

RELT 542. Studies in Biblical Doctrines

3 hours

An in-depth study of key biblical doctrines, such as salvation, the nature of God and man, the Great Controversy, and the final destiny of God's people. A significant research assignment is required.

RELT 546. Doctrine of Salvation

3 hours

The central purpose of this class is to study the plan of salvation/righteousness by faith. It focuses on building a biblically based understanding of salvation through the sanctuary and key soteriological books like Romans, Galatians, and John. Some time is also spent in examining and critiquing varying views of salvation from theologians such as Abelard, Calvin, Arminius, and Wesley. The significance of these views for Seventh-day Adventism is also explored.

RELT 552. Theology of Mission and Evangelism

3 hours

The biblical foundation for evangelism. A theological reflection of its essence, goals, motives, and strategies, with special emphasis on the mission of the SDA Church. The course provides a theological foundation for all courses in the area of evangelism, ministry, and missions.

RELT 563. Contemporary Theological Issues

3 hours

A study of contemporary theological issues that impact the Seventh-day Adventist Church with a view to assisting inquirers to respond appropriately.

RELT 565. Topics in Theological Studies

3 hours

This course covers selected topics of interest in the area of theological studies.

RELT 568. World Religions

3 hours

A study of several major representative Christian and non-Christian religions, including a survey of the history and the distinctive characteristics of each. This course also compares and contrasts these religions, considers areas of commonality between these religions and biblical Christianity, and provides insights as to how to share Christianity with practitioners of these religions.

RELT 571. Renewal and Mission of the Church

3 hours

A biblical study of ecclesiology as it relates to the mission of the church. Emphasis is placed on church renewal through worship, small groups, missional focus, and the empowering baptism of the Holy Spirit.

RELT 573. Biblical Eschatology

3 hours

A biblical evaluation of end-time movements, teachings, and events to prepare the church for Christ's soon return.

RELT 581. Biblical Ethics and Contemporary Society

3 hours

An examination of the major ethical teachings of the Bible in light of their cultural and historical setting and in relation to contemporary moral issues. This course deals with how to approach ethical problems in ministry, as well as Christian strategies dealing with basic matters such as confidentiality, church-state relations, racism, sexual vulnerability, and marriage/divorce/remarriage.

RELT 595. Independent Study

1-3 hours

Individual study and research under the supervision of the graduate faculty.

RELT 620. Project in Theological Studies

3 hours

Requires the writing of a major paper in the area of theological studies. Project is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the project adviser.

RELT 650. Thesis in Theological Studies

1-6 hours

Requires the writing of a master's thesis in the area of theological studies. Thesis is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the thesis adviser.

The Registry

Board of Trustees

*Gordon Retzer, Chair
*Gordon Bietz
John Boskind
Benjamin Browne
Michael Cauley
Donald Chase
Joan Coggin
Jim Davidson
Ken DeFoor
Faith Durkin
Mel Eisele
Tom Evans
Conrad Gill
*Burton Hall
Richard Hallock
Inelda Hefferlin
Heather Hilliard
Scott Hodges
Dan Houghton

** Members of the Executive Board*

Lars Houmann
Todd McFarland
Bill McGhinnis
*Ellsworth McKee
Vanard Mendinghall
*John Nixon
Frank B. Potts
Mark Schiefer
Terry Shaw
*Ron Smith, Vice Chair
*Jeanette Stepanske
Willie Taylor
Izak Wessels
Jeff White
Greg Willett
*Ed Wright
Doug Zinke
Vicky Zygoris-Coe

Administrators

Gordon Bietz, D.Min. (1997)
Dale J. Bidwell, B.S. (1989)
Cristopher Carey, B.S. (2005)
Martin Hamilton, B.A., (1998)
Volker Henning, Ph.D. (1989)
Vinita Sauder, M.B.A. (1983)
Carelton Swafford, Ph.D. (1992)
William Wohlers, Ph.D. (1973)
Robert Young, Ph.D., (2007)

President
Senior Vice President, Financial Administration
Vice President, Advancement
Associate Vice President, Financial Administration
Associate Vice President, Academic Administration
Vice President, Marketing and Enrollment Services
Dean, Graduate Studies
Vice President, Student Services
Senior Vice President, Academic Administration

Other Officials

Kevin Penrod, B.S. (2007)
Jeffrey Erhard, M.A.T. (1997)
Pegi Flynt, M.A. (2007)
Marc Grundy, M.B.A. (1996)
Henry Hicks, M.B.A. (1998)
John Nixon, D.Min (2006)
Joni Zier, M.S.Ed. (1993)

Director, Campus Safety
Director, On-Campus Housing
Director, Online Campus
Associate Vice President, Enrollment Services
Executive Director, Information Systems
Senior Pastor, University Church
Director, Records and Advisement

(Dates in parentheses indicate the beginning year of employment at Southern Adventist University.)

Graduate Council

Carelton Swafford	Dean, Graduate Studies Director, Library
Denise Dunzweiler	Dean, School of Education and Psychology
Marc Grundy	Associate Vice President, Enrollment Services
Barbara James	Dean, School of Nursing
Greg King	Dean, School of Religion
Vinita Sauder	Vice President, Marketing and Enrollment Services
Don Van Ornam	Dean, School of Business and Management
Bob Young	Senior Vice President, Academic Administration
Joni Zier	Director, Records and Advisement

Graduate Instructional Faculty

(Dates in parentheses indicate the beginning year of employment at Southern Adventist University.)

Desiree Batson—Ph.D., Professor of Nursing

B.S., Southern Adventist University; M.S.N., University of Wisconsin, Madison; Ph.D., University of Tennessee, Knoxville. (1997)

Stephen Bauer—Ph.D., Associate Professor of Religion

B.A., Atlantic Union College; M.Div. and Ph.D., Andrews University. (1999)

Krystal Bishop—Ed.D., Professor of Education

B.S., Southern Adventist University; M.A., University of South Florida-Tampa; Ed.D., University of South Florida, Tampa. (1996)

Charles D. Burks—Ph.D., Professor of Psychology

B.A., Evangel College; M.S., University of Nebraska—Omaha; Ph.D., Florida State University. (1998)

Michael Cafferky—Ph.D., Assistant Professor of Business and Management

B.A., Atlantic Union College; M.Div., Andrews University; M.P.H., Loma Linda University; Ph.D., Southwest University. (2003)

Myrna Colón—Ph.D., Professor of Education

B.A. and M.A., University of Puerto Rico; Ed.S. and Ph.D., Andrews University. (2001)

Robert Coombs—Ph.D., Professor of Psychology

B.A., Carson-Newman College; M.Div., The Southern Baptist Theological Seminary, D.Min., The Southern Baptist Theological Seminary; Ph.D., The University of Tennessee, Knoxville. (2004)

Alberto dos Santos—Ed.D., Professor of Psychology

B.A., University of South Africa; M.A. and Ed.D., Andrews University. (1995)

Denise Dunzweiler—Ph.D., Dean and Professor of Education

B.A., Loma Linda University-La Sierra; M.A., Sonoma State University; Ph.D., Andrews University. (1996)

Ileana Freeman-Gutierrez—Ph.D., Assistant Professor of Psychology

B.A. and M.A., Andrews University; Ph.D., Ball State University. (2005)

H. Robert Gadd—Ph.D., C.P.A., Professor of Business and Management

B.S., Southern Adventist University; M.B.A., University of Maryland at College Park; Ph.D. University of Texas at Arlington. (2000)

Holly Gadd—Ph.D., F.N.P., Professor of Nursing

B.S., Andrews University; M.S.N., Loma Linda University; F.N.P., Midwestern State University, Ph.D., Texas Woman's University. (2000)

Norman Gulley—Ph.D., Research Professor of Systematic Theology

Diploma in Theology, Newbold College; B.A., Southern Adventist University; M.A. and M.Div., Andrews University; Ph.D., University of Edinburgh. (1978)

Jan Haluska—Ph.D., Professor of English

B.S., Pacific Union College, M.A., Andrews University; Ph.D., University of Tennessee, Knoxville. (1981)

Michael G. Hasel—Ph.D., Professor of Near Eastern Studies and Archaeology

B.A. and M.A., Andrews University; M.A. and Ph.D., University of Arizona. (1998)

J. Douglas Jacobs—D.Min., Professor of Religion

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2002)

Barbara James—D.S.N., Dean and Professor of Nursing

B.S., Southern Adventist University; M.S.N., University of Texas at Arlington; D.S.N., University of Alabama at Birmingham. (1991)

Greg A. King—Ph.D., Dean and Professor of Biblical Studies

B.A., Southern Adventist University; M.Div., Andrews University; Ph.D., Union Theological Seminary. (2004)

Judson Lake—D.Min., Th.D., Professor of Pastoral Theology

B.A., Southern Adventist University; M.Div., Andrews University; D.Min., Reformed Theological Seminary. Th.D., University of South Africa. (1997)

Donn W. Leatherman—Ph.D., Professor of Old Testament Studies

B.Th., Canadian Union College; M.Div., Andrews University; Ph.D., McGill University. (1992)

Carlos G. Martin—Ph.D., Professor of Missions and Evangelism

B.Div., River Plate College; M.A., Andrews University; M.Div. and Ph.D., Southwestern Baptist Seminary. (2001)

Robert Montague—Ph.D., C.P.A., Professor of Business and Management

B.S., Loma Linda University; M.B.A., University of Missouri; Ph.D., University of Iowa. (1999)

Cliff Olson—Ph.D., Professor of Business and Management

B.A., University of Northern Colorado; M.S., Colorado State University; Ph.D., Colorado State University. (1989)

Alan Parker—Th.D., Associate Professor of Missiology and Evangelism

B.A., Andrews University; M.Th. and Th.D., Stellenbosch University. (2007)

Edwin Reynolds—Ph.D., Professor of New Testament Studies

B.A., B.S., and M.A., Pacific Union College; M.A. and Ph.D., Andrews University. (2004)

Philip G. Samaan—D.Min., Professor of Applied Theology and Evangelism

B.A., Walla Walla College; M.Div., Andrews University; M.S.P.H., Loma Linda University; D.Min., Andrews University. (1998)

Carleton L. Swafford—Ph.D., Graduate Dean and Professor of Education

B.A., Southern Adventist University; M.S. and Ph.D., University of Tennessee, Knoxville. (1992)

John Wesley Taylor, V—Ph.D., Ed.D., Professor of Education and Psychology

B.A. and B.S., Weimar College; M.S., University of Tennessee, Knoxville; M.A. and Ph.D., Andrews University; Ed.D., University of Virginia. (2003)

Douglas Tilstra—Ph.D., Associate Professor of Church Leadership

B.A., Pacific Union College; M.Div., Andrews University; Ph.D., Capella University. (2000)

Don Van Ornam—Ph.D., C.P.A., Dean and Professor of Business and Management

B.A., La Sierra College; M.S., University of California, Los Angeles; Ph.D., Claremont Graduate University. (1997)

Neville Webster—D. Comm., Professor of Business and Management

B. Comm, M.Comm., and D.Comm, University of South Africa. (2002)

Penelope Webster—Ph.D., Professor of Psychology

B.A. and M.A., University of South Africa; Ph.D., Andrews University. (2002)

Jon Wentworth—M.Tx., Associate Professor of Business and Management

B.A., B.S., Southern Adventist University; M.B.A., University of Tennessee, Nashville; M.Tx., Georgia State University. (1996)

Ruth WilliamsMorris—Ph.D., Professor of Psychology

B.A., Oakwood College; M.A., Andrews University; Ph.D., University of Minnesota. (2000)

Adjunct Faculty

Gordon Bietz—D.Min., President, Southern Adventist University

B.A., Loma Linda University-La Sierra; M.Div. and D.Min, Andrews University; Merrill Fellow at Harvard University Divinity School.

Jack J. Blanco—Th.D., Professor of Theology, Southern Adventist University

B.A., Union College; M.A. and M.Div., Andrews University; M.Th., Princeton Theological Seminary; Th.D., University of South Africa.

Ron E. M. Clouzet—D.Min., Director of NADEI and NAD Ministerial Secretary

B.A., Loma Linda University—La Sierra; M.Div., Andrews University; D.Min., Fuller Theological Seminary. Th.D. Candidate, University of South Africa. (1993)

Herbert Coolidge—Ph.D., C.P.A., Professor of Business and Management, Southern Adventist University

B.S., Southern Adventist University; M.B.A. and Ph.D., Michigan State University.

Ganoune Diop—Ph.D., Professor of Religion, Oakwood College

B.A. and M.A., Saleve University; Diploma, Maitrise en Philologie et Histoire de L'Orient Ancien, Institut Catholique De Paris; Ph.D., Andrews University.

Mark Finley—D.D., General Vice-President, General Conference of Seventh-day Adventist

B.A., Atlantic Union College; M.A., Andrews University; D.D., Southwestern Adventist University.

Jean Lomino—Ph.D., Director of Chattanooga Nature Center

B.S., Southern Adventist University; M.A., La Sierra University; Ph.D., Andrews University.

Derek Morris—D.Min., Pastor, Forest Lake Seventh-day Adventist Church

B.A., Columbia Union College; M.Div. and D. Min., Andrews University; D. Min., Gordon-Conwell Theological Seminary.

John S. Nixon—D.Min., Pastor, Collegedale Church of Seventh-day Adventist

B.A., Oakwood College; M.A., Fuller Theological Seminary; D.Min., Andrews University.

Neville Webster—D.Comm., Professor of Business and Management, Southern Adventist University

B.Comm., M.Comm., and D.Comm., University of South Africa.

Greg Willett—J.D., Attorney

B.B.A., Southern Adventist University; J.D., Washington and Lee University.

Ben Wygal—Ph.D., Assistant to the President, Southern Adventist University

B.A., Texas Tech University; M.A. and Ph.D., University of Texas at Austin.