

2023

Southern Adventist University Graduate Catalog 2022-2023

Southern Adventist University

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



Part of the [Higher Education Commons](#)

Graduate Catalog 2022-23

Graduate Studies

Telephone

General Number: 423.236.2000

Fax: 423.236.1000

Nationwide: 1.800.SOUTHERN (768.8437)

Mailing Address

P.O. Box 370

Collegedale, TN 37315-0370

Email

graduatestudies@southern.edu

Contents

| | |
|------------------------------------|----|
| Graduate Catalog 2022-23 | 1 |
| This is Southern | 2 |
| 2022-23 Academic Calendar | 5 |
| Admissions | 6 |
| Academic Policies | 9 |
| Financing Your Education | 13 |
| School of Business | 20 |
| School of Computing | 22 |
| School of Education and Psychology | 25 |
| School of Nursing | 33 |
| School of Religion | 47 |
| School of Social Work | 53 |
| Course Descriptions | 58 |
| University Registry | 93 |

This is Southern

Southern Offers

Southern Adventist University is a co-educational institution established by the Seventh-day Adventist Church, offering doctoral, master's, baccalaureate, associate degrees, and one-year certificates. Various delivery modalities (face-to-face, online, hybrid and other) are employed in order to effectively support learners enrolled in the university's classes and programs.

The Mission

Grounded in Jesus Christ and dedicated to the beliefs of the Seventh-day Adventist Church, we equip students to embrace biblical truth, embody academic and professional excellence, and pursue Spirit-filled lives of service.

The Vision

Southern Adventist University's vision is to:

- Model the love of Jesus in every interaction.
- Invite each student into a saving relationship with Jesus.
- Inspire each student to engage with God's Church and the world through service and witness.
- Provide each student with an exceptional learning experience that equips them to thrive in a fluid, global job market.

Core Values

As Southern Adventist University employees, we:

- Embrace the Seventh-day Adventist Church's Worldview and Fundamental Beliefs Love Others as God Loves Them
- Act with Integrity Live Prayerfully
- Serve Others Generously Follow God's Calling Pursue Excellence
- Exercise Responsible Stewardship
- Offer an Exceptional, Wholistic Learning Experience

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

Institutional Goals

Southern Adventist University will

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

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 and the name was changed to Southern Missionary College. In 1982 the name was changed to Southern College of Seventh-day Adventists.

In 1996 graduate studies were added to the curriculum and the name was changed again, this time to Southern Adventist University. In 2012, a doctor of nursing practice was added to the curriculum.

Setting

Southern Adventist University's one-thousand-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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award one-year certificates, associate, baccalaureate, master's and doctoral degrees.

Questions about the accreditation of Southern Adventist University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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).

Schools and departments of the University are also accredited by various organizations as follows:

- The School of Business is accredited through the International Accreditation for Collegiate Business Education (IACBE), Olathe, Kansas, 66221. (phone 913.631.3009)
- The School of Education and Psychology teacher education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), www.caepnet.org (Washington, D.C., phone 202.223.0077). This accreditation covers initial PreK-12 educator preparation at Southern Adventist University. However, the accreditation does not include individual education courses that the institution offers to PreK-12 educators for professional development, relicensure, or other purposes. The teacher education program is approved by the State of Tennessee for the preparation of secondary and elementary teachers, and is endorsed by the Office of Education of the North American Division of Seventh-day Adventists.
- The School of Education and Psychology clinical mental health counseling program and school counseling program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), www.cacrep.org, (Alexandria, VA 22314, phone 703.535.5990).
- The Associate of Science, Bachelor of Science, and Master of Science degree programs in nursing are accredited by the Accreditation

Commission for Education in Nursing (ACEN) (3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326). The post-master's DNP program (Acute Care NP, Acute Care Specialization and Lifestyle Medicine emphases) is fully accredited by ACEN. BS to DNP emphases and other post-master's DNP emphases are approved by ACEN with full accreditation pending ACEN site visit in fall 2018. 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.

- The School of Social Work's MSW program is fully accredited with the Council on Social Work Education (1701 Duke Street, Suite 200, Alexandria, VA 22314).

Southern Adventist University is also a member of the Association of American Colleges, the American Council on Education, the Tennessee College Association, and the American Association of Colleges for Teacher Education.

Facilities

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

Bietz Center for Student Life-Student Center, Office of Ministry and Mission, Office of Humanitarian Engagement for Local and Global Mission, Student Support Services (First-Year Experience, Life Calling and Career Services, DSS, and Counseling and Testing), Student Development, Student Association, CK2, The Southern Shoppe

Brock Hall-Business, English, History and Political Studies, Journalism and Communication, Visual Art and Design

Daniells Hall-Social Work

AdventHealth Hospital Hall-Nursing

Hackman Hall-Religion

Hickman Science Center-Biology, Chemistry, Computing, Mathematics, Physics and Engineering

Hulsey Wellness Center-Gymnastics Center, Physical Education, Health and Wellness

J. Mabel Wood Hall-Music

Ledford Hall-Applied Technology

Lynn Wood Hall-Modern Languages, Retention Services

McKee Library-Main Campus Library

Miller Hall-

Summerour Hall-Education and Psychology, Teaching Material Center

William Iles Physical Education Center- Gymnasium, Swimming Pool

Wright Hall-Administration, Dining Hall, Heritage Museum, Advancement, Alumni, Development

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

Campus Services-Security

Charles Fleming Plaza-shopping center with businesses serving the University and community. Includes:

Adventist Book Center

Collegedale Credit Union

Quick Print

United States Post Office

Village Market with grocery, deli, bakery

Collegedale Academy-secondary laboratory school

Collegedale Adventist Middle School

Collegedale Korean Church

Collegedale Seventh-day Adventist Church

Recreational Area-tennis courts, track, playing field

Southern Village-student housing

Arthur W. Spalding Elementary School-laboratory school

Spalding Cove Apartments-married student housing

Spanish-American Seventh-day Adventist Church

Student Apartments

Student Park

Talge Hall-men's residence hall

Thatcher Hall-women's residence hall

Thatcher South-women's residence hall

University Health Center-health services

Winding Creek Apartments-married student housing

2022-23 Academic Calendar

2022-23 School Year

The Southern Adventist University summer term consists one single semester. Students in attendance during the 2022-23 school year may register online on March 28 until the session begins. See course schedule for all add/drop dates for courses less than 16 weeks.

Summer Session, 2022

| | |
|-----------------|---|
| March 28-May 09 | Registration Open for 2022-2023 |
| May 09 | Summer 2022 Term Begins |
| May 17 | Last Day to Add a Class/ Census (16 week classes) |
| June 20 | Juneteenth – OFFICES CLOSED/NO CLASSES |
| July 4 | 4 th of July – OFFICES CLOSED/NO CLASSES |
| July 15 | Last Day to Drop a Class (16 week classes) |
| August 18 | Summer 2022 Term Ends |
| August 23 | All Summer 2022 Grades Due 5:00 p.m |

1st Semester

| | |
|--------------|---|
| Aug 7-13 | University Colloquium |
| Aug 21 | Wright Hall open from 11:00-2:00 p.m. |
| Aug 22 | Fall Term Begins (Classes begin) |
| Aug 23 | All S22 Grades due 5:00 p.m. |
| Aug 30 | Fee for Class Change and “W” Show on Transcript (16 week classes) |
| Sep 5 | Last Day to Add a Class (16 week classes)/Census date |
| Oct 4 | Deadline to request Dec/May Graduation at Records Office |
| Oct 18 | Mid-term Grades Due 5:00 p.m. |
| Oct 27 | Last Day to Drop a Class (16 week classes) |
| Oct 27-30 | Alumni Homecoming |
| Oct 31 | Southern Scholars & Graduate Students Pre-Registration |
| Nov 1-2 | Seniors Pre-Registration (94 earned hours) |
| Nov 3-4 | Juniors Pre-Registration (55 earned hours) |
| Nov 7 | Progress Grades due for Dec Graduates |
| Oct 31 | Dec Senior Deadline for Correspondence/Transient/Incompletes |
| Nov 7-8 | Sophomores Pre-Registration (24 earned hours) |
| Nov 9-11 | Freshmen Pre-Registration (23 earned hours) |
| Nov 14 | Online Registration for W23 opens for New/Transfer Students |
| Nov 21-27 | Thanksgiving Vacation |
| Dec 12-15 | Semester Exams |
| Dec 13 | All Incomplete Grades for W22/S22 Due |
| Dec 15 | Commencement |
| Dec 16-Jan 8 | Christmas Vacation |
| Dec 19 | Fall Semester Grades due by 5:00 p.m. |
| Dec 22-Jan 3 | Wright Hall Closed |

2nd Semester

| | |
|-----------|--|
| Jan 8 | Enrollment Activities for New Students, 11:00 a.m. - 2:00 p.m. Wright Hall |
| Jan 9 | Classes Begin |
| Jan 16 | Martin Luther King, Jr. Day/No Class/Community Service Day |
| Jan 17 | Last Day to make a change for 100% refund (16 week classes) |
| Jan 18 | Fee for Class Change and “W” Show on Transcript (16 week classes) |
| Jan 24 | Last Day to Add a Class (16 week classes)/Census Date |
| Mar 10-19 | Spring Break |
| Mar 14 | Mid-term Grades due 5:00 p.m. |
| Mar 23 | Last Day to Drop a Class (16 week classes) |
| Mar 27 | Southern Scholars & Graduate Students Pre-Registration |
| Mar 27 | Registration Opens for S23 |
| Mar 28 | Senior Pre-Registration (94 earned hours) |
| Mar 30-31 | Junior Pre-Registration (55 earned hours) |
| Apr 4 | May Senior Deadline for Correspondence/Transient/Incomplete |
| Apr 4-5 | Sophomores Pre-Registration (24 earned hours) |
| Apr 6-8 | Freshmen Pre-Registration(23 earned hours) |
| Apr 11 | F23 Registration Open for New/Transfer |
| Apr 11 | Last Day to Order Regalia for May Graduation |
| May 1-4 | Semester Exams |
| May 7 | Commencement |
| May 9 | Winter Semester Grades Due by 5 p.m. |

May 8-Aug 17 Summer Sessions 2023

Admissions

A Introduction to Graduate 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 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 an accredited institution, recognized by Southern Adventist University. Applicants must have a satisfactory grade point average (see requirement of individual Schools). All application materials become the property of the University and are not forwarded or returned. Incomplete and inactive applications are purged after 12 months. An applicant whose file has been purged must reapply by the deadline dates for the term in which enrollment is anticipated.

Enrollment in a graduate program is a privilege that may be withdrawn at the discretion of the Dean of the Graduate Studies if the integrity of university standards is jeopardized.

Admission Categories

Admission to the graduate programs is based on academic preparation and potential. Applicants who meet the admission requirements may be accepted under one of three categories.

Regular Admission

Regular admission status is granted to degree-seeking students meeting all admission criteria, including program-specified requirements.

Provisional Admission

Provisional admission status may be granted to an applicant whose GPA or test scores do not meet the minimum academic requirements.

Under provisional admission, students may take a maximum of 12 graduate hours and must maintain a minimum GPA of 3.00. Regular admission status may be granted once this requirement is met. Students not meeting the GPA requirement are not eligible to take additional classes. See School specific admission requirements.

Non-degree Admission

Non-degree admission status may be granted to applicants who meet the academic requirements, but who are not pursuing a degree or who have not fully completed the admissions process (see Admissions Requirements). International students on student visas are not eligible for non-degree status.

Under non-degree admission, students may take a maximum of 12 graduate hours and must maintain a minimum GPA of 3.00. Non-degree admission does not guarantee acceptance into a degree program. Non-degree students who decide to pursue a degree must still meet all admission requirements.

Applicants who are not pursuing a degree may be granted non-degree status upon submitting these items to Graduate Studies:

- Non-degree Application form.
- Non-refundable application fee.
- Official transcript, with facts of graduation, from the undergraduate school granting the undergraduate degree.

Admission Deadlines

Application materials should be submitted to Graduate Studies by these dates:

| TERM | U.S. RESIDENTS | INTERNATIONAL STUDENTS |
|--------|----------------|------------------------|
| Fall | July 1 | May 1 |
| Winter | November 1 | September 1 |
| Summer | April 1 | February 1 |

School of Nursing application deadlines are as follows:

| TERM | U.S. RESIDENTS | INTERNATIONAL STUDENTS |
|--------|----------------|------------------------|
| Fall | April 1 | February 1 |
| Winter | October 1 | August 1 |

Counseling department application deadlines are as follows:

| TERM | U.S. RESIDENTS | INTERNATIONAL STUDENTS |
|--------|----------------|------------------------|
| Fall | April 1 | April 1 |
| Winter | October 1 | September 1 |
| Summer | April 1 | Not applicable |

Admission of International Students

International Student Deposit

In addition to the regular University costs, international students completing their graduate studies in the U.S. must pay an International Student Deposit of \$3,000 (USD). International students completing their studies online from their country of residence must pay an International Student Deposit of \$250 (USD). This applies to all international students except documented permanent residents of the U.S. and its territories or residents of Canada, the Bahamas, and Bermuda.

The deposit must be received 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 six weeks prior to enrollment. This deposit will be refunded once the student graduates, withdraws from Southern Adventist University, or finishes their Optional Practical Training (OPT), at which time the international deposit will be applied to the student's account and used to cover any remaining balance before credit is returned.

Online Students: The deposit must be received before registering for classes. Southern Adventist University will **not** issue an I-20 Form for obtaining a visa to students in online programs. International students enrolling in online programs will need to complete those programs while residing in their country of residence.

Admission of International Students (Online)

International applicants must have a bachelor's degree equivalent with a minimum GPA of 3.00 and meet the admissions requirements for acceptance.

The following items must be submitted before admission is considered.

1. A completed application form and nonrefundable application fee.
2. Official or attested university records, including proof of all degrees received, with certified translations and evaluations (see International Evaluations).
3. Certification of English proficiency. (See School specific admission requirements.)
 1. TOEFL information and registration are available online at

www.ets.org/toefl.

OR

2. Duolingo, available online at <https://englishtest.duolingo.com/en>.
4. Official scores on the Graduate Management Admission Test (GMAT), as required.
5. Letters of recommendations or rating forms.

After admission is granted, documented evidence of financial resources sufficient to support the student for the calendar year, in addition to an international student deposit of \$250 (USD), must be submitted prior to registration for classes (see International Student Deposit section for exceptions).

Southern Adventist University will not issue an I-20 Form for obtaining a visa to students in online programs. International students enrolling in online programs will need to complete those programs while residing in their country of residence.

Admission of International Students (On Campus)

International applicants must have a bachelor's degree equivalent with a minimum GPA of 3.00 and meet the admissions requirements for acceptance.

The following items must be submitted before admission is considered.

1. A completed application form and nonrefundable application fee.
2. Official or attested university records, including proof of all degrees received, with certified translations and evaluations (see International Evaluations).
3. Certification of English proficiency. (See School specific admission requirements.)
 1. TOEFL information and registration are available online at www.ets.org/toefl.

OR

2. Duolingo, available online at <https://englishtest.duolingo.com/en>.
4. Official scores on the Graduate Management Admission Test (GMAT), if required by the admitting program.
5. Letters of recommendations or rating forms.

After admission is granted, documented evidence of financial resources sufficient to support the student for the calendar year, in addition to an international student deposit of \$3,000 (USD), must be submitted (see International Student Deposit section for exceptions). Southern Adventist University then issues the I-20 Form for obtaining a visa.

Only students approved by the U.S. Citizenship and Immigration Services may enroll at Southern Adventist University. The University issues a letter of acceptance and the I-20 Form, which are to be presented to the U.S. consular officer when applying for a student visa. Southern will not accept visas issued for admission to other institutions.

International students admitted to graduate study are encouraged to arrive on campus two weeks prior to the beginning of classes. They should contact the international student adviser as soon as they arrive. Graduate Studies must be

notified of any change in the 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 graduate 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) graduate 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 while classes are in sessions and 40 hours per week during university vacation periods, provided that the student intends to register for the subsequent academic semester.

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

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

Admission Requirements

A minimum GPA of 3.00 (on a 4.00 scale) is required for regular admission to a graduate program.

Applicants must submit the following materials to be considered for admission:

1. Graduate application form (available online at southern.edu/graduatestudies).
2. Non-refundable application fee.
3. Official transcript from the undergraduate school granting the undergraduate degree and all relevant undergraduate transcripts from schools attended.
4. Professional recommendations as requested by the respective School.
5. Scores from the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), and/or entrance examinations as required by the respective School. To register for the GRE and GMAT contact Educational Testing Service at www.ets.org.
6. Additional materials as required by the respective School.

Once all pertinent materials are received by Graduate Studies, the application is reviewed and forwarded to the respective School. Applicants are accepted at the discretion of each School's admissions committee and are notified by e-mail once an action is taken.

English Proficiency

Regardless of nationality or citizenship, an applicant whose native language is not English must submit TOEFL scores. Refer to the respective School for TOEFL requirements. TOEFL scores are valid for two years from the test date. After two years, the test must be retaken and the new score submitted. A TOEFL equivalent score, provided by Duolingo, may be used to satisfy the English proficiency requirement.

International Evaluations

All non-U.S. transcripts must be submitted through one of the following approved credential evaluation agencies:

- Educational Credential Evaluators, Inc (ECE): www.ece.org
- Foreign Credits: www.foreigncredits.com
- World Education Services: www.wes.org

Evaluations are to be sent directly to Southern, Graduate Studies, by the service. All evaluation reports are considered to be advisory. Southern reserves the right to make final equivalency decisions.

International Students - Full Course of Study

To maintain active I-20 status, international graduate students must be enrolled in a full course of study of at least nine semester credit hours of classes each fall and winter semester in attendance. According to current immigration law, a maximum of three semester credit hours of online or distance learning classes can count toward the student's full course of study each fall and winter semester in attendance. Therefore, international graduate students must be enrolled in at least six semester credit hours of courses taught using traditional face-to-face or hybrid course delivery modes each fall and winter semester in attendance.

For each semester credit hour, a face-to-face (F2F) or hybrid course must include at least eight seat-time hours of F2F classroom instruction during the semester. Directed study and supplemental instructional activities such as tutoring or office-hour interactions do not count toward fulfillment of designated classroom instruction hours. During F2F classroom instruction, faculty must provide course content using direct instructional methods and related activities (e.g., peer-to-peer engagement, group projects, class discussions, case study analysis) that fulfill course goals, objectives and student learning outcomes.

International Transcripts

Precise, word-for-word, English translations are required for all non-English 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.

Registrations

Students may register online for both on-campus and online classes. Clearance from Student Finance (423.236.2835) is required in order to register. For on-campus students, University Health Center clearance is required (423.236.2713).

To begin the registration process:

- Click on Current Students and under Account Management, click on Create Account.
- To register go back to southern.edu, click on Current Students and under Academics, click on Register for Courses. Follow the directions of Registration.

Academic Policies

Credit and Course Requirements and Limitations

All master's degrees require a minimum of 30 hours of graduate credit. Students are responsible for meeting the semester hour requirement for the chosen degree.

Under special circumstances the school may allow a maximum of six semester hours from courses numbered 450 or higher to be applied to a graduate program. A minimum grade of B is required, and students may not receive both undergraduate and graduate credit for any given course.

Credit Hours and Course Load

University courses are expressed in semester hours. A semester hour is consistent with the Carnegie Unit of one hour of faculty directed instruction and a minimum of three hours of academic work for graduate (GR) level courses. A nine-semester-hour graduate load stipulates 9 hours of faculty-directed instruction and 27 hours of student academic work each week. Student academic work contributes to established learning outcomes and is verified by evidence of student achievement.

An equivalent amount of work is required for lectures, labs, internships, summer courses, online courses, independent study (GR), or other course types leading to the award of credit hours. Schools may determine contact time over the minimum requirements as needed. A full-time graduate course load is nine hours per semester including the summer session. Except by permission of the office of the Graduate Dean, a student may not register for 12 or more semester hours.

DNP Scholarly Project

For the DNP degree, a student is required to write a scholarly project and successfully defend it in an oral examination at an officially designated time and place.

Enrollment

Advisement

Each graduate student enrolled under regular and provisional admission status is assigned an adviser who provides academic counseling, approve course scheduling, and supervises research.

Attendance

Students must comply with the attendance policies 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

A semester load of nine graduate hours constitutes full-time status; five hours constitutes part-time status. Graduate students may enroll in a maximum of 12 hours unless special permission is obtained by petition to the Dean of Graduate Studies. Enrolling in a combination of graduate and undergraduate classes may affect compliance with status, loan deferment, and health insurance policies.

Independent Study

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

Medical Records

Students attending on-campus classes are required to submit a completed Health Information form available at the University Health Center or online at southern.edu/universityhealth. Registration is not complete until this form is submitted.

Online Programs

Graduate programs are available online from the School of Business, the School of Education and Psychology, and the School of Nursing. Course offerings and their information are available at southern.edu/graduatestudies.

Readmission

A graduate student, who does not attend Southern for at least one consecutive semester in their program, must apply for readmission. If a student has been accepted but has not started the program within one year, a new application is required. If a student has been admitted and has attended before taking a leave of absence, an application for readmittance must be initiated by either a reactivation form or a new application as indicated in the following table:

| School | Reactivation Form | Re-application |
|------------------------|-------------------|----------------|
| Business | < 5 years | ≥ 5 years |
| Computing | < 5 years | ≥ 5 years |
| Education & Counseling | < 2 years | ≥ 2 years * |
| Nursing | < 2 years * | ≥ 2 years * |
| Religion | < 4 years | ≥ 4 years |
| Social Work | < 7 years | ≥ 7 years |

An official transcript showing all coursework taken in the interim at other institutions is required. The student will be notified once a decision has been made.

* See School-specific policy for additional requirements

Reclassification

A student who wishes to change a program of study must submit a Request for Change of Graduate Program form, which is available online at southern.edu/records. The form requires the signature of the Dean of the School in which admission was previously granted. 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 or email.

Registration

Students must register online or on campus no later than the beginning of the second week of class.

Reinstatement Policy

Students not meeting progression and graduation candidacy requirements may appeal to the Graduate Council for reinstatement to a program.

Repeated Courses

Up to two courses may be repeated for the purpose of improving the GPA. This does not apply to students under provisional admission status.

Second Emphasis

Courses may be taken online or on campus toward a second emphasis within a

degree program; transfer credit does not apply. The second emphasis consists of a minimum of 10 additional hours that do not overlap the first emphasis.

General Requirements for Graduate Degrees

Admission, Progression and Degree Candidacy

Graduate students under regular admission criteria are considered degree-seeking candidates and must maintain a cumulative grade point average of at least 3.00, on all graduate courses. Classes with a grade below a C are not counted toward the master's and doctoral degrees.

- Master's students (excluding Nursing) must complete all graduate courses with no more than two classes with a letter grade below B-.
- Nursing students must complete all graduate courses with no more than one course with a letter grade below B-.

Students under provisional admission status may be permitted to enroll in specific classes until admission requirements are met. Under provisional status, students may take up to twelve (12) semester hours and must maintain a minimum grade point average of 3.00.

Schools and programs may have requirements for continuation, or graduation, in addition to the minimum requirements set forth in this catalog for all graduate programs. It is the student's responsibility to be familiar with the specific requirements of the School or program.

Grade Policies

Grading System

Course syllabi describe evaluation methods and the grading system for each course. The following equivalencies are used:

| GRADE POINTS PER HOUR | GRADE |
|-----------------------|-----------------|
| 4.00 | A |
| 3.70 | A- |
| 3.30 | B+ |
| 3.00 | B |
| 2.70 | B- |
| 2.30 | C+ |
| 2.00 | C |
| 0.00 | F |
| 0.00 | CR-Credit |
| 0.00 | I-Incomplete |
| 0.00 | IP-In Progress |
| 0.00 | NR-Not Reported |
| 0.00 | P-Pass |
| 0.00 | S-Satisfactory |
| 0.00 | W-Withdrawal |

An IP (In Progress) grade can only be awarded at midterm. An I (Incomplete) grade can only be awarded as a final grade and must include an expiration date, not to exceed one year.

Minimum Grades

Grades below C do not count toward graduate earned credit. A maximum of two courses with earned C grades may count toward a master's degree. Students accepted under provisional status are permitted one C grade providing the

overall GPA is 3.00 or above.

Nursing students must complete all graduate courses with no more than one course with a letter grade below B- at both the master's and doctoral level.

Graduation Requirements

In order to graduate, a candidate must:

1. Submit an application to graduate which must be filed with Graduate and Professional Studies one month prior to the anticipated graduation date.
2. Complete all coursework with a minimum GPA of 3.0. Classes with a grade below a C are not counted toward the master's and doctoral degrees.
 - Master's students (excluding Nursing) must complete all graduate courses with no more than two classes with a letter grade below B-.
 - Nursing students must complete all graduate courses with no more than one course with a letter grade below B-.
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. Specific requirements for each degree are listed under the school.

Petition and Academic Grievance Procedures

Academic Grievances

The student who believes 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 Dean of the School within four weeks of the informal conference. If the student believes that the resolution facilitated by the 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, chaired by the Dean of Graduate Studies or his designee, and including three other faculty members and two students selected by the Graduate Council. Both the student and the professor involved in the case are entitled to appear before the committee or to present a written statement of the case. The decision of the Grievance Committee shall be presented in writing to the individuals involved within three days of the committee meeting unless both parties agree upon a later time. The decision of the committee is binding and will be implemented by the professor involved or the Dean of Graduate Studies.

Academic Integrity

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

1. Receive a failing grade on the exam, assignment, or project.
2. Receive a failing grade in the class.
3. Resubmit the assignment with a reduced value for the completed work.
4. Complete 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. Students are to 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.

More information about services, as well as the requirements and processes involved in qualifying for accommodations at Southern, are available online at dss.southern.edu.

Petitions

Students may petition the Graduate Council for policy exceptions. Petitions should include reasons for the request. Petition forms are available online at southern.edu/records.

Responsibilities of the Student

Students are responsible for regulations and procedures published in this bulletin and in school entrance materials. 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. To avoid unnecessary delay or interruption of study, the student must assume the initiative in such matters as securing approval of a program of study and arranging for required tests and examinations.

Second Master's Degree

Courses of study for students already holding a master's degree are arranged individually. Some class work from the previous degree may be applicable to the current program. Southern Adventist University requires that theory courses taken ten years previously and technology application courses taken five years previously must be repeated or waived by a validating examination. For a second degree, at least 2/3 of the credits required (including independent study and excluding graduate prerequisite credits) cannot overlap with the first degree and must be completed at Southern either online or on campus. A thesis or research project may be required. The GRE/GMAT is not required for a student pursuing a second master's degree if the first master's is from a U.S. accredited institution.

Student Records Privacy Policy

A student's record is regarded as confidential, and release of the record or of information contained therein is governed by regulations of the federal law on "Family Educational Rights and Privacy Act." Only directory information, such as a student's name, photograph, address, e-mail address, telephone listing, birthplace and date, major fields of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended, may be released by the institution without consent of the student unless the student has asked Southern to withhold such information.

The law also provides for the release of information to university personnel who demonstrate a legitimate educational interest, other institutions engaged in research (provided information is not revealed to any other parties), and certain federal and state government officials.

A student may inspect and review records and is entitled to challenge the content of records. Students may access online a history of their coursework, grades, and degree audit.

A more thorough explanation of records may be obtained from the Records and Advisement Office. The Director of Records and Advisement will further explain and clarify the Family Educational Rights and Privacy Act to students, parents, or interested parties upon request. A FERPA tutorial and quiz is available at southern.edu/records.

Thesis Requirement

When a thesis is required, the topic and research design must be approved and supervised by the school.

Student must submit to the school, two copies of the approved thesis, one of which will be placed in the McKee Library.

Time Limit for Degree Completion

The time allowed for degree completion is listed for each school/degree in the table below.

| YEARS | SCHOOL/DEPARTMENT/DEGREE |
|-------|---------------------------------------|
| 9 | Religion (MA & MMIN) |
| 7 | Education and Psychology (MS & MS ED) |
| 7 | Social Work, Business (MSW & MSW/MBA) |
| 6 | Business, Nursing (MSN/MBA) |
| 5 | Business (MBA) |
| 5 | Computing (MS) |
| 5 | Nursing (DNP) |
| 5 | Nursing (MSN) |
| 6 | Social Work (MSW) |
| 3 | Post-Master's Certificate |

Transfer Credit

Transfer students must complete 75 percent of the degree program at Southern Adventist University. Transfer credit may be applied toward the degree requirements for courses from an accredited institution of higher education with a minimum grade of B upon approval of the School.

Validation Examinations

Upon the approval of the school dean and the graduate dean, students may obtain credit for curricular requirements by successfully completing a validation examination-written, oral, manipulative, or otherwise, as determined by the school involved.

Credit obtained by validation examination is considered earned credit and maybe permitted only as part of an established course of study. Credit for experiential learning, credit by challenge examination, and other categories of non-traditional credit does not apply to a graduate degree.

Students may earn a maximum of six hours of credit by validation examinations. All examinations are given on a pass/fail basis. Scores will not be placed on a student's permanent record and are, therefore, not transferable. An examination and recording fees will be charged.

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

Withdrawals at 80% tuition refund automatically receive a W. The grade for any withdrawal during the final two weeks of a class will be an F.

Financing Your Education

Academic Progress Requirements and Standards

Academic Progress Policy

Government regulations require all financial aid recipients to maintain satisfactory academic progress (SAP) toward a degree as measured both qualitatively and quantitatively in order to receive financial aid. This requirement applies to the entire period of enrollment in a graduate program at Southern Adventist University, 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.

Academic Progress Qualitative Standards

Students must maintain a minimum cumulative GPA of 3.00

Academic Progress Quantitative Standards

Students must complete and pass a minimum of 67 percent of attempted credit hours toward a degree to be making satisfactory progress (SAP). Incompletes, withdrawals, and failed courses count toward the total attempted credit hours. A repeated course counts as attempted credit hours each time it is taken.

Time Frame for Receiving Financial Aid

The above maximum time frame 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

A financial aid recipient's progress at Southern Adventist University will be reviewed at the end of each semester and will be based on the number of attempted hours a student completes during each semester of an academic year and the cumulative grade point average (GPA).

Students who do not meet the above satisfactory GPA or completion requirements will be placed on financial aid warning. If the cumulative GPA or the completion rate is below the required level at the end of the warning period, the student will be ineligible to receive financial aid and may file an appeal with the Financial Appeals Committee.

Students may enroll for the summer sessions or subsequent terms at Southern Adventist University without financial aid assistance or attend another accredited institution to fulfill the progress requirements, subject to approval in accordance with transfer credit policies. Academic progress for these students will be reviewed prior to the release of financial aid for the following term in which the student reaches the necessary academic standard.

Students accepted to Southern Adventist University on conditional standing will be eligible for financial aid for the first semester in attendance. Financial aid thereafter is based on the guidelines set above.

Procedure for Appeal and Reinstatement of Financial Aid

Students who are found to be ineligible for financial aid based on progress will be notified in writing by the Student Finance Office. If unusual circumstances occur that include, but are not limited to, personal or family illness, injury, or death in the family, students may appeal in writing to the Financial Appeals Committee for continuation of financial aid. Students will receive a written notification as to the committee's decision. If approved, the student will be placed on financial aid probation and must sign the SAP Appeal Response

Certification form before financial aid is reinstated.

Bank/Check Cashing

Students are encouraged to use their home bank or a local area bank for their personal financial services. Southern Adventist University does not cash personal checks. For the convenience of students and/or their financial sponsors, no-fee banking is available at the Collegedale Credit Union located in Fleming Plaza on the Southern Adventist University campus. Service is provided six days a week. With a \$50 savings account, students can open a no-fee checking account with no minimum balance. Several commercial banks close to the campus community also provide similar opportunities.

Bankruptcy Policies

Student accounts are considered educational debt per Southern Adventist University's Financial Responsibility Agreement and constitute a student loan which is generally not dischargeable under the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8). Recognizing that the discharge of a debt through bankruptcy proceedings prohibits a creditor from subsequently pursuing the collection of the debt, Southern Adventist University, upon notification by the court of such filing, will comply with this legal prohibition. No further services will be extended. The bankruptcy of a financial sponsor in no way changes the underlying financial obligation of the student to pay their student account and/or student loans.

Books

Books may be charged to the student's account through the online bookstore. Students may not charge items from the Adventist Book Center or other book stores to their student accounts.

Calculating Earned and Unearned Financial Aid

The amount of *earned* financial aid is calculated on a daily basis from the first day of classes. The process uses calendar days rather than business days. *Earned* aid is determined by taking the number of days attended before withdrawing divided by the total number of days in the term (first day of instruction until the last day of finals). Breaks of at least 5 days are excluded.

Calculating the amount of Title IV aid due by the School

The amount of unearned aid that must be returned by Southern Adventist University is a percentage of the institutional charges for the term. Southern Adventist University must return the lesser of -

- the amount of Title IV funds that the student does not earn; or
- the amount of institutional charges that the student incurred for the payment period multiplied by the percentage of funds that was not earned.

Southern Adventist University must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of withdrawal. Funds will be returned in the following order, up to the total net amount disbursed from each source:

1. Federal Direct Unsubsidized Loans
2. Federal Graduate PLUS Loans
3. Federal Pell Grants

4. Federal Supplemental Opportunity Grant (SEOG)
5. TEACH Grant
6. Iraq Afghanistan Service Grant

Once the institution's portion of the return of funds has been calculated, the Student Finance Office will reduce the student's original financial aid award and return the funds within 45 days to the appropriate program(s). If this creates a balance owed to Southern Adventist University, the student will be responsible for repaying the amount owed.

Calculating the amount of Title IV aid due by the Student

Any amount of the total unearned aid that remains becomes the student's portion of the return. The student portion of the return is calculated by subtracting the amount that the school had to return from the total unearned aid. Depending on the remaining sources of aid after the school return, the student portion of the return is distributed back to the aid program from which it was awarded. If the student is required to return either the entire Direct Loan or a portion thereof, the loan proceeds will be returned based on the terms and conditions of the Master Promissory Note (MPN). The student will not be billed for these funds upon withdrawal.

Any amount of unearned grant funds that the student must return is called an overpayment. The grant funds returned by the student are applied in order as indicated below, up to the amount disbursed from that grant program minus any grant funds the school is responsible for returning to that program.

Note that the student is not responsible for returning funds to any program to which the student owes \$50.00 or less.

1. Federal Pell Grants
2. Federal Supplemental Opportunity Grant
3. TEACH Grant
4. Iraq Afghanistan Service Grant

If a student did not receive all of the funds that they earned, Southern Adventist University may offer the student a post-withdrawal disbursement, in writing, which, if accepted, will be paid within 180 days of the student's withdrawal. The student must accept or decline the post-withdrawal disbursement within 30 days of the date of withdrawal. Southern Adventist University will automatically use all or a portion of the Post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school).

The requirements for Title IV program funds when a student withdraws are separate from any other refund policy that Southern Adventist University has. Therefore, it is possible that the student will still owe funds to Southern Adventist University to cover unpaid institutional charges. As mentioned previously, Southern Adventist University may also charge the student account for any Title IV program funds that the school was required to return.

Calculating the amount of Title IV aid to be returned

Once the *earned* and *unearned* aid percentages are determined, the next step is to calculate the dollar amount of unearned aid that must be returned. The return amount is determined by multiplying the unearned aid percentage by the total of all Title IV aid received.

The responsibility to repay the unearned Title IV aid is shared by Southern

Adventist University and the student. For example, the calculation may require Southern Adventist University to return a portion of federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation.

Campus Housing

Southern Adventist University-owned apartments & houses may be rented by students who are enrolled at least half-time per semester. They are available on a first-come-first-served basis. Apartments range in size from one bedroom to three bedrooms and are rented unfurnished (furniture rental available). A housing deposit is required before a rental agreement is issued. Additional information and housing application can be found at southern.edu/housing.

Base rates range from \$480-\$955 per month and are subject to change without notice. Furniture, utilities, and similar services may be requested for an additional fee that varies by unit. Rent is charged in full, each semester. Approval must be obtained through the Student Finance Office for the rent to be billed on the student account. Charges are based on the date of issue/return of keys and proper check-in/out procedures. Additional keys are available for \$5/key and will be billed on the student account. Key charges and housing deposit are fully refundable unless there are unpaid rental charges, cleaning charges and/or unreturned keys. Additional charges are assessed if the deposit is insufficient to cover these costs.

No refunds are made for vacation periods or absences from the campus. When a student withdraws, a prorated portion of the semester charge will be refunded, based on date of check-out. Failure to check-out properly may cause additional charges and fees.

Collection Policies and Procedures

Current Account Collection Policies

Each semester, a student must have their account balance, less any eligible financial aid, paid in full or be current on a monthly payment plan otherwise their classes will be dropped on the last day for a 100% refund. Once classes are dropped, students can only have them reinstated if the account is paid in full, the payment plan is brought current, arrangements are made with the Student Finance Office or a different financial agreement is approved by the Financial Appeals Committee. Students who cannot reach a satisfactory financial agreement by the census date (last day to add a class), will need to stop attending classes and if applicable, will be given one week to move out of campus housing.

Eligibility for returning students to register for future semesters will be based on having their account balance paid in full, less any eligible financial aid or current on their monthly payment plan.

Statements will be generated no later than the 5th business day of each month. Notification will be sent when the electronic statement is ready. Payment is due at the beginning of the semester, unless enrolled in a monthly payment plan, whereby the payment amount and payment plan due date will defer to the online payment plan. An automated reminder email will be sent two days before the payment plan due date and if necessary, a second email is sent once the payment is late. A \$25 late fee will be charged fourteen days after the payment plan due date or at the end of the month, if not enrolled in a payment plan.

When a non-current student account is brought current, and has previously been reported to the credit bureau, it must continue to be reported until the account is paid in full and has had no activity for six months. Current students whose accounts are being reported to the credit bureau may not be eligible to sign up for a monthly payment plan.

Deposits

Housing Deposit

Any students living in Southern Adventist University-owned apartments and houses, must pay a \$250 Housing Deposit before any rental agreement is issued. This deposit is fully refundable minus any damage or cleaning fees, once the student has checked out. Approval will be given to the Student Finance Office once all charges have been assessed.

International Student Deposit

All international students, except documented permanent residents of the U.S. or residents of Canada, the Bahamas, and Bermuda, must pay an International Student Deposit of \$3,000 (USD). The deposit must be received before a U.S. Immigration Form I-20 is sent to the prospective student for entry to the U.S. Mail service from many foreign countries takes time, therefore, this deposit should be sent at least six weeks prior to enrollment. This deposit will be refunded once the student graduates, withdraws from Southern Adventist University, or finishes their Optional Practical Training (OPT), at which time the international deposit will be applied to the student's account and used to cover any remaining balance before credit is returned.

Estimated Program Length

| Degree Programs | Program Length (# of months/acad. yr.) |
|------------------------------|---|
| Business (all emphases) | 12 |
| Computing (all emphases) | 12 |
| Education and Psychology | |
| ● Counseling emphases | 12 |
| ● Education emphases | 12 |
| ● Outdoor Education emphasis | 12 |
| Nursing (all emphases) | 12 |
| Nursing DNP | 12 |
| Religion (all emphases) | 4 |
| Social Work (all emphases) | 12 |

Estimated Student Budget

| | (12 mos.) | (8 mos.) | (4 mos.) |
|---------------------------------|-----------------|-----------------|-----------------|
| Graduate Tuition (9 credit hrs) | \$17,820 | \$11,880 | \$5,940 |
| Housing | 10,200 | 6,800 | 3,400 |
| Board | 3,750 | 2,500 | 1,250 |
| Books and Supplies | 1,800 | 1,200 | 600 |
| Transportation | 3,750 | 2,500 | 1,250 |
| Personal/Medical | 3,750 | 2,500 | 1,250 |
| Financial Aid Budget* | \$41,070 | \$27,380 | \$13,690 |
| DNP Tuition (9 credit hrs) | \$23,625 | \$15,750 | \$7,875 |
| Housing | 10,200 | 6,800 | 3,400 |
| Board | 3,750 | 2,500 | 1,250 |
| Books and Supplies | 1,800 | 1,200 | 600 |
| Transportation | 3,750 | 2,500 | 1,250 |
| Personal/Medical | 3,750 | 2,500 | 1,250 |
| Financial Aid Budget* | \$46,875 | \$31,250 | \$15,625 |

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

Financial Aid

Southern Adventist University provides financial aid for students in the form of scholarships, graduate assistantships, and loans. The source of these funds is Southern Adventist University, private groups, donors, corporations, and Title IV funds from the United States Government. Financial aid applicants will not be denied assistance on the basis of sex, race, color, national origin, religion, or ethnicity. The Student Finance Office follows established procedures and practices which will assure equitable and consistent treatment of all applicants.

Students are urged to contact the Student Finance Office, P.O. Box 370, Collegedale, TN 37315-0370, phone 1.800.SOUTHERN, or go to our website www.southern.edu/finance for additional information.

Financial Aid Applications

The Free Application for Federal Student Aid (FAFSA) must be submitted annually to apply for the federal, state, and institutional aid programs. This application needs to be completed online at studentaid.gov/fafsa. Southern Adventist University's TITLE IV school code is 003518.

Southern Adventist University strongly encourages selecting the automatic IRS Data Retrieval Tool when completing the FAFSA to ensure accuracy of financial information and avoid potential verification delays.

Financial Aid Available

Federal Direct Loans

Federal low-interest loans for eligible students to help cover the cost of higher education. Funds are borrowed directly from the U.S. Department of Education and the student must meet the general eligibility requirements for federal student aid. For additional information on Federal Direct Loans, please visit StudentAid.gov/loans.

Direct Loan interest rates are set each year by Congress, and are fixed rates for the life of the loan. The interest rate varies depending on the loan type and first disbursement date of the loan. Most federal loans also have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionally from each loan disbursement received. The percentage varies depending on when the loan was first disbursed. For additional information on Direct Loan interest rates and loan fees, please visit StudentAid.gov/interest.

Federal law requires the US Department of Education to send the loan proceeds to the school in at least two payments. Payments will be sent either by electronic transfer or by check made co-payable to the school and to the student. Monthly principal and interest payments begin 60 days after the loan disbursement. Those enrolled in school on at least a half-time basis will be eligible for an in-school deferment (postponement of payments) until the student graduates, leaves school or drop below half-time status. Post deferment grace of 6 months is also given when a student graduates, leaves school or drops below half-time status. The interest on the loan is not deferred during the time of the deferment, although the organization that holds the loan may allow the interest to accumulate until the deferment ends. In such a case, however, the interest will be added to the principal, increasing the amount of principal that will need to be repaid.

Direct Unsubsidized Loans

Direct Unsubsidized Loans are awarded regardless of need/financial status according to the FAFSA. The student is responsible for paying the interest, which accrues while enrolled in school. The student must sign a master promissory note (MPN), complete entrance counseling and sign the Annual Student Loan Acknowledgement (ASLA) online at StudentAid.gov before the loan is released onto their account. Repayment of the loan begins six months after the student graduates, leaves school or drops below half-time enrollment. For additional information, please visit StudentAid.gov/sub-unsub.

Direct PLUS Loans (Grad PLUS)

The Direct PLUS Loan, also referred to as Grad PLUS Loan, is a federal loan made available to graduate or professional degree students who have satisfactory credit histories. Students must be enrolled at least half-time. The yearly loan limit is the cost of education minus any estimated financial aid that the student is eligible to receive. For additional information on Grad PLUS loans, please visit StudentAid.gov/plus.

Graduate Assistantships

Graduate Assistantships are available for students in the following programs: Masters of Business Administration, Computer Science, Counseling, Education, Nursing and Social Work. Students may apply for assistantships through their respective schools.

Financial Aid Award & Disbursement Procedures

A financial aid offer letter will be available online through the Financial Planning section of MyAccess, to each accepted applicant after the Student Finance Office receives the FAFSA results. To confirm and reserve the funds offered, students should click accept on all awards they wish to receive.

When financial aid recipients receive additional resources not included in the financial aid offer letter, it is the student's responsibility to report these funds to the Student Finance Office. Federal regulations prohibit over awards. Therefore, when the total of all resources exceeds the allowable student budget, financial aid awards must be adjusted. When financial aid funds have already been credited to the student's account, any adjustments due to over awards will be charged to the student's account.

Financial aid awards are disbursed based on enrollment status each semester. The disbursement will show as a credit on a student's account. Loan funds received from the federal loan programs will in most cases be automatically credited to the student's account after the semester's census date and once the master promissory note (MPN), entrance counseling and Annual Student Loan Acknowledgement (ASLA) requirements are met.

Financial Aid Eligibility Requirements

General Requirements

Financial aid awards are made for one academic year to students who are accepted for admission, and are enrolled for at least five credit hours. Recipients of government aid **must hold U.S. citizenship or a permanent resident visa**. Students desiring aid **must** reapply each year and continue to make satisfactory academic progress (SAP) toward a degree to receive financial aid.

The federal government also requires that the university have an official copy of the baccalaureate undergraduate transcript from an accredited institution prior to disbursement of federal financial aid to graduate students. Provisionally accepted students will not receive loan proceeds until an official copy of their undergraduate transcript is submitted to the Graduate Studies office.

WARNING: If a student purposely gives false or misleading information on the federal aid application, s/he may be fined \$20,000 by the US Department of Education, sent to prison, or both.

Insurance

Student Health Insurance

Southern Adventist University offers students an affordable nationwide health insurance plan. Students enrolled in at least one on-campus class or living in University housing, are eligible (along with spouse and dependents) to purchase health insurance. Students registered for online classes only are not eligible to purchase this insurance.

Students living in University housing are required to show proof of health

insurance that is compliant with the Affordable Care Act (ACA). Those who do not submit proof will be automatically enrolled with a plan through United Health Care.

For more information, enrolling a plan, or provide proof of coverage, please visit southern.edu/risk.

Personal Effects Liability

When determining what to bring to campus, students should remember that Southern Adventist University is not responsible for the personal effects of any student, even though such effects may be required by Southern Adventist University for student use, or required by Southern Adventist University to be stored in a designated location. Insurance carried by Southern Adventist University does not insure the personal effects of any individual. Southern Adventist University recommends that students consider carrying insurance against possible losses.

Meal Plans

Students not living in the residence halls may sign up for a \$250 meal plan at southern.edu/card. Those not on a meal plan must pay via cash, credit, or debit card when making food purchases. Students that reside in Southern Adventist University-owned housing and are on a meal plan, will be exempt from paying sales tax on meal plan purchases. For all other individuals, sales tax will be applied to food purchases. At any point in the semester, a student can add value in \$100 increments as necessary. Unused portions of the balance will be fully refunded at the end of the semester.

Non-Current Account Collections Policies

Students completing or terminating their studies with Southern Adventist University should pay their account balance in full prior to leaving. If a student is no longer enrolled and has not paid their account balance in full, the account will be designated as non-current. A finance charge of one percent per month (or the maximum allowed by law, if lower) will apply to all non-current accounts. Southern Adventist University reserves the right to withhold payment, for services rendered, to satisfy a non-current account.

Non-current accounts are reported to the credit bureau 60 days after the account is designated as non-current. Once an account is reported to the credit bureau, it must continue to be reported until the account is paid in full and has had no activity for six months or is transferred to a collection agency.

If non-current accounts are not paid in full or satisfactory payment arrangements have not been made within 120 days, the account will be transferred to a collection agency and/or attorney. If Southern Adventist University deems it necessary to employ a collection agency and/or attorney to collect defaulted accounts, all charges for these services, including collection fees and/or court costs, will be added to the unpaid account. See Southern Adventist University's Financial Responsibility Agreement for additional details regarding the summary information provided here.

Payment Methods

Students must grant access to authorized users within the system before authorized users (including spouses) can view or make payments to the student's account. Students use their Southern Adventist University username and password to access the system. Students and/or authorized users can make payments in person, via mail, or online at southern.edu/payment.

Credit Card Payments

Southern Adventist University honors VISA, MasterCard, Discover, American Express and debit cards for making payments on a student's account. No cash withdrawal service is available from these cards (this service may be obtained from a local bank).

Automatic credit card payments can be setup when the student and/or authorized user enrolls in a payment plan.

Personal Check Payments

Payments made to a student's account through mail or in person by personal check should have the student's 6-digit ID number written on the check. If the ID number is not written on the check when it is received, it will be written on the check by a Southern Adventist University employee for posting purposes.

Payment via electronic check can be made online at southern.edu/payment.

Payment Options

Default: Semester Balance

Students are expected to pay the semester balance, less any financial aid, before the beginning of classes.

Optional: Monthly Payment Plans

If a student is unable to pay the semester expenses upfront, Southern Adventist University offers a payment plan through the Student Account portal at southern.edu/payment.

Once a student registers, their account will be charged for tuition fees and other educational expenses. After the charges have been posted, students and/or authorized users can enroll in a payment plan at southern.edu/payment. Payment due dates are specific to the payment plan. The monthly payment may be automatically increased to cover additional charges, in addition to tuition and fees, that are incurred over the course of the semester.

Students who have filed for bankruptcy are not eligible for a monthly payment plan and should be prepared to pay their semester balance, in full, before classes begin. Students who have a history of non-payment on their account or whose accounts have been reported to a credit bureau may not be eligible for a payment plan and may be offered the default payment terms.

Prepaid Campus Account

Students have the option of purchasing items at the Village Market (non-deli), Campus Shop (non-books), and other places on campus, through their Prepaid Campus Account. Funds can be added during the semester at southern.edu/card and the amount will be billed to their student account.

At the end of the semester any unused portion will be refunded to the student's account. Students will not be able to use their ID card to make these types of purchases if there are no funds available in the Prepaid Campus Account. Other payment options include cash, debit cards, or credit cards.

Refund Policies

Refund for Dropping a Class or Complete Withdrawal

A student who withdraws completely or drops a class during the semester will receive a refund of tuition and fees based on the date the completed withdrawal/drop form, with all required signatures, is filed with the Records and Advisement Office. Financial aid received will also be adjusted based on the refund amount that a student receives.

FULL SEMESTER REFUND

| WEEK | REFUND PERCENTAGE |
|-------------------------------|-------------------|
| 1st week | 100% |
| 2nd and 3rd weeks | 80% |
| 4th and 5th weeks | 60% |
| 6th - 9th weeks | 40% |
| 10th week through end of term | 0% |

SHORTENED SUMMER SESSION REFUNDS

| WEEK | REFUND PERCENTAGE |
|---------------------------------|-------------------|
| 1st week | 100% |
| 2nd week | 50% |
| 3rd week through end of session | 0% |

Refund of Credit Balances

Credit balances are refundable, upon request, one month after the monthly statement is received for the last month the student was enrolled, in order to be certain that all charges have been processed. For example, if a student graduates in December, a full credit refund would not be made until after the January statement is processed during the first week of February. When the credit balance is large, a portion may be refunded earlier upon request to the Student Finance - Billing and Collections Office. Refunds will be credited back first to any credit card that was used to make payment within 90 days of the refund. If the refund involves a credit card payment exceeding \$2,000, the refund will be credited back first to the credit card regardless of the date of payment.

Returned Check Policy

If a check is returned by a bank for insufficient funds, a closed account, or any other reason, a \$25 returned check fee will be assessed to the student's account. The privilege of paying by check for any future payments may be forfeited.

Return of Title IV Funds

Southern Adventist University is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of the payment period or period of enrollment. ALL Title IV financial aid programs must be recalculated in these situations.

The calculation is made for all federal financial aid recipients to determine whether a student who completely withdraws during a term has "earned" the monies disbursed. A student "earns" his/her aid based on the period of time they remain enrolled. During the first 60% of the term, a student "earns" student aid funds in direct proportion to the length of time he/she remains enrolled. **After the 60% point** in the payment period or period of enrollment, a student has earned 100% of the Title IV funds, he/she was scheduled to receive during the period. Any aid received in excess of the earned amount is considered unearned. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may also be required to return a portion of the funds.

This policy also applies to students who receive federal funds and receive all F grades for ceasing to attend classes. The Records and Advisement Office will determine the last day of class attendance.

This policy does not apply to those students who cancel their registration prior to the first day of classes nor does this policy apply to students who drop some but not all of their classes. In these particular cases, the Student Finance Office may have to recalculate the award based on the student's revised enrollment status.

Student Finance Mission Statement

In a spirit of Christ-likeness, Student Finance makes every effort to contact, recruit, enroll, and financially work with academically qualified students who commit to Southern Adventist University's learning community.

Student Financial Responsibility

Student Responsibility for University Expenses

The Student Finance Office will assist students in their financial planning. Financial aid is available to qualified recipients in the form of scholarships, assistantships, and loans. However, responsibility for payment of Southern

Adventist University expenses rests with the student, regardless of any assistance which may be expected or received from federal financial aid, Southern Adventist University, employers, or any other source.

Each year, before registering, each student must sign the Financial Responsibility Agreement indicating acknowledgment of this responsibility.

Information on student costs and means of paying those costs is given throughout this "Financial Policies" section of the Catalog to assist students in financial planning. Student financial responsibility includes awareness of this information and the willingness to seek assistance from their Graduate Finance Counselor when help is needed.

Any charges to a student's account, outside of the normal educational expenses, must be approved by the Student Finance Office. Examples of charges which will not be approved are student club dues.

Transcript and Diploma Requests Policies

Under U.S. Department of Education regulations, Southern Adventist University will withhold official academic transcripts, diplomas, certificates of completion, and other records if a student has an unpaid or past due student account, has any Perkins, Nursing, or Institutional loans that are past due or in default and/or has not completed exit counseling for ALL federal or Institutional loans. Exit counseling is required for each type of loan when a student graduates, leaves school, or drops below half-time enrollment.

For currently enrolled students, exceptions may be considered when the account is current except for the pending disbursement of financial aid. For non-enrolled students, official transcripts and/or diplomas will be released once the student account is paid in full, current on Perkins, Nursing, or Institutional loans, and all exit counseling's have been completed.

When payment is made by personal check, the transcript will be held for ten working days to allow the check to clear. TO EXPEDITE THE RELEASE OF THESE DOCUMENTS, THE STUDENT SHOULD SEND A MONEY ORDER, CASHIER'S CHECK OR PAY BY CREDIT CARD TO COVER THE BALANCE OF THE ACCOUNT.

Tuition and Fees

Effective May 1, 2022, the following tuition and fees apply only to graduate and doctoral students. Information concerning tuition and fees for undergraduate students is available in the Undergraduate Catalog.

Tuition

| | |
|-----------------------------------|----------|
| Graduate tuition per credit hour | \$675.00 |
| Doctoral tuition per credit hours | \$875.00 |

Other charges and fees

The following charges and fees are assessed individually as applicable:

| | |
|---|------------|
| Add/Drop Fee | \$25.00 |
| Application Fee | 40.00 |
| ID Card Replacement Fee | 15.00 |
| Insufficient Funds Bank Fee | 25.00 |
| Teacher Certification Course Tuition & Fees (per credit hour) | 350.00 |
| Nursing Domestic Credentialing Fee | 25.00 |
| Nursing International Credentialing Fee | 100.00 |
| Online Program Identity Verification Fee | 15.00 |
| Proctoring Fee for an Online Class | 17.50/hour |
| Parking Permit Fee | 15.00 |
| School of Religion Thesis Continuation Fee | 100.00 |

| | |
|---|--------|
| Transcript Fees: | |
| Printed transcript (per destination) | Actual |
| Electronic PDF transcript (per destination) | Actual |
| FedEx Service (U.S. and Canada destinations only) | Actual |
| Validation Exam | 50.00 |
| Validation Exam Recording Fee (per credit hour) | 40.00 |
| Wellness Center Semester Usage (optional) | 80.00 |

| | |
|------------|----------|
| Lab fees: | |
| Lab fee 1 | 10.00 |
| Lab fee 2 | 15.00 |
| Lab fee 3 | 20.00 |
| 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 |
| Lab fee 16 | 500.00 |
| Lab fee 17 | 600.00 |
| Lab fee 18 | 700.00 |
| Lab fee 19 | 800.00 |
| Lab fee 20 | 900.00 |
| Lab fee 21 | 1,000.00 |
| Lab fee 22 | 1,100.00 |
| Lab fee 23 | 1,200.00 |
| Lab fee 24 | 1,300.00 |
| Lab fee 25 | 1,400.00 |
| Lab fee 26 | 1,500.00 |
| Lab fee 27 | 1,600.00 |
| Lab fee 28 | 1,700.00 |
| Lab fee 29 | 1,800.00 |
| Lab fee 30 | 1,900.00 |
| Lab fee 31 | 2,000.00 |
| Lab fee 32 | 2,500.00 |
| Lab fee 33 | 3,000.00 |

| | |
|-------------------------------|----------|
| Deposits: | |
| Housing Deposit | 250.00 |
| International Student Deposit | 3,000.00 |

Tuition Refund Policy

Undergraduate and Graduate students

A student who withdraws completely or drops a class during the semester will receive a refund of tuition and fees based on the date the completed withdrawal/drop form, with all required signatures, is filed with the Records and Advisement Office.

Financial aid received will also be adjusted based on the refund amount that a student receives.

REFUND FOR DROPPING A CLASS OR COMPLETE WITHDRAWAL (FALL & WINTER)

| TIME | REFUND PERCENTAGE |
|--|-------------------|
| FULL SEMESTER (16 WEEKS) | |
| 6 Business days from the start of class | 100% |
| 16 Business days from the start of class | 80% |
| 26 Business days from the start of class | 60% |
| 47 Business days from the start of class | 40% |
| 12 WEEK MODULE | |
| 5 Business days from the start of class | 100% |
| 12 Business days from the start of class | 80% |
| 20 Business days from the start of class | 60% |
| 35 Business days from the start of class | 40% |
| 8 WEEK MODULE | |
| 3 Business days from the start of class | 100% |
| 8 Business days from the start of class | 80% |
| 13 Business days from the start of class | 60% |
| 24 Business days from the start of class | 40% |
| 6 WEEK MODULE | |
| 2 Business days from the start of class | 100% |
| 6 Business days from the start of class | 80% |
| 10 Business days from the start of class | 60% |
| 18 Business days from the start of class | 40% |
| 4 WEEK MODULE | |
| 2 Business days from the start of class | 100% |
| 4 Business days from the start of class | 80% |
| 6 Business days from the start of class | 60% |
| 12 Business days from the start of class | 40% |

*Business days (Saturday, Sunday and Holidays are not included). Calculation is based on start date of class, include start date in count.

SUMMER AND GRADUATE REFUND POLICY

| SUMMER SESSION REFUNDS | REFUND PERCENTAGES |
|---------------------------------|--------------------|
| 1st week | 100% |
| 2nd week | 50% |
| 3rd week through end of session | 0% |

School of Business

Personnel

Dean: Stephanie Sheehan

Graduate Program Coordinator: Sunia Fukofuka

Graduate Enrollment Coordinator:

Faculty: Sunia Fukofuka, Julie Hyde, Mark Hyder, Braam Oberholster, Stephanie Sheehan

Adjunct Faculty: Tina Camba, John Nunes, Kimberly Pichot, Kenneth Weiss, Donovan Williams

Mission Statement

The mission of the School of Business is the pursuit of excellence in Christ-centered business education.

Goals / Objectives / Outcomes

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

1. Students will understand the free enterprise system within a framework of moral and ethical guidelines.
2. Students will develop a sound Christian philosophy toward our current economic environment and understand the various environmental factors that affect business.
3. Students will develop the business skills required for today's job placement.
4. Students will be prepared to serve in a position of leadership.
5. Students will be prepared for entrance into terminal degree programs or related area of concentration and obtain professional degrees.

Degrees Offered

The School of Business offers an accelerated online Master of Business Administration (MBA), with a choice of emphases. Joint degrees are offered through the School of Nursing (MSN-MBA) and the School of Social Work (MSW-MBA). See respective schools for program details.

Accreditation

Southern Adventist University has received specialized accreditation for its business and business-related undergraduate and graduate programs through the International Accreditation Council for Business Education (IACBE), Olathe, Kansas.

Delivery Formats

Four emphases of the Master of Business Administration (Accounting, Management, Marketing, and Healthcare Administration) degree program are available online. Contact the School of Business at business@southern.edu or 423.236.2751 for more information.

Admission

Prerequisites for Admission

Students with a non-business undergraduate background may be required to take specific courses in accounting and/or finance.

Admission Requirements

In addition to the general admission requirements for graduate study, students may be evaluated on qualitative and quantitative factors. Quantitative evaluation may include calculations such as: $GPA \times 200 + GMAT \text{ Score} \div 1,000$. A candidate for a Master of Business Administration will comply with the following requirements unless noted otherwise in specific degree requirements:

1. A Bachelor's degree from an accredited institution in any major. Students with a non-business undergraduate degree who have not taken Principles of Accounting I and II and Principles of Finance (or their equivalents) with a minimum grade of C are required to take ACCT 505 and FNCE 505 and earn a grade of B- or higher in these courses. These courses may be repeated once to earn the required grade for admission. These courses are in addition to courses required in the MBA core and emphasis.
2. A cumulative undergraduate GPA of 3.00 or higher.
3. A Graduate Management Admissions Test (GMAT) taken within the past five years. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or higher, 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 or meet the guidelines above for an exception waiver. Additionally, international students must have a TOEFL score of at least 80 (Internet-based), with a required minimum score of 18 in each section, having taken the test within the past year or demonstrate proficiency in the use of the English language.

Provisional Admission

- Students who meet all other admission requirements except completion of ACCT 505 and/or FNCE 505 or equivalents may be provisionally admitted while they complete these requirements.
- Students who meet all admission requirements except the cumulative undergraduate GPA and/or GMAT requirements may be provisionally admitted. A student accepted on academic provisional basis may be admitted to regular status upon the completion of 6 credit hours taken through Southern with a minimum grade of B in each course. 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. This provision does not apply to students accepted provisionally for other reasons.

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 three 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 27 semester hours must be taken through the Southern Adventist University School of Business.

Transfer Credits

A maximum of nine 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.

Progression

Once admitted to the MBA program, a course may be repeated one time for the purpose of improving the GPA. A maximum of two courses may be repeated.

Graduation Requirements

A candidate must:

1. Complete an application to graduate, which must be filed with Graduate and Professional Studies two months prior to the anticipated graduation date.
2. Complete all coursework with a minimum GPA 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.

Additional Information

Second Emphasis

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

MBA (Master of Business Administration)

About

The Master of Business Administration program consists of 36 hours of courses (27 core and 9 emphases). There are six emphases from which to choose, four of which are offered as online programs. The regular schedule is a four-semester regimen of three courses each.

Requirements

Required Core Courses (27 Total Credits)

- BUAD501 - Foundations of Business Writing & Research (1)
- BUAD510 - Accounting for Control and Decision Making (3)
- BUAD520 - Financial Management (3)
- BUAD530 - Organizational Behavior (3)
- BUAD535 - Operations Management (3)
- BUAD540 - Marketing Management (3)
- BUAD562 - Integrating Faith and Business (3)
- BUAD570 - Strategic Decision Making (3)
- BUAD580 - Business Analytics (3)
- BUAD588 - Integrated Business Simulation (1)
- BUAD597 - MBA Portfolio (1)

Emphasis/Concentration (9 Total Credits)

Minimum 9 credits

(Select an Emphasis/Concentration below to see program requirements.)

Grand Total Credits: 36

Accounting Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

Select ACCT Electives (9 credits)

Grand Total Credits: 9

Computer Information Systems Emphasis

About

* Prerequisites for non-CIS degreed students:

CPIS 504-Computer Programming I

CPIS 505-Computer Programming II

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

Select 9 credit(s):

CPIS519 - Database Management Systems (3)

CPIS527 - Network Security (3)

CPIS528 - Computer Networking (3)

CPTR521 - Advanced Database Systems (3)

CPTR542 - Advanced Network Security (3)

Grand Total Credits: 9

Finance Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

Select FNCE Electives (9 credits)

Grand Total Credits: 9

Healthcare Administration Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

Select HADM Electives (9 credits)

Grand Total Credits: 9

Management Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

Select BEXM BHRM, or BUAD Electives (9 credits)

Grand Total Credits: 9

Marketing Management Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

BMKT597 - Marketing Research (3)
Select BMKT Electives (6 credits)

Grand Total Credits: 9

School of Computing

Personnel

Dean: Richard L. Halterman

Graduate Program Coordinator: Willard Munger

Faculty: Scot Anderson, Richard L. Halterman, Willard Munger

Adjunct Faculty: Rebecca Cathey, Tyson S. Hall

Mission Statement

The mission of Southern Adventist University's School of Computing is to provide an exemplary Christian learning environment that enables students to become Christian computing professionals, who, in addition to being competent in their chosen profession, realize their responsibility to God, church, family, employer, colleagues, and society.

Degrees Offered

The School of Computing offers a Master of Science in Computer Science and a Master of Science in Applied Computer Science.

Admission

Provisional Admission

A student accepted on provisional basis may be admitted to regular status upon the completion of 12 graduate credit hours taken through Southern with a minimum grade of B- in each course. 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.

Time Limits

The time allowed from graduate program enrollment to the conferring of the Master of Science in Computer Science degree or Master of Science in Applied Computer Science degree may not exceed five years. Application for an extension will be considered on an individual basis.

Residence

The last 27 hours must be taken through Southern Adventist University School of Computing. Project/Thesis credit hours must be taken in residence.

Transfer Credits

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 courses required for the degree.

Progression

A maximum of two courses may be repeated one time for the purpose of improving the GPA.

MS Applied Computer Science

Admission Requirements

An applicant for the Master of Science in Applied Computer Science will comply with the following requirements:

1. Baccalaureate degree from a recognized accredited institution in any area of study
2. Cumulative undergraduate grade point average of 3.00 or higher.
3. International students must have a minimum TOEFL score of 90 (Internet-based), having taken the test within the past year or demonstrated proficiency in the use of the English language.
4. Students may be admitted to the program at the beginning of both fall and winter semesters
5. One year of computer programming coursework or CPTR 502

Note: some courses have additional pre-requisites that must be satisfied before taking those graduate courses.

Graduation Requirements

A candidate for graduation must:

1. Complete an application to graduate, which must be filed with Graduate and Professional Studies at least two months prior to the anticipated graduation date.
2. Complete all required coursework with a minimum GPA of 3.00, including no more than two courses with a grade below B-. Courses with a grade below a C will not be counted for credit toward the MS in Applied Computer Science degree.
3. Successfully complete and defend a project or complete an approved field practicum.
 - A project consists of significant individual development work. In the process the student will successfully complete an approved Project Proposal and publicly defend a final Project Report that meets the standards defined on the School of Computing web site.
 - After all coursework has been completed and the student has taken the required 6 hours of project credit, the student must take at least one project credit per semester until the project is completed and accepted.

Requirements

Required Courses (33 Total Credits)

CPTR575 - Issues in Computer Science and Religion (3)

Select two (2) of the following 12-hour certificates (Minimum 24 credits):

Data Analytics Certificate
 Computer Science Certificate
 Cybersecurity Certificate
 Web Development Certificate

Select 6 credit(s):

CPTR597 - Field Practicum (3)
 CPTR598 - Project (1 - 6)

Grand Total Credits: 33

MS Computer Science

Admission Requirements

Students with undergraduate degrees in Computer Science from non-ABET accredited programs and students with an undergraduate degree in an area outside of Computer Science may be required to take specific prerequisite

undergraduate courses in computer science prior to admission.

An applicant for the Master of Science in Computer Science will comply with the following requirements:

1. A BS in Computer Science degree from an ABET-accredited program, or a four-year undergraduate degree in Computer Science or related program with permission.
2. Cumulative undergraduate grade point average of 3.00 or higher.
3. International students must have a minimum TOEFL score of 90 (Internet-based), having taken the test within the past year or demonstrated proficiency in the use of the English language.
4. Students may be admitted to the program at the beginning of both fall and winter semesters.

Permission to Take Classes

Before the end of their junior year students wishing to complete the BS/MS dual-enrollment program should request and be granted permission to take graduate classes. Undergraduate students need to receive at least a B- in each graduate course to continue.

Graduation Requirements

A candidate for graduation must:

1. Complete an application to graduate, which must be filed with Graduate & Professional Studies at least two months prior to the anticipated graduation date.
2. Complete all required coursework with a minimum GPA of 3.00, including no more than two courses with a grade below B-. Courses with a grade below a C will not be counted for credit toward the MS in Computer Science degree.
3. Successfully complete and defend a project or thesis.
 - A project consists of significant individual development work. In the process the student will successfully complete an approved Project Proposal and publicly defend a final Project Report that meets the standards defined on the School of Computing web site.
 - The Thesis consists of a body of original scholarly work completed by an individual student. In the process the student will successfully complete an approved Thesis Proposal and publicly defend a thesis that meets the standards defined on the School of Computing web site.
 - After all coursework has been completed and the student has taken the required 6 hours of project/thesis credit, the student must take at least one project/thesis credit per semester until the project/thesis is completed and accepted.

Program Specific Information

Options for Completing the MS in Computer Science

The Master of Science in Computer Science program can be completed in two ways. First, the coursework can be completed in a traditional two-year program following the student's completed undergraduate program. Second, the coursework can be completed in conjunction with the School of Computing's undergraduate Bachelor of Science in Computer Science program. The coursework for both the BS and MS programs can be completed in approximately five years with some summer coursework required. The graduate courses are taken during the fourth and fifth years. Applicants should consult

with a Southern Adventist University financial adviser to discuss the financial aid ramifications of these options.

Requirements

Required Courses (33 Total Credits)

CPTR575 - Issues in Computer Science and Religion (3)

Select 4 course(s):

CPTR521 - Advanced Database Systems (3)
 CPTR531 - Algorithms (3)
 CPTR551 - Parallel and Distributed Systems (3)
 CPTR555 - Advanced Computer Architecture (3)
 CPTR571 - System Software and Architecture (3)

Select one (1) of the following 12-hour certificates (Minimum 12 credits):

Cybersecurity Certificate
 Data Analytics Certificate
 Web Development Certificate

Select 6 credit(s):

CPTR598 - Project (1 - 6)
 CPTR599 - Thesis (1 - 6)

Grand Total Credits: 33

Computer Science Certificate

Program Specific Information

Prerequisites:

1. One year of programming or CPTR 502
2. Undergraduate course in databases (equivalent to CPTR 319)
3. Undergraduate course in data structures and algorithms (equivalent to CPTR 318)
4. Calculus I (equivalent to MATH 191)
5. Undergraduate course in discrete mathematics (equivalent to MATH 280)
6. Undergraduate course in operating systems (equivalent to CPTR 365)

Requirements

Required Courses (12 Total Credits)

Select 4 course(s):

CPTR521 - Advanced Database Systems (3)
 CPTR531 - Algorithms (3)
 CPTR551 - Parallel and Distributed Systems (3)
 CPTR555 - Advanced Computer Architecture (3)
 CPTR571 - System Software and Architecture (3)

Grand Total Credits: 12

Cybersecurity Certificate

Program Specific Information

Prerequisites:

1. One year of programming or CPTR 502

Requirements

Required Courses (12 Total Credits)

CPTR534 - Advanced Network & Server Administration (3)

CPTR544 - Offensive Cybersecurity (3)

CPTR545 - Defensive Security (3)

CPTR554 - Cyber Forensics (3)

Grand Total Credits: 12

Data Analytics Certificate

Program Specific Information

Prerequisites:

1. Undergraduate course in statistics (equivalent to MATH 215)
2. One year of programming or CPTR 502

Requirements

Required Courses (12 Total Credits)

- CPTR512 - Programming in Data Analytics (3)
- CPTR519 - Databases and Data Warehouses (3)
- CPTR524 - Data Mining and Analytics (3)
- CPTR528 - Data Visualization (3)

Grand Total Credits: 12

Web Development Certificate

Program Specific Information

Prerequisites:

1. One year of programming or CPTR 502

Requirements

Required Courses (12 Total Credits)

- CPTR526 - User Experience (3)
- CPTR546 - Web Services (3)
- CPTR556 - Advanced Web Programming (3)

Select 1 course(s):

- CPTR519 - Databases and Data Warehouses (3)
- CPTR535 - Mobile Application Development (3)

Grand Total Credits: 12

School of Education and Psychology

Personnel

Dean: Tammy Overstreet

Director of MEd programs: Michael Murdoch

Director of MAT program: Jasmine Johnson

Director of Graduate Studies in Professional Counseling: Ileanna Freeman

Graduate Programs Manager: Mikhaile Spence

Faculty: Krystal Bishop, Gary Bradley, Ileanna Freeman, Jasmine Johnson, Faith Laughlin, Michael Murdoch, Tami Navalon, Tammy Overstreet, Tron Wilder, Ruth Williams

Adjunct Faculty: Judy Anderson, Randall Burks, Carol Campbell, Ray Hazen, Nate Helweg, Jean Lomino, Heather Nudd, Michael Osborne, William Saunders, Carleton L. Swafford, Rose Thomas, Jim Wampler, Denise White

Mission Statement

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

Degrees Offered

The School of Education and Psychology offers a Master of Science degree with two emphases in Professional Counseling, a Master of Science in Education degree with three emphases, and a Master of Arts in Teaching degree.

The emphases in Professional Counseling are:

- Clinical Mental Health Counseling
- School Counseling

Hybrid, post-Master's certificates designed to meet licensure requirements are available in both Clinical Mental Health Counseling and School Counseling for students with a previously earned Master's in Counseling.

The Master of Science in Education emphases are:

- Instructional Leadership
- Literacy Education
- Outdoor Education

Online courses for the North American Division Principal's Endorsement are available as part of the Instructional Leadership emphasis. Students with existing professional certification and a previous Master's may complete individual courses required to qualify as non-degree graduate students.

The Master of Arts in Teaching offers emphases in elementary education and secondary education, along with several secondary content areas. Additionally, students may opt to complete requirements for North American Division certification only, state certification only or both.

Delivery Formats

Graduate courses in the School of Education and Psychology are offered in a variety of formats, including online, hybrid, and intensive sessions. The MSED Instructional Leadership and Literacy Education programs are online. Coursework for the MAT program is delivered online. Candidates will complete field experiences in K-12 classrooms throughout the program, which culminate in an intensive student teaching or job-embedded experience at the end of the program. The MS Counseling program is delivered via a hybrid model.

Admission

1. **GPA Requirement:** A minimum grade point average of 3.00 on the undergraduate level or a 3.00 average (with no grade lower than a B-) on a minimum of 9 semester hours of graduate credit is required.
2. **TOEFL or Duolingo English Test:** International students whose language of education is not English must submit their score on the Test of English as a Foreign Language (TOEFL). A minimum score of 100 on the Internet-based TOEFL test or 120 on the Duolingo English Test is required for regular admission.
3. **Statement of Purpose:** Candidates are to complete a written "Statement of Purpose" following the guidelines provided by the School of Education and Psychology.
4. **Background Check:** Applicants must submit background check information per the requirements of their program and affirm that they are not registered sex offenders. Legal declaration and waiver forms, along with instructions for completing the background check, are available from the School of Education and Psychology.
5. **Résumé:** Applicants are to submit a professional résumé.
6. **Admission Approval:** Receive program admission approval from the appropriate admissions committee.

Regular admission may be granted when the applicant meets all admission requirements, including program-specific requirements. Individuals who lack a general graduate or program-specific requirement may be considered for provisional admission on an individual basis. In terms of GPA, individuals with an overall undergraduate grade point average of less than 3.00 may be considered for provisional admission if the grade point average of their upper division (300- and 400-level) courses exceeds a 2.75. Provisional acceptance cannot be extended to international students due to federal guidelines.

Transfer students seeking admission to a graduate program in the School of Education and Psychology may be granted provisional status if their incoming graduate GPA meets the minimum criterion of 3.00. Regular admission status may be granted upon successful completion of six hours in the area of emphasis (with a 3.00 GPA and with no grade lower than a B-) and upon recommendation of the emphasis coordinator.

Credits taken while an individual is under "non-degree status" may be petitioned for "transfer credit" toward a graduate program in the School of Education and Psychology.

Progression

Admission to Candidacy

MSED students must be admitted to candidacy in order to progress beyond the completion of 24 credit hours in their program. Students should refer to program-specific requirements for additional details.

MAT students must be admitted to candidacy in order to progress to the student

teaching/job-embedded portion of their program. Students should refer to program-specific requirements for additional details.

Graduation Requirements

To graduate from a Master of Science program in education or professional counseling, a candidate must complete all university and School of Education and Psychology requirements. See program-specific requirements for more information.

Master of Arts in Teaching

Goals/Objectives/Outcomes

The goal of the Master of Arts in Teaching program is to provide a pathway for candidates who already hold an undergraduate degree to achieve initial teaching licensure.

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 Arts in Teaching program.

Admission Requirements

In addition to the University and School of Education and Psychology admission requirements for graduate study, an applicant to the Master of Arts in Teaching program will comply with the following requirements in order to be admitted in regular standing:

1. **Fingerprinting and Criminal History:** Fingerprinting and criminal history records check conducted by the Tennessee Bureau of Investigation and the Federal Bureau of Investigation.
2. **Baccalaureate Degree:** A baccalaureate degree from a regionally accredited institution of higher education. For those seeking elementary education K-5 licensure, the undergraduate major must be in the arts and sciences disciplines. For those seeking initial licensure in a 6-12 endorsement area, the undergraduate major must be in the content area of the endorsement sought. For those seeking NAD certification, a transcript analysis will be conducted to determine if additional coursework is needed to meet NAD requirements.
3. **Minimum GPA:** A minimum overall GPA of 3.00 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited institution of higher education.
4. **Statement of Purpose:** Candidates are to complete a written "Statement of Purpose" following the guidelines provided by the School of Education and Psychology.
5. **Required Content Assessment:** Qualifying scores on the state required content assessment for the endorsement area sought.
6. **Recommendations:** Submission of three recommendations.

Program Specific Information

Gateway One: Permission to Begin Coursework

Prior to proceeding through gateway two, the following criteria must be met:

1. **Coursework:** Completion of 10 hours of coursework with a minimum GPA of 3.0

Foundational Coursework

- EMAT 505 Foundations of Education (1 hr)
 - EMAT 512 Classroom Management (3 hrs)
 - EDCI 517 Educational Psychology (3 hr)
 - EDCI 535 Philosophy of Christian Education (3 hrs)
1. **Educator Disposition Assessment:** "Criteria Met" rating on Education Disposition Assessment for professionalism
 2. **Recommendation:** Receive recommendation from academic advisor and clearance from the graduate dean.
 3. **Personal Affirmation Statement:** See academic advisor for guidelines.
 4. **ADA Compliance:** See above. Candidates must be capable of performing the essential functions of the program.
 5. **Application for Admission to Candidacy**

Gateway Two: Admission to Candidacy

Prior to proceeding through gateway three, the following criteria must be met:

1. **Coursework:** Completion of professional education coursework (see below) with a minimum GPA of 3.0
2. **Educator Disposition Assessment:** "Criteria Met" rating on full Education Disposition Assessment.
3. **Recommendations:** Receive recommendation from academic advisor and recent MAT professor.
4. **CPR/First Aid Certification:** Evidence of CPR/First Aid certification.
5. **ADA Compliance:** See above. Candidates must be capable of performing the essential functions of the program.
6. **Application for Admission to Student Teaching OR Job-Embedded Clinical Practice**
7. **Application for Teaching Licensure (Job-Embedded Pathway ONLY)**

Gateway Three: Admission to Clinical Practice

Prior to proceeding through gateway four, all relevant Praxis exams must be passed and the following coursework must be completed with a minimum GPA of 3.0:

Student Teaching Pathway

- EMAT 610 Student Teaching
- EMAT 611 Student Teaching Seminar

Job-Embedded Pathway

- EDUC EMAT 620 Job-Embedded Clinical Experience I
- EDUC EMAT 621 Job-Embedded Seminar I
- EDUC EMAT 622 Job-Embedded Clinical Experience II
- EDUC EMAT 623 Job-Embedded Seminar II

Gateway Four: Culmination of Teacher Program

To graduate from a Master of Arts in Teaching program, a candidate must complete all university and School of Education and Psychology requirements. In addition, the candidate must provide evidence of the following:

1. **Student Teaching:** Successful completion of clinical experience
2. **Passing Score on edTPA**
3. **ADA Compliance:** See above.
4. **Application for Teaching Licensure** (Student Teaching Pathway ONLY)

Requirements

Required Core Courses (24 – 25 Total Credits)

EMAT505 - Foundations of Education (1)
 EDCI517 - Educational Psychology (3)
 EMAT507 - Educational Technology (1)
 EMAT510 - Master of Arts in Teaching Candidacy (0)
 EDCI535 - Philosophy of Christian Education (3)
 EMAT512 - Classroom Management (3)
 EDCI571 - Educational Assessment (3)
 EMAT570 - Teacher Performance Assessment Preparation (1)

Clinical Practice

Complete 1 of the following

Course(s):

EMAT610 - Student Teaching (8)
 EMAT611 - Student Teaching Seminar (1)

Course(s):

EMAT620 - Job-Embedded Clinical Experience I (4)
 EMAT621 - Job-Embedded Seminar I (1)
 EMAT622 - Job-Embedded Clinical Experience II (4)
 EMAT623 - Job-Embedded Seminar II (1)

Emphasis/Concentration (12 – 24 Total Credits)

Select one emphasis/concentration from below.

Grand Total Credits: 36 - 49

Elementary Education Emphasis

Emphasis/Concentration Requirements

Required Courses (24 Total Credits)

EDCI567 - Curriculum and Strategies for Children with Learning Differ. (3)
 EMAT551 - Literature for Children (2)
 EMAT552 - Art Methods, Elementary (1)
 EMAT553 - Foundations of Literacy (3)
 EMAT554 - Math Methods, Elementary (3)
 EMAT555 - Language Arts Methods, Elementary (3)
 EMAT556 - Reading Methods, Elementary (3)
 EMAT557 - Science and Health Methods, Elementary (2)
 EMAT558 - Social Studies Methods, Elementary (2)
 EMAT559 - Response to Intervention (2)

Grand Total Credits: 24

Secondary Education Emphasis

Emphasis/Concentration Requirements

Required Courses (12 Total Credits)

EMAT545 - General Methods for Secondary Education (3)
 EMAT546 - Content Methods for Secondary Education (3)
 EMAT547 - Inclusive Education for Secondary Education (3)

Select 1 course(s):

EDCI538 - Secondary Reading and Writing in the Content Area (3)
 EMAT549 - Teaching Writing in Grades 6-12 (3)

* Only ELA candidates may select EMAT 549 above.

Grand Total Credits: 12

MSEd (Master of Science in Education)

Goals/Objectives/Outcomes

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.

Admission Requirements

In addition to the University and School of Education and Psychology admission requirements for graduate study, an applicant to the Master of Science in Education program will comply with the following requirements in order to be admitted in regular standing:

1. **Certification:** Current NAD Basic certification or state initial certification, or proof of past NAD Basic or state initial certification. Applicants to the Master of Science in Education program with an Outdoor Education emphasis are exempt from this requirement.
2. **Recommendations:** Submission of two professional recommendations. Forms are available from the Graduate Studies Office or online at southern.edu/graduatestudies.
3. **Educational Experience (Instructional Leadership Only):** Verification of 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; or teaching in the armed forces of the United States.

Graduation Requirements

To graduate from a Master of Science in Education program, a candidate must complete all university and School of Education and Psychology requirements. In addition, the candidate must provide evidence of the following:

1. **Research Implementation:** Receive a score of proficient or higher on each of the components of the Research Implementation Evaluation.
2. **Field Experience Diversity Form:** Submit a completed Field Experience Diversity form. This form is available from the School of Education and Psychology.
3. **Comprehensive Questions:** Successfully respond to comprehensive questions. Candidates will respond to core assessments, as well as questions specific to the area of emphasis. Responses will be evaluated in terms of accuracy of information, breadth and depth of knowledge, and written communication skills.
4. **Portfolio/Thesis:** Students completing the Outdoor Education emphasis are required to submit a professional portfolio or complete and successfully defend a thesis as required by EDUC 598.

Program Specific Information

Admission to Candidacy

MSEd students cannot progress beyond the completion of 24 credit hours in

their program requirements without being admitted to candidacy. MSED students must complete the following requirements for admission to candidacy.

1. **GPA:** Maintain a minimum graduate grade point average of 3.00.
2. **Program Survey:** Submit a completed Program Survey. This form is available from the School of Education and Psychology.
3. **Dispositions Assessment:** Obtain from the area of emphasis coordinator an evaluation of proficient or higher on each of the core areas identified on the Dispositions Assessment form.
4. **Professional Membership:** Present documentation of membership in a professional organization.
5. **Admission Approval:** Receive approval for Admission to Candidacy from the MSED Advisory Council.

Field Experiences

Candidates in the MSED programs are required to conduct research as a component of Clinical Practice. The proposal will typically be developed as part of the graduate research course. The results of the research study are to be made available as a resource for faculty and colleagues, and is managed at the Southern Adventist University institutional repository (KnowledgeExchange@southern.edu).

Candidates engaged in a MSED clinical practice experience must document impact on student learning, typically evidenced through analysis and reflections on pre- and post-assessments results. Furthermore, all candidates involved in field experiences are to complete the Field Experience Diversity Form, available from the School of Education and Psychology.

Instructional Leadership Emphasis

About

The emphasis in Instructional Leadership seeks to prepare candidates to be exemplary teachers, while allowing the incorporation of content area knowledge. Candidates will be equipped with a wide repertoire of research-based teaching strategies and with the knowledge and skill to design and deliver instruction to meet the needs of diverse student populations.

The emphasis in Instructional Leadership with an administration concentration seeks to prepare education leaders for school principal and superintendent roles.

Note: Availability of courses varies from year to year.

Emphasis/Concentration Requirements

Required Courses (18 Total Credits)

- EDAD520 - Foundations of Instructional Leadership (3)
- EDIL547 - Curriculum Development (3)
- EDIL562 - Instructional Design (3)
- EDUC584 - Clinical Practice (3)
- EDUC588 - Statistics (3)
- EDUC591 - Methods of Educational Research (3)

Area Courses (15 Total Credits)

Choose either EDAD or a content area such as math, science, English, or history

EDAD

- EDAD 546 - Supervision and Personnel Administration 3 hours
- EDAD 573 - Educational Facilities Planning 3 hours
- EDAD 574 - Legal Aspects of Education 3 hours
- EDAD 577 - School Public Relations 3 hours
- EDAD 579 - School Finance 3 hours

Content Area

For those selecting a content area, this program is intended for advanced study in an area of existing certification and thus allows the transfer of up to 15 graduate credits in a specific content area from an accredited institution of higher education. The candidate must present a rationale for the inclusion of these courses in his or her program of study, which must then be approved by the MSED Advisory Council.

Grand Total Credits: 33

Literacy Education Emphasis

About

The Master of Science emphasis in Literacy Education is designed to empower classroom teachers to keep learners at the heart of all literacy instruction, while responding to the demands of research-based pedagogical practice mandated by federal initiatives such as Common Core Standards, as well as the North American Division of Seventh-day Adventists. The Literacy Education program focuses on enhancing classroom pedagogy with a goal of teaching differently. Because most courses contain a significant application component, teachers need ample opportunities to translate theory into practice.

Note: Availability of courses varies from year to year.

Emphasis/Concentration Requirements

Required Courses (33 Total Credits)

- EDIL562 - Instructional Design (3)
- EDLE515 - Child & Young Adult Literature (3)
- EDLE516 - Examining Reading Instruction (3)
- EDLE517 - Examining Writing Instruction (3)
- EDLE518 - Literacy & Leadership in the Digital World (3)
- EDLE521 - Cultural Aspects of Literacy (3)
- EDUC577 - Reading Assessment and Remediation (3)
- EDUC584 - Clinical Practice (3)
- EDUC588 - Statistics (3)
- EDUC591 - Methods of Educational Research (3)

Select 1 course(s):

- EDLE519 - Content Literacy: K-4 (3)
- EDLE520 - Content Literacy: 5-12 (3)

Grand Total Credits: 33

Outdoor Teacher Education Emphasis

About

The emphasis in Outdoor Education is designed for outdoor professionals, youth workers, classroom teachers, or anyone who wants to more effectively use 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. For program completion, a student must either submit and receive approval on a professional portfolio containing specific evidence as directed by the guidelines provided, or complete a thesis and successfully defend it as required by EDUC 598.

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 at a two-week intensive, with additional projects and/or assignments to be completed individually in an outdoor setting after the session. Online coursework is also utilized. 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 by or have access to an outdoor facility in order to complete the field experiences required.

Option 2: The Classroom Teacher Summer Field School

The summer field school 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 summer field school sessions in order to complete the degree. 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. Some students may also elect to do Independent Study. Independent Study allows the teacher to develop outdoor units of study for use in their classrooms. 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.

Emphasis/Concentration Requirements

Required Courses (15 Total Credits)

- EDOE503 - Principles and Concepts of Outdoor Education (2)
- EDOE504 - Field Experience in Principles and Concepts of Outdoor Educ. (1)
- EDOE515 - Nature Study Skills (3)
- EDOE543 - Environmental Ministries (2)
- EDOE593 - Adventure-Based Counseling (2)
- EDUC591 - Methods of Educational Research (3)

Select 2 credit(s):

- EDOE516 - Field Experience in Nature Study (1 - 3)

Select 1 course(s):

- EDOE576 - Outdoor Intensive Lab-Fall
- EDOE577 - Outdoor Intensive Lab-Winter
- EDOE578 - Outdoor Intensive Lab-Summer

Outdoor Specialization Courses (6 Total Credits)

Select 6 credit(s):

- EDOE523 - Leadership in Outdoor Education (2)
- EDOE524 - Field Experience in Leadership in Outdoor Education (1)
- EDOE530 - History & Philosophy of Forest Kindergarten & Schools (3)
- EDOE531 - Developing Forest Kindergarten & School Curriculum (3)
- EDOE533 - Developing Outdoor Teaching Sites (2)
- EDOE534 - Field Experience in Developing Outdoor Teaching Sites (1)
- EDOE535 - Outdoor Therapy: Design and Procedures (2)
- EDOE536 - Field Experience in Outdoor Therapy (1)
- EDOE570 - Non-Profit Environmental Organization Development & Management (3)

Electives (12 Total Credits)

Select EDAD Electives from courses numbered 500 - 699 (6 credits)

Select ACCT BEXM, BHRM, BMKT, BUAD, ECON, COUN, EDAD, EDCI, EDMM, EDIL, EDLE, EDUC, FNCE, HADM, or NPLD Electives from courses numbered 500 - 699 (6 credits)

Elective courses must have pre-approval of Outdoor Education adviser.

Grand Total Credits: 33

MS Professional Counseling

About

Accreditation

The Master of Science in Clinical Mental Health Counseling and School

Counseling programs are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The School Counseling program is aligned with the Accreditation of Educator Preparation (CAEP) expectations for school counseling programs and is also approved by the Tennessee State Board of Education.

Goals/Objectives/Outcomes

The mission of the Master of Science in Professional Counseling program is to facilitate the comprehensive development of counselors as servant leaders in their communities. Articulated in the language of the program's conceptual framework, the goal is to provide opportunities for candidates to become effective as caring persons, as informed facilitators, as reflective decision makers, and as committed professionals.

Within this framework, the objectives of the Master of Science in Professional Counseling program are to prepare graduates who demonstrate the following:

- Evidence of personal and professional fitness essential for counseling practice;
- Evidence of the knowledge, skills, and practices necessary to implement ACA and/or ASCA professional standards for counseling practice in a multicultural and pluralistic society;
- Evidence that they actively identify with the counseling profession and have knowledge of current developments in the counseling field.

Admission Requirements

In addition to Southern and School of Education and Psychology admission requirements for graduate study, a candidate for the Master of Science program with emphases in Clinical Mental Health Counseling or School Counseling must comply with the following requirements in order to be admitted in regular standing:

1. **Prerequisite Coursework:** The completion of a minimum of six credits in psychology or behavioral sciences on the upper-division undergraduate or graduate level with a grade of B or better. [Note: If taken at the graduate level, these courses will not be counted as part of the graduate program.] Students seeking a post-Master's certificate must have a previously completed Master's in Counseling.
2. **Recommendations:** Three letters of recommendation, including one academic and one professional, from recent sources.
3. **Interview:** An interview by Counseling area faculty to assess commitment to multiculturalism, attitudes, communication skills, compatibility of the candidate's values with the values of the counseling profession, and fitness to practice in the counseling field. This interview will be conducted after receipt of the Statement of Purpose and prior to the candidate's regular admission.
4. **Personality Test:** Results from the program-administered personality test must be on record, preferably prior to completion of faculty interview. Contact the School of Education and Psychology Graduate Enrollment Counselor to schedule testing.

Graduation Requirements

To graduate from a Master of Science program in professional counseling, a candidate must complete all university and School of Education and Psychology graduation requirements. In addition, the candidate must complete the following requirements:

1. **Comprehensive Exam/Thesis Defense:** Pass the Counselor Preparation Comprehensive Exam (CPCE) as dictated by the department policy. The CPCE is administered in September and February of each year. Students must apply one month prior to the announced exam dates. Students

completing COUN 599 Master's Thesis must also successfully present and defend their thesis.

Program Specific Information

Progression

The program follows a cohort model, and students engage in interactive, online live classes as well as self-paced coursework.

Progression in the program may be inhibited by a variety of circumstances. Regular evaluations of students' personal and professional fitness are conducted by the program faculty, Practicum/Internship supervisors, course instructors, assistantship supervisors, and/or others involved with students' training. Student academic standing is also monitored regularly via course grades and GPA.

Should any aspect of an evaluation indicate that a student needs improvement in a given area, the student is subject to advisement and consideration regarding program progression. Personal counseling is available free of charge to enrolled students via the university's Student Success Center. Student may call Counseling Services at 423.236.2782 for more information or for appointments. Additional information regarding student evaluations and due process can be found in the *Counseling Student Handbook*, available from the School of Education and Psychology. The School of Education and Psychology reserves the right to deny or revoke admission should a candidate be deemed inappropriate for a professional counseling degree.

Field Experiences

Students will not be allowed to enroll in any of the field experience courses (COUN 580, 581, 585 and 586) unless they have passed their Professional Fitness Evaluation at the end of the semester prior to the enrollment in those courses. Students are required to complete a minimum of 700 clock hours of supervised field experience. Clinical Mental Health students have the flexibility to complete these hours using secure telemental health software or on-campus/in person. All field experiences must be completed inside the US territory. Students required to perform field or practicum experiences will accept personal responsibility for their learning and professional behavior. Each student contracts to abide by the policies of the School of Education and Psychology.

Students will be expected to provide their own transportation for individual field and practicum experiences.

To register for Internship, a minimum of 48 credits must be completed. No counseling student can accumulate Clinical Internship hours unless they have received approval from the Counseling Program Council, are registered for Internship, and have received corresponding approval from the faculty supervisor. Students must remain registered in 1 hour of Internship Continuation until they have completed all requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for Internship Continuation each semester until the course requirements are met and a grade has been issued.

A student who is seeking a double-emphasis degree must complete separate fieldwork (e.g., Practicum II and Internship) settings for each emphasis. External supervisors of Practicum or Internship must have the following qualifications:

1. A minimum of a master's degree in professional counseling or a related profession with equivalent qualification, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in professional counseling supervision.

The State of Tennessee and local school districts have laws and policies governing the safety of K-12 students in reference to accessibility to these students. To be in compliance with state and local laws, all School Counseling candidates must submit to fingerprinting conducted by the Tennessee Bureau of Investigation. Should a fingerprint report yield record of a criminal offense, established departmental protocol will be followed.

Per this policy, School Counseling candidates who have been convicted of a criminal offense or who are currently under investigation for a criminal offense will be considered for admission to Practicum II on a case-by-case basis to be decided by a committee that will include the Dean of the School of Education and Psychology as well as the Program Director.

Students admitted to Practicum II must become familiar with policies outlined in the School Counseling Field Experience Manual and/or the Clinical Mental Health Counseling Practicum II and Internship Manuals.

The School of Education and Psychology reserves the right to revise, add, and withdraw policies as necessary to ensure a quality program.

The program includes 60-64 semester hours of courses and field practice which meet the requirement for candidates wishing to take the state licensure (LPC) exam. Additional semester hours may be required for candidates who need to remove deficiencies or who have particular interests.

Requirements

Required Core Courses (40 Total Credits)

- COUN510 - Advanced Lifespan Development (3)
- COUN514 - Drugs and Addictions (3)
- COUN516 - Career Counseling (3)
- COUN524 - Professional Counseling I (2)
- COUN525 - Professional Counseling II (1)
- COUN530 - Assessment and Appraisal (3)
- COUN537 - Ethics and Legal Aspects of Counseling (3)
- COUN553 - Group Counseling and Procedures (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN559 - Crisis Counseling (3)
- COUN561 - Multicultural Issues in Counseling (3)
- COUN562 - Spirituality and Religious Diversity in Counseling (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)
- COUN598 - Research and Program Evaluation (3)

Emphasis/Concentration (20 – 23 Total Credits)

Please choose an emphasis below.

Thesis (Optional) (6 Total Credits)

Students with special interest in outcome research may also opt to complete a Master's Thesis.

Grand Total Credits: 66 - 69

Clinical Mental Health Counseling Emphasis

Emphasis/Concentration Requirements

Required Courses (12 Total Credits)

- COUN521 - Adult Psychopathology (3)
- COUN590 - Marriage, Couple, and Family Counseling I (3)

Select 2 credit(s):

- COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)

Select 4 credit(s):

- COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)

Specialization (8 – 11 Total Credits)

Select one (1) of the following course sets (8-11 credits):

Clinical Mental Health Specialization

COUN540 - Foundations of Clinical Mental Health Counseling (3)
 COUN568 - Behavioral Health & Wellness Counseling (2-3)
 COUN576 - Advanced Clinical Diagnosis and Treatment Planning (3)

Marriage, Couple, & Family Counseling Specialization

COUN507 - Sexuality: Issues in Counseling (2-3)
 COUN543 - Parenting & Generational Influences (2)
 COUN591 - Marriage, Couple, and Family Counseling II (3)
 COUN592 - Marriage, Couple, and Family Counseling III (3)

(8 hours required in Clinical Mental Health Specialization)

(11 hours required in Marriage, Couple, & Family Specialization)

Grand Total Credits: 20 - 23

School Counseling Emphasis

About

This program includes 60 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. According to State of Tennessee certification requirements, school counseling candidates without prior teaching experience will need to participate in an additional 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. Students are strongly advised to take this exam during their last semester in the program. Applications for state certification in School Counseling must be sent from Southern's Certification Officer to the State Board of Education. Students are responsible for meeting with the Certification Office to begin the application process. No applications are made until students have passed the PRAXIS-II exam and have met with the Certification Officer.

Emphasis/Concentration Requirements

Required Courses (20 Total Credits)

COUN503 - Foundations of School Counseling (3)
 COUN528 - School Counseling Interventions for Exceptional Children (3)
 COUN538 - Legal Aspects of Education for School Counselors (3)
 COUN543 - Parenting & Generational Influences (2)
 COUN577 - Administration of School Counseling Services (3)

Select 2 credit(s):

COUN585 - School Counseling Clinical Practicum II (1 - 2)

Select 4 credit(s):

COUN586 - School Counseling Internship (1 - 6)

Grand Total Credits: 20

Post Master's Certificates (Counseling)

About

1. Post-Master's certificates designed to meet licensure requirements are available in both Clinical Mental Health Counseling and School Counseling for students with a previously earned Master's in Counseling. Courses are taken in an interactive, online format and are not campus-based.

Admission Requirements

2. Admission to the post-master's certificate programs requires a previously earned Master's degree in Counseling, preferably from a CACREP-accredited program and completion of all requirements for admission to MS in Professional Counseling degree programs. Candidates must complete each course noted below with grades of B

or better.

Program Specific Information

Field Experiences

Students will not be allowed to enroll in any of the field experience courses (COUN 580, 581, 585 and 586) unless they have passed their Professional Fitness Evaluation at the end of the semester prior to the enrollment in those courses. Students are required to complete a minimum of 700 clock hours of supervised field experience. Clinical Mental Health students have the flexibility to complete these hours using secure telemental health software or on-campus/in person. All field experiences must be completed inside the US territory. Students required to perform field or practicum experiences will accept personal responsibility for their learning and professional behavior. Each student contracts to abide by the policies of the School of Education and Psychology.

Students must remain registered in 1 hour of Practicum II until they have completed all requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued.

No counseling student can accumulate Clinical Internship hours unless they have received approval from the Counseling Programs Council, are registered for Internship, and have received corresponding approval from the faculty supervisor. Students must remain registered in 1 hour of Internship until they have completed all requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued.

External supervisors of Practicum or Internship must have the following qualifications:

1. A minimum of a master's degree in professional counseling or a related profession with equivalent qualification, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in professional counseling supervision.

The State of Tennessee and local school districts have laws and policies governing the safety of K-12 students in reference to accessibility to these students. To be in compliance with state and local laws, all School Counseling candidates must submit to fingerprinting conducted by the Tennessee Bureau of Investigation. Should a fingerprint report yield record of a criminal offense, established departmental protocol will be followed.

Per this policy, School Counseling candidates who have been convicted of a criminal offense or who are currently under investigation for a criminal offense will be considered for admission to Practicum II on a case-by-case basis to be decided by a committee that will include the Dean of the School of Education and Psychology as well as the Program Director.

Students admitted to Practicum II must become familiar with policies outlined in the School Counseling Field Experience Manual and/or the Clinical Mental Health Counseling Practicum II and Internship Manuals.

The School of Education and Psychology reserves the right to revise, add, and withdraw policies as necessary to ensure a quality program.

Completion

Upon completion, students may obtain official Southern transcripts

Post-Master's Certificate completion; no diploma or degree is awarded.
Post-Master's certificate candidates are not required to complete a comprehensive exam.

Clinical Mental Health Counseling Emphasis

About

The post-Master's certificate in Clinical Mental Health Counseling includes a minimum of 21 semester hours of courses and field practice which meet part of the requirement for taking the state licensure (LPC) exam. Candidates must have a previously-earned Master's in Counseling, preferably from a CACREP-accredited program. Additional semester hours may be required for candidates who need to remove deficiencies or who have particular interests.

Emphasis/Concentration Requirements

Required Courses (19 Total Credits)

- COUN521 - Adult Psychopathology (3)
- COUN540 - Foundations of Clinical Mental Health Counseling (3)
- COUN576 - Advanced Clinical Diagnosis and Treatment Planning (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)

Select 2 credit(s):

- COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)

Select 4 credit(s):

- COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)

Grand Total Credits: 19

School Counseling Emphasis

About

The post-Master's certificate in School Counseling includes a minimum of 18 semester hours of courses and field practice. Candidates must have a previously earned Master's in Counseling, preferably from a CACREP-accredited program. Additional semester hours may be required of candidates who need to remove deficiencies or who have particular interests. According to State of Tennessee certification requirements, school counseling candidates without prior teaching experience will need to participate in an additional orientation experience, including observation of, participation in, and analysis of classroom teaching in a school setting as part of their academic training. Candidates who wish to meet the requirements for School Counselor certification in Tennessee must complete all required coursework and pass the designated PRAXIS II exam. Applications for state certification in School Counseling must be sent from Southern's Certification Officer to the State Board of Education. Students are responsible for meeting with the Certification Office to begin the application process. No applications are made until students have passed the PRAXIS-II exam and have met with the Certification Officer.

Emphasis/Concentration Requirements

Required Courses (19 Total Credits)

- COUN503 - Foundations of School Counseling (3)
- COUN528 - School Counseling Interventions for Exceptional Children (3)
- COUN538 - Legal Aspects of Education for School Counselors (3)
- COUN577 - Administration of School Counseling Services (3)
- COUN579 - Clinical Practicum I (1)

Select 2 credit(s):

- COUN585 - School Counseling Clinical Practicum II (1 - 2)

Select 4 credit(s):

- COUN586 - School Counseling Internship (1 - 6)

Grand Total Credits: 19

School of Nursing

Personnel

Dean: Holly Gadd

Associate Dean: Frances Johnson

Graduate Program Coordinator: Frances Johnson

DNP Program Coordinator: Jill Buchholz

MSN Program Coordinator: Judy Dedeker

Graduate Enrollment Counselor: Jamie Thompson

Faculty: Jill Buchholz, Ronda Christman, Judy Dedeker, Marla Erskine, Jennifer Fisher, Holly Gadd, Cindy Johnson, Frances Johnson, Antonio Lazcano, Christine Moniyung, Linda Peoples, Cindy Rima, Elizabeth Scott, Lilly Tryon, Maria Valenca, Holly D. Walker

Adjunct Faculty: Ileana Freeman, Harold Mayer, Joshua Michalski, Marla Nedelcu, MaryAnn C. Roberts

Mission Statement

The School of Nursing provides a Christian learning environment that nurtures a culture of integrity and academic excellence, and prepares caring, competent professionals to serve the diverse healthcare needs of individuals, families, and communities within a global context.

The School of Nursing's graduate programs are designed to provide master's and doctoral level Christian nursing education which prepares caring, competent advanced practice clinicians, educators and leaders who make a positive impact on the individuals and organizations they serve.

Goals / Objectives / Outcomes

1. **provide** personalized, compassionate, and coordinated care for the individual, family, or community through use of the nursing process, based on the unique variables that make up the whole person (physiological, psychological, socio-cultural, and spiritual).
2. **manage** the provision of nursing care through effective functioning within inter- and intra-professional teams through open communication, mutual respect and shared decision-making in order to achieve quality patient care.
3. **consistently fulfill the role of member of** the discipline through the assimilation of a set of nursing roles and behaviors that include integrity, accountability, civility, critical thinking, collaborative relationships, clear communication, advocacy, legal and ethical practice, community and professional involvement, and life-long learning in order to effectively demonstrate Christ-centered excellence through caring, connecting, and empowering.

Degrees Offered

The School of Nursing offers Doctoral and Master's degree programs.

BS to DNP, DNP, MSN, accelerated RN to MSN and post-master's and DNP specialist certificates are available as campus-based emphases in the following areas:

- Acute Care - Adult/Gerontology Nurse Practitioner

- Primary Care - Adult/Gerontology Nurse Practitioner
- Primary Care - Family Nurse Practitioner

Online emphases for the Doctoral and Master's degree programs include:

- Lifestyle Medicine (DNP only)
- MBA (in collaboration with School of Business: DNP and MSN - not available as accelerated RN to MSN)
- Nurse Educator (also available as post-master's and DNP specialist certificates)
- Primary Care - Psychiatric Mental Health Nurse Practitioner

DNP Overview

The DNP program is designed for nurses seeking their terminal degree in nursing practice. The DNP degree options are based on the Essentials of Doctoral Education for Advanced Nursing Practice guidelines put forth by the American Association of Colleges of Nursing (AACN, 2006).

The BS to DNP is a program for the Registered Nurse who has completed a Bachelor's degree in Nursing and wishes to progress rapidly and seamlessly to a doctoral degree. Those enrolled in this program are not awarded the MSN degree. This program is primarily a face-to-face program with some online courses. Students are required to register for and attend a DNP seminar on campus each fall until completion of their program.

The DNP degree program is for the Registered Nurse or Advanced Practice Nurse who has completed a Master's degree in Nursing and who wishes to expand their scope of practice. This program includes both face-to-face and completely online options (see prior section - Degrees offered). All students, including those in completely online options, are required to register for and attend a DNP seminar on campus each fall until completion of their program.

Attendance at the annual, on-campus DNP Seminar (NURS 705) in the fall semester is required of all students. Failure to attend the seminar will result in suspension of enrollment until the student is able to resume commitment to degree requirements.

Accreditation

All Doctor of Nursing Practice (DNP) and Master of Science (MSN) degree programs are approved by the Southern Association of Colleges and Schools (SACS), The Tennessee Board of Nursing, and accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326.

Admission

1. Graduate Studies Application submitted to graduate studies office (includes the following documents):

- Completed Graduate Studies Application
- Thoughtfully written statement describing purpose and goals for pursuing selected degree and demonstrating writing skill.
- Curriculum vitae or resume
- Three recommendation forms (2 from a clinical setting; 1 academic)

- Official transcripts of a degree in nursing from a recognized college or university with an accredited program:

- Associate degree for RN-MSN program
- Bachelor's degree for MSN or BS to DNP program
- Master's degree for DNP or Post-Master's Certificate
- Doctoral degree for DNP Specialist Certificate

- Minimum cumulative graduate or undergraduate GPA of 3.00 (3.25 for Accelerated RN to MSN)

- 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.

- International students must

- submit official transcripts along with an evaluation by an accredited evaluation service.
- achieve a TOEFL score of 100 (Internet-based) or DuoLingo equivalent within the past year prior to application.
- have a current US nursing license.

- Documentation of successful completion of an undergraduate or graduate course in statistics (3 credit hours)

DNP applicants

- Scholarly writing sample (e.g. capstone or research paper, published article or current research article summary)

MSN/MBA and DNP/MBA applicants

- 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.

Accelerated RN to MSN

- Completion of the following general education and cognate courses. Some courses may be taken as part of the RN-MSN program instead of as pre-requisites. Students who have completed the majority of these requirements are considered stronger candidates for admission to the RN-MSN program.

- Chemistry: Chemistry - 3 hours
- Computer - Computer - 1 hour
- Communication: Public speaking - 3 hours
- English: Composition - 6 hours

- History: Elective - 3 hours
- Religion: Elective - 3 hours

- Completion of the following general education and cognate courses at Southern Adventist University, unless otherwise approved:

- SOCI 349 Aging and Society - 3 hours
- RELT 373 Christian Ethics 3 hours
- PEAC 225 Fitness for Life - 1 hour

1. School of Nursing application requirements - documents submitted to graduate enrollment counselor in the School of Nursing

- Licensure

- 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 strongly encouraged for nurse practitioner students.

- Online students must have current licensure in the state or country of practice.

- Acute Care Specialization emphasis requires current Advanced Practice Certification as an Acute Care Nurse Practitioner from a nationally recognized organization and current Advanced Practice License in state or location of practice.

- Work experience

- Applicants should have minimum of two years (4000 hours) nursing experience prior to starting the nurse practitioner practicum hours. For those seeking an Acute Care or Psychiatric Mental Health Nurse Practitioner Emphasis - see below.

- **Acute Care:** RN experience should include the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive care, Coronary Intensive Care, and Medical Intensive Care.

- **Psychiatric Mental Health** RN experience should include experience in psychiatric and mental health, behavioral health, or similar care settings.

○ BS to DNP

- Work experience as RN is recommended but not required for admission to the program.
- Students with limited RN experience will be required to document a minimum of 4000 hours of experience prior to beginning any nurse practitioner practicum in the DNP program.

- Exceptions related to work experience may be considered for students with limited work experience. These students are required to obtain and maintain ongoing work experience as a registered nurse or nurse practitioner while enrolled in the graduate curriculum. LPN or other healthcare experiences will be evaluated on an individual basis.

- Interview by faculty member(s)

- Interview by faculty is scheduled once all other documents have been submitted
- MBA Emphasis - must include personal interview with School of Business Graduate Program Coordinator.

| | | |
|--------|-----------|------------|
| Fall | April 1 | February 1 |
| Winter | October 1 | August 1 |

Admission to the Program

The Graduate Nursing program admits students in the fall and winter semesters. Students may elect to attend full or part time. The program contains both online and face to face classes, depending upon the emphasis chosen by the student. Nurse practitioner emphasis courses are face to face and taught on Tuesdays.

Two step admission process:

Step 1: Complete admission requirements to Graduate Studies and interview with graduate nursing faculty.

Step 2: After a successful interview, students are offered admission into the Program, and are required to submit the following documents via the online application system.

- Physical Exam
- Criminal background check
- Drug screen
- Immunization status, titers
- Tb test, Flu shot (annual requirement while in the program)
- BLS Certification (currency must be maintained while in the program)

After all documentation has been received and meets program requirements the applicant may be fully admitted and allowed to register for classes.

Provisional Admission

Applicants with less than a 3.00 grade point average (3.25 Accelerated RN to MSN) may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.

MBA Emphasis

- An applicant with a combined GPA/GMAT score of less than 1000 may be admitted under scholastic provisional status. A student accepted on this basis may be admitted to regular status upon the completion of 12 credit hours taken through Southern with a minimum grade of "B" in each course. 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.

Application Deadlines

All documents for Step 1 and Step 2 of the admission process must be complete by admission deadlines. Applications will be prioritized for review based on an applicant's level of education, work experience, and completion of all items of the application process.

School of Nursing application deadlines are as follows:

| TERM | U.S. RESIDENTS | INTERNATIONAL STUDENTS |
|------|----------------|------------------------|
|------|----------------|------------------------|

Applicant Notification of Admission Status

Applicants will be notified in writing of the Admissions Committee's decision within one month following the published application deadline (typically by June 1 or November 1).

Readmission

For students who have been admitted into the School of Nursing and have withdrawn from courses, for whatever reason, reapplication or readmission process is necessary, depending upon the length of time the student has been away from the program.

- If less than 1 year, complete a reactivation form.
- If 1-2 years, complete a reactivation form and meet with program coordinator to map out academic progression.
- If 2-5 years have passed, a new application is required (some items may be waived), a meeting with the program coordinator, along with an assessment of previously taken courses for currency (Pharmacology & Health Assessment).
- If more than 5 years have passed, a full application process is required, along with an assessment of previously taken courses for currency and potential need for repeat (Pharmacology & Health Assessment).

Time Limits

The Graduate Nursing program is designed to meet the needs of working adults and may be taken full or part time. Students typically complete two to four courses each semester. Normal progression for the part-time student requires registration for a minimum of one course per semester (5 hours if receiving financial aid).

BS to DNP

- Normal progression through the BS to DNP program for the full time student requires 9-10 hours per semester and takes eight to ten semesters.
- The total time allowed to complete the program from enrollment in the program to the conferring of the DNP degree may not exceed six years. An application for an extension will be considered on an individual basis.

Accelerated RN to MSN

- Normal progression through the program for the full-time student requires registration for 9 to 12 hours per semester and takes eight to nine semesters.
- 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.

DNP, MSN

- Normal progression through the program for the full-time student requires registration for 9 to 12 hours per semester and takes five to eight semesters.
- 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.

DNP Specialist and Post-master's Certificate

- Time permitted from enrollment to completion of DNP specialist or post-master's certificate requirements may not exceed three years. Application for an extension will be considered on an individual basis.

Residence

Students are expected to meet residence requirements at Southern Adventist University. Students enrolled in a graduate program in the School of Nursing (with the exception of the post-master's certificate program) are expected to complete 75% of their program at Southern (excluding pre-requisite courses). Students must complete their last 30 hours in residence.

Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing.

Validation exams may be used to meet approved program requirements in accordance with graduate catalog specifications. The School of Nursing allows up to 10 hours with approval of the graduate program coordinator, school dean and graduate dean. Validation examinations may be recorded as pass/fail or by letter grade, as determined by the School of Nursing.

Progression

A criminal background check and drug screen are required of all students upon enrollment. Background checks are paid for and completed by the student online. Drug screens are facilitated by the School of Nursing Graduate Enrollment Counselor through a drug testing service. Additional screening may be done at random. Progression may be adversely affected by negative background or drug screen reports.

Students are required to maintain current professional RN license, current immunizations, TB screening and healthcare provider CPR certification for program progression.

Students benefit from additional **clinical experience**.

- BS to DNP - Students entering the BS to DNP program have no requirement for experience at the time of entry into the program. It is expected, however, that they will have achieved a minimum of 2 years (4000 hours) of nursing experience prior to beginning any DNP practicum courses. At the recommendation of the faculty advisor or program administrator, a student who has less than two years of experience or whose clinical experience is remote or weak, may be required to register for NRS 500 Individual Study and Clinical Practice, for the purposes of balancing and enriching their academic or clinical program and experience.
- MSN to DNP - Students entering the post-master's DNP program are expected to have a minimum of 2 years (4000 hours) of clinical experience at the time of application. Ongoing work experience during the

program is encouraged.

- MSN - At the recommendation of the faculty advisor or program administrator, a student may be required to register for NRS 500 Individual Study and Clinical Practice, for the purposes of balancing and enriching their academic or clinical program and experience.

Academic standing is monitored regularly for incomplete, 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. In general, the following rules apply to progression.

1. No more than one C or C+ grade is allowed during the DNP or MSN program.
2. A grade of C- or below must be repeated.
3. Only one course may be repeated in the DNP or MSN program.

Graduation Requirements

Graduate nursing students must:

- Submit an application to graduate to Graduate and Professional Studies a minimum of two months prior to the expected graduation date
- Complete all coursework with a minimum grade-point-average of 3.00
- DNP, BS to DNP, MSN and Accelerated RN to MSN students - have no more than one class with a grade below B-. Classes with a grade of C- or below will not be counted for credit toward the master's degree.

Students with dual emphases must complete coursework for both emphases. Second emphasis requirements listed in general graduate enrollment policies may be waived as needed.

Additional Information

Clinicals Outside of TN

Any student wishing to complete clinical experiences outside the state of TN must verify that state is a member of NC-SARA and seek permission from that State Board of Nursing. Clinical placements in some states may not be able to be accommodated due to specific state board of nursing regulations.

For students planning clinicals outside of the local tri-state area (AL/GA/TN): Please notify the Graduate Clinical Coordinator, as soon as possible, as the process may take up to six months to a year to complete.

Post Graduation Credentialing

Following graduation, these policies apply for the processing of education and licensing forms:

- Forms for initial certification and state licensing - no charge
- Additional licensing forms (US) - \$25 per request
- Additional licensing forms (international) - \$100 per request
- General credentialing reference/recommendation

forms or letter - no charge

DNP (Doctor of Nursing Practice, BS to DNP)

About

The DNP program is designed for nurses seeking their terminal degree in nursing practice. The DNP degree options are based on the Essentials of Doctoral Education for Advanced Nursing Practice guidelines put forth by the American Association of Colleges of Nursing (AACN, 2006).

The BS to DNP is a program for the Registered Nurse who has completed a Bachelor's degree in Nursing and wishes to progress rapidly and seamlessly to a doctoral degree. Those enrolled in this program are not awarded the MSN degree. This program is primarily a face-to-face program with some online courses. Students are required to register for and attend a DNP seminar on campus each fall until completion of their program.

The DNP degree program is for the Registered Nurse or Advanced Practice Nurse who has completed a Master's degree in Nursing and who wishes to expand their scope of practice. This program includes both face-to-face and completely online options (see prior section - Degrees offered). All students, including those in completely online options, are required to register for and attend a DNP seminar on campus each fall until completion of their program.

Attendance at the annual, on-campus DNP Seminar (NURS 705) in the fall semester is required of all students. Failure to attend the seminar will result in suspension of enrollment until the student is able to resume commitment to degree requirements.

Requirements

Core Courses - Graduate (16 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS512 - Healthcare Technology in Advanced Practice (2)
- NURS520 - Health Promotion Across the Lifespan (2)
- NURS527 - Theory and Research for Advanced Practice (4)
- NURS535 - Christian Leadership and Management (2)
- NURS540 - Healthcare Policy, Economics, and Finance (3)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Core Courses-Practice (10 Total Credits)

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

Core Courses-DNP (7 Total Credits)

- NURS705 - DNP Seminar (1)
- NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
- NURS722 - Genetics and Environment in Disease (3)

DNP Project Courses (9 Total Credits)

- NURS812 - DNP Project Development (1)
- NURS832 - DNP Project Finalization (2)

Select 6 credit(s):

- NURS822 - DNP Project Progression (1 - 3)

Emphasis/Concentration (35 Total Credits)

Please select an emphasis from below. (If a second emphasis in BS to DNP program is declared, the electives are waived if degree total equals 77 hours or more.)

Grand Total Credits: 77

Acute Care Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (23 Total Credits)

- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS657 - Acute Care Concepts and Skills I (3)
- NURS659 - Acute Care Concepts and Skills II (3)
- NURS671 - Practicum I: Acute Care of Adults (3)
- NURS673 - Practicum II: Acute Care of Adults (3)
- NURS685 - Role Development for Advanced Practice (1)

Electives (12 Total Credits)

- Select Electives (12 credits)

Grand Total Credits: 35

Lifestyle Medicine Emphasis

Emphasis/Concentration Requirements

Required Courses (20 Total Credits)

- NURS728 - Introduction to Lifestyle Medicine (2)
- NURS734 - Health Coaching for Health Care Professionals (3)
- NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
- NURS738 - Natural Adjuncts for Health and Healing (2)
- NURS744 - Exercise Modalities for Lifestyle Change (3)
- NURS746 - Nutritional Approaches to Disease Prevention and Mngmt (3)
- NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)

Select 2 credit(s):

- NURS751 - Practicum: Lifestyle Medicine (1 - 2)

Electives (15 Total Credits)

- Select NURS Electives (15 credits)

Grand Total Credits: 35

Nurse Educator Emphasis

Emphasis/Concentration Requirements

Required Courses (35 Total Credits)

- NURS621 - Nursing Curriculum Design (3)
- NURS631 - Classroom Instruction and Evaluation (3)
- NURS641 - Practicum: Area of Clinical Emphasis (2)
- NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
- NURS648 - Clinical and Simulation Instruction in Nursing (3)
- NURS649 - Practicum: Innovative Distance Instruction in Nursing (3)
- EDUC531 - Technology and the Educator (3)
- Select NURS Electives (15 credits)

Grand Total Credits: 35

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (35 Total Credits)

- NURS556 - Family and Community Systems (2)
- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS655 - Practicum II: Primary Care of Adults (4)
- NURS661 - Geriatric Primary and Long-term Care (3)
- NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
- NURS685 - Role Development for Advanced Practice (1)
- Select NURS Electives (13 credits)

Grand Total Credits: 35

Primary Care-Family Nurse Practitioner Emphasis

Emphasis/Concentration Requirements

Required Courses (35 Total Credits)

- NURS556 - Family and Community Systems (2)
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)
- NURS662 - Primary Care of Children (3)
- NURS665 - Practicum I: Primary Care of Families (5)
- NURS670 - Practicum II: Primary Care of Families (5)
- NURS685 - Role Development for Advanced Practice (1)
- Select NURS Electives (13 credits)

*Substitution of NURS 645, NURS 655, NURS 663 may be made for NURS 665, 670.

Grand Total Credits: 35

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

About

Successful completion of the program satisfies eligibility requirement for certification examination.

Emphasis/Concentration Requirements

Required Courses (35 Total Credits)

- NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
- NURS613 - Neuroscience for Mental Health Practitioners (2)
- NURS616 - Psychopharmacology (3)
- NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
- NURS652 - Practicum I: Psychiatric Mental Health Care (4)
- NURS653 - Practicum II: Psychiatric Mental Health Care (4)
- NURS685 - Role Development for Advanced Practice (1)
- COUN521 - Adult Psychopathology (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)

Select NURS Electives (7 credits)

Grand Total Credits: 35

DNP (Doctor of Nursing Practice)

About

The DNP program is designed for students with a master's degree in nursing seeking a terminal degree in nursing practice. Often student's desire a second professional advanced practice emphasis to enhance their practice options. The DNP provides an option for addition of a new area of emphasis. All students will choose one primary area of emphasis for their DNP program.

DNP students must meet DNP competencies and have foundational graduate and practice core or equivalent courses. Generally graduate and practice core has been completed at the master's level and credits from SAU or other accredited institutions may be used to fulfill these requirements if they were completed with a grade of B or better. When these courses have not previously been taken or are not recent enough (generally within five to ten years), they may be taken at SAU as part of the student program and are not pre-requisite to admission.

Prerequisite courses are not counted as part of the curriculum for which students have to complete 75% at SAU. These general and practice core classes may be counted as electives in the student's DNP program.

Requirements

Required Courses (7 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS687 - Graduate Nursing Program Finalization (0)
- NURS705 - DNP Seminar (1)
- NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
- NURS722 - Genetics and Environment in Disease (3)

DNP Project Courses (9 Total Credits)

- NURS812 - DNP Project Development (1)
- NURS832 - DNP Project Finalization (2)

Select 6 credit(s):

- NURS822 - DNP Project Progression (1 - 3)

Emphasis/Concentration (28 – 34 Total Credits)

Select one (1) emphasis from below.

Grand Total Credits: 44 - 50

Acute Care - Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (26 Total Credits)

- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS657 - Acute Care Concepts and Skills I (3)
- NURS659 - Acute Care Concepts and Skills II (3)
- NURS671 - Practicum I: Acute Care of Adults (3)
- NURS673 - Practicum II: Acute Care of Adults (3)
- NURS685 - Role Development for Advanced Practice (1)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)

RELB548 - Jesus as Healer (3)

Electives (6 Total Credits)

Select NURS Electives (6 credits)

Prerequisites

NURS 520 - Health Promotion Across the Lifespan 2 hours
 NURS 550 - Advanced Pathophysiology 3 hours
 NURS 552 - Advanced Pharmacology 3 hours
 NURS 555 - Advanced Health Assessment 4 hours

Grand Total Credits: 32

Lifestyle Medicine Emphasis

Emphasis/Concentration Requirements

Required Courses (23 Total Credits)

NURS728 - Introduction to Lifestyle Medicine (2)
 NURS734 - Health Coaching for Health Care Professionals (3)
 NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
 NURS738 - Natural Adjuncts for Health and Healing (2)
 NURS744 - Exercise Modalities for Lifestyle Change (3)
 NURS746 - Nutritional Approaches to Disease Prevention and Mngment (3)
 NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)

Select 2 credit(s):

NURS751 - Practicum: Lifestyle Medicine (1 - 2)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Electives (5 Total Credits)

Select NURS Electives (5 credits)

Prerequisites

NURS 550 - Advanced Pathophysiology 3 hours
 NURS 552 - Advanced Pharmacology 3 hours
 NURS 555 - Advanced Health Assessment 4 hours

Grand Total Credits: 28

Nurse Educator Emphasis

Emphasis/Concentration Requirements

Required Courses (23 Total Credits)

NURS621 - Nursing Curriculum Design (3)
 NURS631 - Classroom Instruction and Evaluation (3)
 NURS641 - Practicum: Area of Clinical Emphasis (2)
 NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
 NURS648 - Clinical and Simulation Instruction in Nursing (3)
 NURS649 - Practicum: Innovative Distance Instruction in Nursing (3)
 EDUC531 - Technology and the Educator (3)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Electives (6 Total Credits)

Select NURS Electives (6 credits)

Prerequisites

NURS 520 - Health Promotion Across the Lifespan 2 hours
 NURS 550 - Advanced Pathophysiology 3 hours
 NURS 552 - Advanced Pharmacology 3 hours
 NURS 555 - Advanced Health Assessment 4 hours

Grand Total Credits: 29

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (25 Total Credits)

NURS556 - Family and Community Systems (2)
 NURS640 - Primary Care of Adults I (3)
 NURS645 - Practicum I: Primary Care of Adults (4)
 NURS650 - Primary Care of Adults II (3)
 NURS655 - Practicum II: Primary Care of Adults (4)
 NURS661 - Geriatric Primary and Long-term Care (3)
 NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 NURS685 - Role Development for Advanced Practice (1)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Electives (7 Total Credits)

Select NURS Electives (7 credits)

Prerequisites

NURS 520 - Health Promotion Across the Lifespan 2 hours
 NURS 550 - Advanced Pathophysiology 3 hours
 NURS 552 - Advanced Pharmacology 3 hours
 NURS 555 - Advanced Health Assessment 4 hours

Grand Total Credits: 32

Primary Care-Family Nurse Practitioner Emphasis

About

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

*Substitution of NURS 645, NURS 655, NURS 663 may be made for NURS 665, 670

Emphasis/Concentration Requirements

Required Courses (25 Total Credits)

NURS556 - Family and Community Systems (2)
 NURS640 - Primary Care of Adults I (3)
 NURS650 - Primary Care of Adults II (3)
 NURS662 - Primary Care of Children (3)
 NURS665 - Practicum I: Primary Care of Families (5)
 NURS670 - Practicum II: Primary Care of Families (5)
 NURS685 - Role Development for Advanced Practice (1)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Electives (7 Total Credits)

Select NURS Electives (7 credits)

Prerequisites

NURS 520 - Health Promotion Across the Lifespan 2 hours
 NURS 550 - Advanced Pathophysiology 3 hours
 NURS 552 - Advanced Pharmacology 3 hours
 NURS 555 - Advanced Health Assessment 4 hours

Grand Total Credits: 32

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (31 Total Credits)

NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 NURS613 - Neuroscience for Mental Health Practitioners (2)
 NURS616 - Psychopharmacology (3)
 NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 NURS685 - Role Development for Advanced Practice (1)
 COUN521 - Adult Psychopathology (3)
 COUN556 - Theories and Techniques of Counseling (3)
 COUN579 - Clinical Practicum I (1)
 COUN593 - Child and Adolescent Psychopathology (3)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Electives (3 Total Credits)

Select NURS Electives (3 credits)

Prerequisites

NURS 520 - Health Promotion Across the Lifespan 2 hours
 NURS 550 - Advanced Pathophysiology 3 hours
 NURS 552 - Advanced Pharmacology 3 hours
 NURS 555 - Advanced Health Assessment 4 hours

Grand Total Credits: 34

MSN (Master of Science in Nursing, Accelerated)

About

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 no BS degree is awarded. Instead the student moves through a combination of BS and MSN course work and is awarded only a MSN degree at completion of all program 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).

Requirements

BS Level General Education & Cognates

Chemistry: Chemistry - 3 hours
 Computer: Computer - 1 hour
 Communication: Public speaking - 3 hours
 English: Composition - 6 hours
 History: Elective - 3 hours
 Religion: Elective - 3 hours
 SOCI 349 Aging and Society - 3 hours
 RELT 373 Christian Ethics 3 hours
 PEAC 225 Fitness for Life - 1 hour

BS Nursing Courses (9 Total Credits)

NURS315 - Health Assessment II (2)
 NURS446 - Population and Community Health Nursing (SERV-2) (4)

Select 1 course(s):

NURS385 - Applied Statistics for Health Professions (IN-4) (3)
 MATH215 - Statistics (IN-4) (3)

Core Courses - Graduate (13 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
 NURS512 - Healthcare Technology in Advanced Practice (2)
 NURS520 - Health Promotion Across the Lifespan (2)
 NURS527 - Theory and Research for Advanced Practice (4)
 NURS535 - Christian Leadership and Management (2)
 NURS540 - Healthcare Policy, Economics, and Finance (3)
 NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
 NURS687 - Graduate Nursing Program Finalization (0)

Core Courses - Practice (10 Total Credits)

NURS550 - Advanced Pathophysiology (3)
 NURS552 - Advanced Pharmacology (3)
 NURS555 - Advanced Health Assessment (4)

Nursing Capstone (2 Total Credits)

NURS684 - Preparation for MSN Capstone
 NURS641 - Practicum: Area of Clinical Emphasis (2)

Emphasis/Concentration (20 – 28 Total Credits)

Please choose an emphasis below.

Grand Total Credits: 54 - 62

Acute Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (23 Total Credits)

NURS640 - Primary Care of Adults I (3)
 NURS645 - Practicum I: Primary Care of Adults (4)
 NURS650 - Primary Care of Adults II (3)
 NURS657 - Acute Care Concepts and Skills I (3)
 NURS659 - Acute Care Concepts and Skills II (3)
 NURS671 - Practicum I: Acute Care of Adults (3)
 NURS673 - Practicum II: Acute Care of Adults (3)
 NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 23

Nurse Educator Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (20 Total Credits)

EDUC531 - Technology and the Educator (3)
 NURS621 - Nursing Curriculum Design (3)
 NURS631 - Classroom Instruction and Evaluation (3)
 NURS641 - Practicum: Area of Clinical Emphasis (2)
 NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
 NURS648 - Clinical and Simulation Instruction in Nursing (3)
 NURS649 - Practicum: Innovative Distance Instruction in Nursing (3)

Grand Total Credits: 20

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (22 Total Credits)

- NURS556 - Family and Community Systems (2)
- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS655 - Practicum II: Primary Care of Adults (4)
- NURS661 - Geriatric Primary and Long-term Care (3)
- NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
- NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 22

Primary Care-Family Nurse Practitioner, Accelerated Emphasis

Emphasis/Concentration Requirements

Required Courses (22 Total Credits)

- NURS556 - Family and Community Systems (2)
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)
- NURS662 - Primary Care of Children (3)
- NURS665 - Practicum I: Primary Care of Families (5)
- NURS670 - Practicum II: Primary Care of Families (5)
- NURS685 - Role Development for Advanced Practice (1)

*Substitution of NURS 645, NURS 655, NURS 663 may be made for NURS 665, 670.

Grand Total Credits: 22

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (28 Total Credits)

- NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
- NURS613 - Neuroscience for Mental Health Practitioners (2)
- NURS616 - Psychopharmacology (3)
- NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
- NURS652 - Practicum I: Psychiatric Mental Health Care (4)
- NURS653 - Practicum II: Psychiatric Mental Health Care (4)
- NURS685 - Role Development for Advanced Practice (1)
- COUN521 - Adult Psychopathology (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)

Grand Total Credits: 28

MSN (Master of Science in Nursing)

About

The Master of Science in Nursing programs are designed for the experienced nurse who desires professional advancement without a terminal degree. Current certification, credentialing and hiring processes are accepting of MSN levels of preparation for advanced practice nursing roles. Often students prefer to use the MSN program as a stepping stone to a terminal degree. The MSN program is structured to meet essential MSN competencies through core and emphasis classes.

Requirements

Core Courses-Graduate (16 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS512 - Healthcare Technology in Advanced Practice (2)
- NURS520 - Health Promotion Across the Lifespan (2)
- NURS527 - Theory and Research for Advanced Practice (4)
- NURS535 - Christian Leadership and Management (2)
- NURS540 - Healthcare Policy, Economics, and Finance (3)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Core Courses-Practice (10 Total Credits)

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

Nursing Capstone (2 Total Credits)

- NURS684 - Preparation for MSN Capstone
- NURS694 - MSN Capstone (2)

Emphasis/Concentration (20 – 28 Total Credits)

Please choose an emphasis below.

Grand Total Credits: 48 - 56

Acute Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (23 Total Credits)

- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS657 - Acute Care Concepts and Skills I (3)
- NURS659 - Acute Care Concepts and Skills II (3)
- NURS671 - Practicum I: Acute Care of Adults (3)
- NURS673 - Practicum II: Acute Care of Adults (3)
- NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 23

Nurse Educator Emphasis

About

Successful completion of the program satisfies eligibility requirements for

certification examination.

Emphasis/Concentration Requirements

Required Courses (20 Total Credits)

- EDUC531 - Technology and the Educator (3)
- NURS621 - Nursing Curriculum Design (3)
- NURS631 - Classroom Instruction and Evaluation (3)
- NURS641 - Practicum: Area of Clinical Emphasis (2)
- NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
- NURS648 - Clinical and Simulation Instruction in Nursing (3)
- NURS649 - Practicum: Innovative Distance Instruction in Nursing (3)

Grand Total Credits: 20

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (22 Total Credits)

- NURS556 - Family and Community Systems (2)
- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS655 - Practicum II: Primary Care of Adults (4)
- NURS661 - Geriatric Primary and Long-term Care (3)
- NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
- NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 22

Primary Care-Family Nurse Practitioner Emphasis

Emphasis/Concentration Requirements

Required Courses (22 Total Credits)

- NURS556 - Family and Community Systems (2)
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)
- NURS662 - Primary Care of Children (3)
- NURS665 - Practicum I: Primary Care of Families (5)
- NURS670 - Practicum II: Primary Care of Families (5)
- NURS685 - Role Development for Advanced Practice (1)

*Substitution of NURS 645, NURS 655, NURS 663 may be made for NURS 665, 670.

Grand Total Credits: 22

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (28 Total Credits)

- NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
- NURS613 - Neuroscience for Mental Health Practitioners (2)
- NURS616 - Psychopharmacology (3)
- NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
- NURS652 - Practicum I: Psychiatric Mental Health Care (4)
- NURS653 - Practicum II: Psychiatric Mental Health Care (4)
- NURS685 - Role Development for Advanced Practice (1)
- COUN521 - Adult Psychopathology (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)

Grand Total Credits: 28

DNP/MBA Healthcare Administration

Requirements

Core Courses-DNP (7 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS687 - Graduate Nursing Program Finalization (0)
- NURS705 - DNP Seminar (1)
- NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
- NURS722 - Genetics and Environment in Disease (3)

Scholarly Project Courses (9 Total Credits)

- NURS812 - DNP Project Development (1)
- NURS832 - DNP Project Finalization (2)

Select 6 credit(s):

- NURS822 - DNP Project Progression (1 - 3)

MSN/MBA Core (26 Total Credits)

- BUAD510 - Accounting for Control and Decision Making (3)
- BUAD530 - Organizational Behavior (3)
- BUAD535 - Operations Management (3)
- BUAD562 - Integrating Faith and Business (3)
- BUAD570 - Strategic Decision Making (3)
- BUAD580 - Business Analytics (3)
- BUAD588 - Integrated Business Simulation (1)
- BUAD597 - MBA Portfolio (1)
- HADM532 - Healthcare Economics and Finance (3)
- HADM552 - Healthcare Marketing and Human Resources (3)

Emphasis (12 Total Credits)

- HADM530 - Healthcare Administration (3)
- NURS638 - Advanced Nursing Leadership and Role Development (3)
- NURS654 - Practicum: Advanced Nursing Leadership (2)
- NURS785 - Practicum: Advanced Leadership Residency (4)

Prerequisites

- ACCT 505 Financial Accounting 3 hours
- FNCE 505 Principles of Finance 3 hours

Grand Total Credits: 54

DNP/MBA, BS-DNP Healthcare Administration

Requirements

Core Courses-Graduate (16 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS512 - Healthcare Technology in Advanced Practice (2)
- NURS520 - Health Promotion Across the Lifespan (2)
- NURS527 - Theory and Research for Advanced Practice (4)
- NURS535 - Christian Leadership and Management (2)
- NURS540 - Healthcare Policy, Economics, and Finance (3)

NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
RELB548 - Jesus as Healer (3)

Core Courses-DNP (4 Total Credits)

NURS705 - DNP Seminar (1)
NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)

Scholarly Project Courses (9 Total Credits)

NURS812 - DNP Project Development (1)
NURS832 - DNP Project Finalization (2)

Select 6 credit(s):

NURS822 - DNP Project Progression (1 - 3)

Core Courses-MBA (26 Total Credits)

BUAD510 - Accounting for Control and Decision Making (3)
BUAD530 - Organizational Behavior (3)
BUAD535 - Operations Management (3)
BUAD562 - Integrating Faith and Business (3)
BUAD570 - Strategic Decision Making (3)
BUAD580 - Business Analytics (3)
BUAD588 - Integrated Business Simulation (1)
BUAD597 - MBA Portfolio (1)
HADM532 - Healthcare Economics and Finance (3)
HADM552 - Healthcare Marketing and Human Resources (3)

Emphasis/Concentration (11 Total Credits)

NURS570 - Emergency and Disaster Management (2)
NURS638 - Advanced Nursing Leadership and Role Development (3)
NURS654 - Practicum: Advanced Nursing Leadership (2)
NURS785 - Practicum: Advanced Leadership Residency (4)

Electives-Business (6 Total Credits)

Select 6 credit(s):

BEXM505 - Legal Framework of Decisions (3)
HADM530 - Healthcare Administration (3)
HADM585 - Contemporary Issues in Healthcare Administration (3)

Electives-Nursing (5 Total Credits)

Select NURS Electives (5 credits)

Prerequisite Courses

ACCT 505 Financial Accounting 3 hours
FNCE 505 Principles of Finance 3 hours

Grand Total Credits: 77

MSN/MBA, MSN Healthcare Administration

About

The MSN/MBA is a dual degree master's level program designed for the nurse leader who desires professional advancement in healthcare administrative roles. The degrees are offered jointly through the School of Business and School of Nursing. Students may complete their entire program online or choose face-to-face classes, or a mix of both to complete their program. The programs are best integrated but may be done sequentially depending on student scheduling and other needs.

Requirements

Nursing Core (11 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
NURS512 - Healthcare Technology in Advanced Practice (2)
NURS520 - Health Promotion Across the Lifespan (2)
NURS527 - Theory and Research for Advanced Practice (4)
NURS540 - Healthcare Policy, Economics, and Finance (3)
NURS687 - Graduate Nursing Program Finalization (0)

Nursing Capstone (2 Total Credits)

NURS684 - Preparation for MSN Capstone (0)
NURS694 - MSN Capstone (2)

MSN/MBA Courses (26 Total Credits)

BUAD510 - Accounting for Control and Decision Making (3)
BUAD530 - Organizational Behavior (3)
BUAD535 - Operations Management (3)
BUAD562 - Integrating Faith and Business (3)
BUAD570 - Strategic Decision Making (3)
BUAD580 - Business Analytics (3)
BUAD588 - Integrated Business Simulation (1)
BUAD597 - MBA Portfolio (1)
HADM532 - Healthcare Economics and Finance (3)
HADM552 - Healthcare Marketing and Human Resources (3)

Healthcare Administration Courses (11 Total Credits)

NURS638 - Advanced Nursing Leadership and Role Development (3)
NURS654 - Practicum: Advanced Nursing Leadership (2)

Select 6 credits from HADM -

BEXM505 - Legal Framework of Decisions (3)
HADM530 - Healthcare Administration (3)
HADM585 - Contemporary Issues in Healthcare Administration (3)

Prerequisites

ACCT 505 Financial Accounting 3 hours
FNCE 505 Principles of Finance

Grand Total Credits: 50

DNP Specialist Certificates

About

Individuals who hold a doctoral degree in nursing and who desire to expand their scope of practice in another area of specialty are eligible to enroll in a DNP Specialist Certificate program.

Students enrolling in a DNP specialist certificate program may apply graduate course-work from this or other accredited institutions to meet the requirements of the DNP specialist certificate, as approved by the School of Nursing. Programs of study are individually determined, but must include acceptable transfer credit or enrollment at this institution for each of the courses listed within an emphasis, in order to meet requirements to sit for certification examinations. The religion course may be waived for students who have certificate programs of 20 hours or less to complete. Students must complete at least 25% of the DNP specialist certificate requirements at Southern. One of the following emphases is to be selected.

Acute Care - Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (38 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
NURS520 - Health Promotion Across the Lifespan (2)
NURS550 - Advanced Pathophysiology (3)
NURS552 - Advanced Pharmacology (3)
NURS555 - Advanced Health Assessment (4)
NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
NURS640 - Primary Care of Adults I (3)
NURS645 - Practicum I: Primary Care of Adults (4)

- NURS650 - Primary Care of Adults II (3)
- NURS657 - Acute Care Concepts and Skills I (3)
- NURS659 - Acute Care Concepts and Skills II (3)
- NURS671 - Practicum I: Acute Care of Adults (3)
- NURS673 - Practicum II: Acute Care of Adults (3)
- NURS685 - Role Development for Advanced Practice (1)
- NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Grand Total Credits: 38

Lifestyle Medicine Emphasis

Emphasis/Concentration Requirements

Required Courses (33 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS687 - Graduate Nursing Program Finalization
- NURS728 - Introduction to Lifestyle Medicine (2)
- NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
- NURS738 - Natural Adjuncts for Health and Healing (2)
- NURS744 - Exercise Modalities for Lifestyle Change (3)
- NURS746 - Nutritional Approaches to Disease Prevention and Mngment (3)
- NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)
- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)
- NURS734 - Health Coaching for Health Care Professionals (3)

Select 2 credit(s):

- NURS751 - Practicum: Lifestyle Medicine (1 - 2)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Grand Total Credits: 33

Nurse Educator Emphasis

Emphasis/Concentration Requirements

Required Courses (35 Total Credits)

- EDUC531 - Technology and the Educator (3)
- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS520 - Health Promotion Across the Lifespan (2)
- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS621 - Nursing Curriculum Design (3)
- NURS631 - Classroom Instruction and Evaluation (3)
- NURS641 - Practicum: Area of Clinical Emphasis (2)
- NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
- NURS648 - Clinical and Simulation Instruction in Nursing (3)
- NURS649 - Practicum: Innovative Distance Instruction in Nursing (3)
- NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Grand Total Credits: 35

Primary Care - Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (37 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS520 - Health Promotion Across the Lifespan (2)
- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)
- NURS556 - Family and Community Systems (2)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS640 - Primary Care of Adults I (3)
- NURS645 - Practicum I: Primary Care of Adults (4)
- NURS650 - Primary Care of Adults II (3)
- NURS655 - Practicum II: Primary Care of Adults (4)
- NURS661 - Geriatric Primary and Long-term Care (3)
- NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
- NURS685 - Role Development for Advanced Practice (1)
- NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Grand Total Credits: 37

Primary Care - Family Nurse Practitioner Emphasis

About

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

* Substitution of NURS 645, NURS 655, NURS 663 may be made for NURS

Emphasis/Concentration Requirements

Required Courses (37 Total Credits)

- NURS502 - Orientation to Graduate Nursing Studies (0)
- NURS520 - Health Promotion Across the Lifespan (2)
- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)
- NURS556 - Family and Community Systems (2)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)
- NURS662 - Primary Care of Children (3)
- NURS665 - Practicum I: Primary Care of Families (5)
- NURS670 - Practicum II: Primary Care of Families (5)
- NURS685 - Role Development for Advanced Practice (1)
- NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

- RELT545 - God and Human Suffering (3)
- RELB548 - Jesus as Healer (3)

Grand Total Credits: 37

Primary Care - Psychiatric Mental Health Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (43 Total Credits)

COUN521 - Adult Psychopathology (3)
 COUN556 - Theories and Techniques of Counseling (3)
 COUN579 - Clinical Practicum I (1)
 COUN593 - Child and Adolescent Psychopathology (3)
 NURS502 - Orientation to Graduate Nursing Studies (0)
 NURS520 - Health Promotion Across the Lifespan (2)
 NURS550 - Advanced Pathophysiology (3)
 NURS552 - Advanced Pharmacology (3)
 NURS555 - Advanced Health Assessment (4)
 NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
 NURS613 - Neuroscience for Mental Health Practitioners (2)
 NURS616 - Psychopharmacology (3)
 NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 NURS685 - Role Development for Advanced Practice (1)
 NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Grand Total Credits: 43

Post-Master's Certificates (Nursing)

About

Individuals who hold a master's degree in nursing and who desire to expand their scope of practice in another area of specialty but do not desire to obtain a doctoral (DNP) degree are eligible to enroll in a post-master's certificate program.

Students enrolling in a post-master's degree program may apply graduate course-work from this or other accredited institutions to meet the requirements of the post-master's certificate, as approved by the School of Nursing. Programs of study are individually determined, but must include acceptable transfer credit or enrollment at this institution for each of the courses listed within an emphasis, in order to meet requirements to sit for certification examinations. The religion course may be waived for students who have certificate programs of 20 hours or less to complete. Students must complete at least 25% of the post-master's certificate requirements at Southern. One of the following emphases is to be selected.

Acute Care - Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (38 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
 NURS520 - Health Promotion Across the Lifespan (2)
 NURS550 - Advanced Pathophysiology (3)
 NURS552 - Advanced Pharmacology (3)
 NURS555 - Advanced Health Assessment (4)
 NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
 NURS640 - Primary Care of Adults I (3)
 NURS645 - Practicum I: Primary Care of Adults (4)
 NURS650 - Primary Care of Adults II (3)
 NURS657 - Acute Care Concepts and Skills I (3)
 NURS659 - Acute Care Concepts and Skills II (3)
 NURS671 - Practicum I: Acute Care of Adults (3)
 NURS673 - Practicum II: Acute Care of Adults (3)
 NURS685 - Role Development for Advanced Practice (1)
 NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Grand Total Credits: 38

Nurse Educator Emphasis

Emphasis/Concentration Requirements

Required Courses (35 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
 NURS520 - Health Promotion Across the Lifespan (2)
 NURS550 - Advanced Pathophysiology (3)
 NURS552 - Advanced Pharmacology (3)
 NURS555 - Advanced Health Assessment (4)
 NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
 NURS621 - Nursing Curriculum Design (3)
 NURS631 - Classroom Instruction and Evaluation (3)
 NURS641 - Practicum: Area of Clinical Emphasis (2)
 NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
 NURS648 - Clinical and Simulation Instruction in Nursing (3)
 NURS649 - Practicum: Innovative Distance Instruction in Nursing (3)
 NURS687 - Graduate Nursing Program Finalization (0)
 EDUC531 - Technology and the Educator (3)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
 RELB548 - Jesus as Healer (3)

Grand Total Credits: 35

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (37 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
 NURS520 - Health Promotion Across the Lifespan (2)
 NURS550 - Advanced Pathophysiology (3)
 NURS552 - Advanced Pharmacology (3)
 NURS555 - Advanced Health Assessment (4)
 NURS556 - Family and Community Systems (2)
 NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)

NURS640 - Primary Care of Adults I (3)
NURS645 - Practicum I: Primary Care of Adults (4)
NURS650 - Primary Care of Adults II (3)
NURS655 - Practicum II: Primary Care of Adults (3)
NURS661 - Geriatric Primary and Long-term Care (3)
NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
NURS685 - Role Development for Advanced Practice (1)
NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
RELB548 - Jesus as Healer (3)

Grand Total Credits: 37

Primary Care-Family Nurse Practitioner Emphasis

About

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

**Substitution of NURS 645, NURS 655, NURS 663 may be made for NURS 665, 670*

Emphasis/Concentration Requirements

Required Courses (37 Total Credits)

NURS502 - Orientation to Graduate Nursing Studies (0)
NURS520 - Health Promotion Across the Lifespan (2)
NURS550 - Advanced Pathophysiology (3)
NURS552 - Advanced Pharmacology (3)
NURS555 - Advanced Health Assessment (4)
NURS556 - Family and Community Systems (2)
NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
NURS640 - Primary Care of Adults I (3)
NURS650 - Primary Care of Adults II (3)
NURS662 - Primary Care of Children (3)
NURS665 - Practicum I: Primary Care of Families (5)
NURS670 - Practicum II: Primary Care of Families (5)
NURS685 - Role Development for Advanced Practice (1)
NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
RELB548 - Jesus as Healer (3)

Grand Total Credits: 37

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

About

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

Emphasis/Concentration Requirements

Required Courses (43 Total Credits)

COUN521 - Adult Psychopathology (3)
COUN556 - Theories and Techniques of Counseling (3)
COUN579 - Clinical Practicum I (1)
COUN593 - Child and Adolescent Psychopathology (3)
NURS502 - Orientation to Graduate Nursing Studies (0)
NURS520 - Health Promotion Across the Lifespan (2)
NURS550 - Advanced Pathophysiology (3)
NURS552 - Advanced Pharmacology (3)

NURS555 - Advanced Health Assessment (4)
NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
NURS590 - Orientation to Graduate Nursing Clinical Practicum (0)
NURS613 - Neuroscience for Mental Health Practitioners (2)
NURS616 - Psychopharmacology (3)
NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
NURS652 - Practicum I: Psychiatric Mental Health Care (4)
NURS653 - Practicum II: Psychiatric Mental Health Care (4)
NURS685 - Role Development for Advanced Practice (1)
NURS687 - Graduate Nursing Program Finalization (0)

Select 1 course(s):

RELT545 - God and Human Suffering (3)
RELB548 - Jesus as Healer (3)

Grand Total Credits: 43

School of Religion

Personnel

Dean: Greg A. King

Graduate Program Coordinator: Alan Parker

Faculty: Stephen Bauer, Hyunsok Doh, Eliezer Graterol, David Hartman, Michael G. Hasel, Greg A. King, Martin G. Klingbeil, Judson Lake, Alan Parker, Wilson Paroschi, Barry Tryon

Research Faculty: J. Douglas Jacobs, Edwin Reynolds

Adjunct Faculty: Mark Finley, Steven Grabiner, Carlos G. Martin, Marla Nedelcu, Philip G. Samaan

About

General Information

The **Master of Ministry** program, with emphases in Church Leadership and Management, Biblical Counseling, and Evangelism and Ministry, is designed to provide quality professional graduate education in church leadership, church ministry, evangelism, missions and biblical counseling. The emphasis in Church Leadership and Management is specifically designed to prepare church leaders and administrators with training in the principles of business management, as well as to equip them with leadership ministry training skills. The emphasis in Evangelism and Ministry is specifically designed to enrich the preparation of workers for effective evangelistic and pastoral ministry. The emphasis in biblical counseling is designed for both pastors and lay people who will be offering biblical counseling and life coaching within a church setting.

The **Master of Arts** program, with emphases in Old Testament Studies, New Testament Studies and in Religious Studies, is designed to provide quality academic graduate education in biblical, theological, and religious studies. The emphases in Old and New Testament Studies are specifically designed to help provide students with the study, research, and writing skills needed to enter an academic doctoral program in Old or New Testament. The emphasis in Religious Studies is specifically designed to provide a flexible graduate program in religion for those who desire to enter an academic doctoral program in religious studies or to further their religious education in a more general way.

The purpose of all of these programs is to enhance 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.

The Master of Divinity is the degree preferred for professional ministry by the North American Division of Seventh-day Adventists. However, it is recognized that some pastors, due to individual circumstances, may need to explore other options for graduate study in ministry. The Master of Ministry and the Master of Arts degrees are excellent possibilities to consider for those who choose to explore these other options. These programs enable the pastor to receive quality training for ministry, while earning credits that could be transferred to a Master of Divinity program. The Seventh-day Adventist Theological Seminary will accept up to 36 transfer credits toward the M.Div. degree, should the student choose to continue his or her studies there.

Mission Statement

The School of Religion offers biblical, theological, and practical courses to help its students experience a growing relationship with Jesus Christ, understand His teachings in the context of the Seventh-day Adventist Church, and live ethical lives in harmony with the Scriptures. It provides quality graduate training with emphases in Old Testament Studies, New Testament Studies, Church Leadership and Management, Evangelism and Ministry, Biblical Counseling, and Religious

Studies, so its graduates, solidly grounded in Scripture and with a clear burden for others' salvation, become instruments in God's hands to impact the world.

Degrees Offered

The School of Religion offers two graduate degree programs—one professional and one academic:

The Master of Ministry (MMin) with the following three emphases:

- Biblical Counseling
- Church Leadership and Management
- Evangelism and Ministry

The Master of Arts (MA) with the following three emphases:

- New Testament Studies
- Old Testament Studies
- Religious Studies

Admission

Admission to Classes

1. Students are considered to be admitted to classes (see "Admission Requirements") on a non-degree basis until they are granted either provisional or regular acceptance into one of the degree programs from the School of Religion.
2. With School of Religion approval, students may take up to 12 hours of coursework before completing all prerequisites for admission and being formally accepted on regular status into one of the degree programs.
3. Registration for any graduate religion class is by permission of the School of Religion.

Additional Information

Curriculum

The curriculum for the MMin and MA degrees consists of a minimum of 36 semester credit hours beyond the baccalaureate degree. 75% of the degree program must be completed at Southern Adventist University, allowing for up to 25% of the program to be transferred in. (see Transfer Credit). All degree requirements must be completed within nine years from first enrollment. Courses are offered primarily as intensive sessions during the summer. Requirements for successful completion of a given course generally consist of a pre-session reading assignment, attendance and participation in a two-week intensive class session in residence, and a post-session writing assignment. Online courses will be offered as they are developed, and these typically take place over fall and winter semesters. All courses require a research paper or major project, which is generally the post-session assignment for the course. No more than four courses may be taken within one summer. The recommended load is two courses per summer for those in full-time ministry.

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 are not included, 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 two 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.

Guidelines for Pre-Session and Post-Session Assignments

1. Students should expect pre-session assignments for summer graduate intensives. Students must apply for these intensive classes at least 6 weeks before the intensive session begins in order to provide time to complete the reading.
2. Pre-session assignments are due the first day of the intensive session. 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 and to do further research on the subject matter. Due dates for these assignments are listed in the course syllabus.
4. Online classes may not require pre-session assignments, but there will be extensive reading assignments during the class.

MA (Master of Arts)

Admission Requirements

In addition to the general application and application fee requirements for graduate study, the candidate will comply with the following requirements:

1. Presentation of an official transcript from an accredited bachelor's degree. This transcript must include a minimum of 12 semester hours in religion with an exception possible for experience in fulltime ministry recognized by the Seventh-day Adventist Church. Other prerequisites may apply to the specific emphases.
2. Intermediate level Biblical Hebrew or Greek with a grade of C or higher. Courses may be part of the 12 semester hours in religion required above. Religious Studies emphasis is excluded from this requirement.
3. A minimum cumulative undergraduate GPA of 3.25. For an undergraduate GPA of 2.75 to 3.24, applicants may appeal to be admitted on a provisional basis. A formal academic paper to demonstrate academic competency may be required of the candidate.
4. 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.
5. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity in which the applicant was employed.
6. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
7. For students for whom English is not their first language and they did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of

100 is required which may be taken through Duolingo.

8. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Graduation Requirements

1. File a completed graduate application with Graduate and Professional Studies not less than two months before the expected graduation date.
2. Finish all coursework with a minimum grade point average of 3.25, including no more than two classes with a minimum letter grade of C. (See grade policies.)
3. Pass a written comprehensive examination taken no earlier than 3 months and no later than 12 months after receiving the study guide from the Graduate Program Coordinator, which will be sent after the student completes the last course in his or her program. Examination dates will be arranged in consultation with the Graduate Program Coordinator.
 - The examination is expected to last 4 1/2 hours.
 - 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.
 - A score of 80% or above will constitute a passing grade.
 - In case of failure, the examination may be repeated only once. A second failure will disqualify the student for graduation from the MA program.

Program Specific Information

Project and Thesis Procedure

1. All MA students choosing the emphases in Old or New Testament 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 Graduate Studies Committee. The adviser will work with the student to select a topic, 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 the adviser and appointed by the Graduate Studies Committee.
4. The project or thesis must conform to the style guidelines of the School of Religion, which are based on the footnote and bibliography style of the latest edition of the *Chicago Manual of Style* or Turabian's *Manual for Writers*. For more details regarding style guidelines, project or thesis procedures, and suggested timelines, please consult the *School of Religion Graduate Handbook*.
5. Credit hours for the project or thesis may be distributed as desired over the course of the work, but since students must remain continuously enrolled until the work has been completed and approved. If all credits have been exhausted before the work is completed, the student must enroll for RELT 679 Thesis Continuation (0 credit) and pay the continuation fee.

Requirements

Required Courses (12 Total Credits)

- RELT520 - Spirituality in Ministry (3)
- RELT531 - Hermeneutics and Biblical Interpretation (3)
- RELT546 - Doctrine of Salvation (3)

Select 1 course(s):

- RELT581 - Biblical Ethics and Contemporary Society (3)
- RELT552 - Theology of Mission and Evangelism (3)

Emphasis/Concentration (24 Total Credits)

Please select an emphasis below.

Grand Total Credits: 36

New Testament Studies Emphasis

Emphasis/Concentration Requirements

New Testament Studies (9 Total Credits)

- NTST553 - Studies in Romans (3)
- NTST556 - Studies in Revelation (3)

Select 1 course(s):

- NTST532 - Theology of Luke/Acts (3)
- NTST535 - The Gospel of John (3)

Research Courses (12 Total Credits)

- RELG600 - Research Methods and Writing (3)
- NTST640 - Thesis Proposal and Literature Review (3)

Select 6 credit(s):

- NTST650 - Thesis in Biblical Studies (1 - 6)

Electives (3 Total Credits)

Select NTST OTST, RELB, RELG, RELP, or RELT Electives from courses numbered 500 - 699 (3 credits)

Grand Total Credits: 24

Old Testament Studies Emphasis

About

Objectives

1. To enhance the student's knowledge of background, exegetical and theological issues in the Old Testament.
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.

Emphasis/Concentration Requirements

Old Testament Studies (9 Total Credits)

- OTST560 - Exegesis of the Hebrew Bible (3)

Select 3 credit(s):

- OTST510 - Archaeology and Biblical Backgrounds (3)
- OTST530 - Archaeological Fieldwork (1 - 6)

Select 1 course(s):

- OTST570 - Studies in the Pentateuch (3)

- OTST575 - Studies in the Psalms (3)

Research Courses (12 Total Credits)

- RELG600 - Research Methods and Writing (3)
- OTST640 - Thesis Proposal and Literature Review (3)

Select 6 credit(s):

- OTST650 - Thesis in Biblical Studies (1 - 6)

Electives (3 Total Credits)

Select NTST OTST, RELB, RELG, RELP, or RELT Electives from courses numbered 500 - 699 (3 credits)

Grand Total Credits: 24

Religious Studies Emphasis

About

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.

Emphasis/Concentration Requirements

Biblical and Theological Courses (9 Total Credits)

- Select NTST Electives (3 credits)
- Select OTST Electives (3 credits)
- Select RELT Electives (3 credits)

Project/Thesis Option (15 Total Credits)

Choose either project or thesis track below.

Project

- RELG 600 - Research Methods and Writing 3 hours
- RELT 620 - Project in Theological Studies 3 hours
- Select nine (9) semester hours from graduate courses offered by the School of Religion.

Thesis

- RELG 600 - Research Methods and Writing 3 hours
- RELT 640 - Thesis Proposal and Literature Review 3 hours
- RELT 650 - Thesis in Theological Studies 6 hours
- Select three (3) semester hours from graduate courses offered by the School of Religion.

Grand Total Credits: 24

M.Min (Master of Ministry)

Admission Requirements

In addition to submitting the appropriate application and application fee for graduate study, the candidate must submit the following materials or meet the following requirements in order to be accepted into the MMin program:

1. 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, with an exception possible for experience in fulltime ministry recognized by the Seventh-day Adventist Church. Other prerequisites may apply to the specific emphases.

2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99 applicants may appeal to be admitted on a provisional basis.
3. 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.
4. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity/capacities in which the applicant was employed.
5. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
6. For students for whom English is not their first language and they did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 100 is required which may be taken through Duolingo.
7. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Graduation Requirements

1. File a completed graduate application with Graduate and Professional Studies not less than 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 minimum letter grade of C. (See grade policies.)
3. Submit a final portfolio within six months of completing the last course in his or her program.

Requirements

Required Courses (12 Total Credits)

REL600 - Portfolio Seminar
 REL520 - Spirituality in Ministry (3)
 REL531 - Hermeneutics and Biblical Interpretation (3)
 REL546 - Doctrine of Salvation (3)

Select 1 course(s):

REL581 - Biblical Ethics and Contemporary Society (3)
 REL552 - Theology of Mission and Evangelism (3)

Emphasis/Concentration (24 Total Credits)

Please select an emphasis from below.

Grand Total Credits: 36

Biblical Counseling Emphasis

About

What is biblical counseling? Biblical counseling is a practice of the local church whereby each member is empowered to speak the truth in love, so that the whole congregation grows together toward spiritual maturity. Biblical counseling applies the gospel to everyday life situations, allowing the practical wisdom of Scripture to guide decisions, resolve conflict, heal emotional wounds, build relationships, and empower change.

Biblical counseling is not professional counseling. A student who takes classes in

biblical counseling at Southern is not preparing for state licensure or to receive church credentials. The program is designed for those who work in a church setting, who wish to enhance their coaching and counseling skills while gaining a broad-based ministry and theological background. It teaches the counselor how to do "triage" when hurting people come to the church for help and how to effectively refer. The program also prepares students for further studies in biblical counseling.

Objectives

1. To provide an understanding of how the gospel applies to everyday life situations.
2. To give the skills needed for life coaching in variety of areas such marriage, family and personal development.
3. To give basic counseling skills for handling intrapersonal crises and interpersonal conflict.
4. To provide tools and training for interpreting the Bible in harmony with sound principles of biblical hermeneutics.
5. To develop the skills necessary for successful interpersonal interaction.

Emphasis/Concentration Requirements

Biblical and General Studies (3 Total Credits)

Select OTST NTST, or RELT Electives (3 credits)

Biblical Counseling Studies (18 Total Credits)

REL535 - Conflict Resolution and Relationships (3)
 REL550 - Principles of Biblical Change I (3)
 REL551 - Principles of Biblical Change II (3)
 REL555 - Introduction to Marriage and Family Coaching (3)
 REL557 - Biblical Counseling in the Local Church (3)
 REL593 - Biblical Counseling and Coaching Practicum (3)

Electives (3 Total Credits)

Select RELB RELG, NTST, OTST, RELP, or RELT Electives from courses numbered 500 - 699 (3 credits)

Grand Total Credits: 24

Church Leadership and Management Emphasis

About

Objectives

1. To develop a sound Christian leadership philosophy.
2. To provide a broad knowledge of leadership and management theory skills.
3. To provide quality training required for new responsibilities in the church and ministry.
4. To establish a solid spiritual and ethical foundation for Christian faith and practice.

Emphasis/Concentration Requirements

Management Studies (9 Total Credits)

BUAD530 - Organizational Behavior (3)
 BUAD555 - Leadership and Change (3)

Select BUAD ACCT, BEXM, BHRM, BMKT, ECON, FNCE, HADM, or NPLD Electives (3 credits)

Ministry Studies (12 Total Credits)

REL513 - Effective Church Leadership (3)
REL521 - Time and Life Management (3)
REL535 - Conflict Resolution and Relationships (3)
Select RELP Electives (3 credits)

Electives (3 Total Credits)

Select RELB RELG, NTST, OTST, RELP, or RELT Electives from courses numbered 500 - 699 (3 credits)

Grand Total Credits: 24

Evangelism & Ministry Emphasis

About

Objectives

1. To enhance skills in personal outreach and public evangelism.
2. To introduce new methods of evangelism and mission outreach for a rapidly changing, post-modern society in North America and the world.
3. To provide tools and training for interpreting the Bible in harmony with sound principles of biblical hermeneutics.
4. To emphasize the communication of the gospel in the context of the Three Angels' Messages of Revelation 14.
5. To develop skills for societal analysis and interpersonal interaction.

Emphasis/Concentration Requirements

Biblical and Theological Courses (6 Total Credits)

NTST556 - Studies in Revelation (3)
RELT568 - World Religions (3)

Evangelism and Ministry Studies (9 Total Credits)

REL532 - Principles and Strategies for Church Growth (3)
REL591 - Evangelistic Preaching Practicum (3)

Select 1 course(s):

REL534 - Personal Soul-Winning Skills (3)
REL515 - Equipping Laity for Ministry (3)

Electives (9 Total Credits)

Select RELP Electives from courses numbered 500 - 699 (6 credits)
Select RELB RELG, NTST, OTST, RELP, or RELT Electives from courses numbered - (3 credits)

Grand Total Credits: 24

Certificate in Biblical Counseling

About

The Certificate in Biblical Counseling is designed to enhance coaching and specific counseling skills to be used in a church-based setting. It is not a professional counseling certificate, and is not a preparation for state licensure, nor to receive church credentials.

Admission Requirements

In addition to submitting the appropriate application and application fee for graduate study, the candidate must submit the following materials or meet the following requirements in order to be accepted into the Certificate program:

1. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 6 semester hours in religion, with an exception possible for experience in full-time ministry recognized by the Seventh-day Adventist Church.
2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99 applicants may appeal to be admitted on a provisional basis.
3. 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.
4. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
5. For students for whom English is not their first language and they did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 100 is required which may be taken through Duolingo.
6. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Requirements

Required Courses (15 Total Credits)

REL550 - Principles of Biblical Change I (3)
REL551 - Principles of Biblical Change II (3)
REL557 - Biblical Counseling in the Local Church (3)
REL593 - Biblical Counseling and Coaching Practicum (3)

Select 1 course(s):

REL535 - Conflict Resolution and Relationships (3)
REL555 - Introduction to Marriage and Family Coaching (3)

Grand Total Credits: 15

Certificate in Church Leadership and Management

About

The Certificate in Church Leadership and Management is designed to provide enhanced leadership skills for those in church and non-profit settings. It is not a preparation to receive church credentials, which generally require a graduate degree.

Admission Requirements

In addition to submitting the appropriate application and application fee for graduate study, the candidate must submit the following materials or meet the following requirements in order to be accepted into the Certificate program:

1. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 6 semester hours in religion, with an exception possible for experience in full-time ministry recognized by the Seventh-day Adventist Church.
2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99 applicants may appeal to be admitted on a provisional basis.
3. 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.

4. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
5. For students for whom English is not their first language and they did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 100 is required which may be taken through Duolingo.
6. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

RELP532 - Principles and Strategies for Church Growth (3)
RELP591 - Evangelistic Preaching Practicum (3)
RELT568 - World Religions (3)
Select 3 credits from RELP 500-699

Select 1 course(s):

RELP534 - Personal Soul-Winning Skills (3)
RELP515 - Equipping Laity for Ministry (3)

Grand Total Credits: 15

Requirements

Required Courses (15 Total Credits)

RELP513 - Effective Church Leadership (3)
RELP521 - Time and Life Management (3)
RELP535 - Conflict Resolution and Relationships (3)
Select 3 credits from RELP 500-699

Select 1 course(s):

BUAD530 - Organizational Behavior (3)
BUAD555 - Leadership and Change (3)

Grand Total Credits: 15

Certificate in Evangelism and Ministry

About

The Certificate in Evangelism and Ministry is designed to provide enhanced evangelistic skills for those involved in ministry, whether through church or parachurch organizations. It is not a preparation to receive church credentials, which generally require a graduate degree.

Admission Requirements

In addition to submitting the appropriate application and application fee for graduate study, the candidate must submit the following materials or meet the following requirements in order to be accepted into the Certificate program:

1. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 6 semester hours in religion, with an exception possible for experience in full-time ministry recognized by the Seventh-day Adventist Church.
2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99 applicants may appeal to be admitted on a provisional basis.
3. 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.
4. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
5. For students for whom English is not their first language and they did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 100 is required which may be taken through Duolingo.
6. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Requirements

Required Courses (15 Total Credits)

School of Social Work

Personnel

Dean: D. Laura Racovita

MSW Program Director: Stephanie Guster

Director of Field Education: Candy Dolcy

Graduate Enrollment Counselor: Tricia Foster

Faculty: Evie Nogales Baker, Lunelle Bertresse, Candy Dolcy, Stephanie Guster, Nina Nelson, D. Laura Racovita, Cornel Rusu, Kristie Wilder

Mission Statement

The mission of Southern Adventist University's Master of Social Work (MSW) program is to prepare advanced generalist practitioners within a Christian learning environment for service and excellence in evidence-based social work practice.

Degrees Offered

The School of Social Work offers a Master of Social Work (MSW) degree. The following emphases are offered each year, based on adequate levels of student interest:

- Mental Health and Practice in Social Work
- School Social Work
- Crisis and Emergency Management

Admission

MSW Admission Levels

The MSW program provides two levels of admission: Foundation Placement and Advanced Placement. Students who are accepted into Foundation Placement (61 credits) may complete the program with full-time enrollment over two years, or part-time over four years. Admission to the Advanced Placement level is available only to individuals who have completed an undergraduate social work degree (BSW) from a CSWE (Council on Social Work Education) accredited school. Students who are accepted into Advanced Placement (33 credits) complete the program in three semesters over 12 months with full-time enrollment, or in 24 months on a part-time basis.

Foundation Placement Admission Requirements

Applicants seeking admission to the Foundation Placement level of the MSW program must meet the requirements stipulated by the School of Social Work as follows:

1. **Application:** Complete the university's graduate application.
2. **Prerequisite undergraduate degree:** Bachelor's degree from an accredited college or university.
3. **Transcript(s):** Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. **GPA Requirement:** Possess a preferred GPA of at least 2.75 (on a 4.00 scale) for the last 60 college credits earned at the baccalaureate level. Any lower GPA will result in the applicant being considered for provisional

admission, which will require an interview with members of the MSW Leadership Team.

5. **Professional References:** Submit two professional recommendations from a college professor or work supervisor. Should the MSW Leadership Team have further questions about the applicant's aptitude for a career in social work, they may request a personal interview, third reference and/or additional information.
6. **Personal Statement:** Submit a personal statement describing the applicant's motivation for graduate school in the field of social work. Guidelines for the personal statement are located on the School of Social Work and Graduate Studies websites.
7. **Résumé:** Submit a professional resume.

Exceptions may be made for persons who do not meet GPA requirements if they are strong candidates on the basis of other criteria. Applicants are notified of their acceptance status via email 3-6 weeks after all application materials are submitted to the School of Social Work

Advanced Placement Admission Requirements

Admission to the Advanced Placement level is available only to individuals who have completed an undergraduate social work degree (BSW) from a CSWE (Council on Social Work Education) accredited school, or applicants who have successfully completed the Foundation year of education at a CSWE accredited Masters of Social Work program.

1. **Application:** Complete the university's graduate application.
2. **Prerequisite undergraduate degree:** Bachelor's degree in social work from a recognized college or university program accredited by the Council on Social Work Education, or proof of successful completion of the foundation year of education at a CSWE accredited Masters of Social Work program.
3. **Transcript(s):** Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. **GPA Requirement:** Possess a preferred GPA of at least 3.00 (on a 4.00 scale) in social work courses. Any lower GPA will result in the applicant being considered for provisional admission, which will require an interview with members of the MSW Leadership Team. In connection with the GPA requirement, applicants may have no more than one grade of C in core social work course. However, if an applicant has one additional grade of C in a lower division social work course, they may be considered for provision admission.
5. **Professional References:** Submit two professional recommendations from a college professor, work supervisor, or a field instructor. Should the MSW Leadership Team have further questions about the applicant's aptitude for a career in social work, they may request a personal interview and/or a third reference reflecting past satisfactory practice experience from the applicant's field placement faculty liaison, field instructor, or current human services job supervisor.
6. **Personal Statement:** Submit a professional statement describing the applicant's motivation for graduate school in the field of social work. Guidelines for the personal statement are located on the School of Social Work and Graduate Studies websites.
7. **Résumé:** Submit a professional resume.

Exceptions may be made for persons who do not meet GPA requirements if they are strong candidates on the basis of other criteria. Applicants are notified of their acceptance status via email 3-6 weeks after all application materials are

submitted to the School of Social Work.

Reapplication

In the event an applicant is not granted admission to the program, he/she may reapply for the following academic year. Applicants are encouraged to meet with the MSW program director to explore remedial options before reapplying.

Admission Cycle

The MSW program uses a rolling admission process until a cohort of up to 25 graduate students in each admission level has been selected out of the pool of applicants each academic year.

Transfer Students

Students/applicants wishing to transfer to Southern Adventist University's MSW program from another accredited college or university must follow the same application procedure for program acceptance as other students. Transferring graduate students must complete at least 75% of the Advanced Placement requirements at Southern. Transfer grades must be B or higher. Southern does not transfer P grades. If the student would like to transfer credit for a core social work course, it must be from a CSWE accredited graduate program in order to be considered.

Time Limits

The time limit for completing the MSW program is a maximum of four years for full-time and six years for part-time.

Progression

Completion of summer orientation modules are required of all students upon enrollment into either the Foundation or Advanced Placement. Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement. Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to maintain academic and non-academic standards may result in termination from the MSW program. General procedures regarding MSW program progression and retention are as follows:

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 1. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 2. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:

1. Academic honesty breaches.
2. Failing the field practicum.
3. Failing to abide by professional values and work ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in the MSW program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Graduation Requirements

1. Students must complete and submit a Graduation Contract, with Graduate and Professional Studies, a minimum of two months prior to the expected graduation date. The form is located on Southern's Records webpage: southern.edu/records.
2. Students must 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 of C- or below will not be counted for credit toward the master's degree.
3. Successfully defend the portfolio capstone.

Additional Information

Academic Credit for Life Experience

Field experience courses are required of every social work student and no academic credit is given for life experience or previous work experience. No course credit in the professional foundation or advanced curriculum is waived because of previous employment and/or past experiences.

MSW Social Work

Requirements

Foundation Core Courses (28 Total Credits)

For students who have a Bachelor's degree other than Social Work, or students with a Bachelor's degree in Social Work from a school that is not accredited by CSWE must complete the Foundation Core Courses:

- SOCW509 - Social Work Practice with Individuals and Families (3)
- SOCW511 - HBSE (Human Behavior and the Social Environment) I: Biological and Psychological Development (3)
- SOCW512 - HBSE (Human Behavior and the Social Environment) II: Sociological and Spiritual Development (3)
- SOCW513 - Foundation of Professional Practice I (1)
- SOCW514 - Social Work Practice with Groups, Organizations, and Communities (3)
- SOCW516 - Foundation of Professional Practice II (1)
- SOCW533 - Social Welfare Issues and Policies (3)
- SOCW541 - Integration of Faith and Foundation Practice: Seminar I (1)
- SOCW542 - Integration of Faith and Foundation Practice: Seminar II (1)
- SOCW597 - Research Methods (3)

Select 6 credit(s):

- SOCW547 - Foundation Practicum (1 - 6)
- (SOCW547 required before matriculating to Advanced Placement.)

Advanced Core Courses (24 Total Credits)

For students who have a Bachelor's degree in Social Work from a CSWE accredited school and students who have completed the Foundation Core courses.

- SOCW609 - Advanced Social Policy (2)
- SOCW611 - Advanced Clinical Practice: Individual & Family Intervention (3)
- SOCW612 - Advanced Administrative Practice: Program Development (3)
- SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
- SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
- SOCW620 - Advanced Portfolio Seminar (1)
- SOCW622 - Portfolio Continuation and Completion Seminar (1)
- SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)
- SOCW633 - Psychopathology, Clinical Assessment and Diagnosis II (1)
- SOCW641 - Integration of Faith and Advanced Practice: Seminar I (1)
- SOCW642 - Integration of Faith and Advanced Practice: Seminar II (1)

Select 5 credit(s):

- SOCW647 - Advanced Practicum (1 - 5)

Emphasis/Concentration (9 Total Credits)

Choose an emphasis below.

Grand Total Credits: 61

Crisis and Emergency Management Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

- SOCW670 - Crisis and Emergency Management Emphasis Core Concepts (3)
- SOCW671 - Crisis and Emergency Management Emphasis I (3)
- SOCW672 - Crisis and Emergency Management Emphasis II (3)

Grand Total Credits: 9

Mental Health Practice in Social Work Emphasis

Emphasis/Concentration Requirements

Emphasis/Concentration (9 Total Credits)

- SOCW664 - Mental Health Practices in Social Work Emphasis Core Concepts (3)
- SOCW676 - Mental Health Practice in Social Work: Evolving Perspectives and Advanced Contemporary Practice Emphasis I (3)
- SOCW677 - Mental Health Practice in Social Work: Evolving Perspectives and Advanced Contemporary Practice Emphasis II (3)

Grand Total Credits: 9

School Social Work Emphasis

Emphasis/Concentration Requirements

Required Courses (9 Total Credits)

- SOCW678 - School Social Work Emphasis Core Concepts (3)
- SOCW679 - School Social Work Emphasis I (3)
- SOCW680 - School Social Work Emphasis II (3)

Grand Total Credits: 9

MSW and MBA Social Work and Management

Goals/Objectives/Outcomes

Graduates of the MSW/MBA program will:

1. Demonstrate interdisciplinary expertise in social work and business leadership.
2. Develop a holistic Christ-centered social work and business philosophy related to the non- and for-profit sectors.
3. Develop knowledge and skills in working with individuals, families and groups, as well as organizational dynamics, marketing, decision sciences, accounting and human relations.
4. Develop knowledge of human resources, philanthropic and corporate social responsibility, organizational development and information management.

Admission Requirements

MSW/MBA Admission Requirements

Prospective students must apply to both the School of Social Work and the School of Business.

Provisional Admission

An applicant with a combined GPA/GMAT score of less than 1000 may be admitted under scholastic provisional status. A student accepted on this basis may be admitted to regular status upon the completion of 12 credit hours taken through Southern with a minimum grade of "B" in each course. 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.

The above provision does not apply to students accepted provisionally for other reasons.

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 MSW courses for the fall or winter semesters. Fall applications must be made by May 1 and winter applications by October 1. Students may choose to take the MSW core courses and MBA courses at the same time or complete one program of study prior to entering the other.

Graduation Requirements

1. Completed application to graduate, to be filed with Graduate and Professional Studies 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 of C- or below will not be counted for credit toward the master's degree.

Program Specific Information

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 MSW/MBA degrees may not exceed

eight years. Application for an extension will be considered on an individual basis.

Progression

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement. Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to maintain academic and non-academic standards may result in termination from the MSW program. General procedures regarding MSW program progression and retention are as follows:

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
 1. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 2. Courses with an earned grade of C-or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 1. Academic honesty breaches
 2. Failing the field practicum
 3. Failing to abide by professional values and work ethics, as outlined by the NASW Code of Ethics
 4. When there is evidence that a student is not meeting the professionalism standards outlined in the MSW program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Residence

The last 30 semester hours must be taken through the Southern Adventist University School of Social Work and/or the School of Business. Seventy-five percent of MSW/MBA 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.

Foundation Degree

The foundation degree is for students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work ten (10) years prior to acceptance into the MSW program.

Requirements

MSW Foundation Courses (28 Total Credits)

For students who have a Bachelor's degree other than Social Work, or students with a Bachelor's degree in Social Work from a school that is not accredited by CSWE must complete the Foundation Core Courses:

- SOCW509 - Social Work Practice with Individuals and Families (3)
- SOCW511 - HBSE (Human Behavior and the Social Environment) I: Biological and Psychological Development (3)
- SOCW512 - HBSE (Human Behavior and the Social Environment) II: Sociological and Spiritual Development (3)
- SOCW513 - Foundation of Professional Practice I (1)
- SOCW514 - Social Work Practice with Groups, Organizations, and Communities (3)
- SOCW516 - Foundation of Professional Practice II (1)
- SOCW533 - Social Welfare Issues and Policies (3)
- SOCW541 - Integration of Faith and Foundation Practice: Seminar I (1)
- SOCW542 - Integration of Faith and Foundation Practice: Seminar II (1)
- SOCW597 - Research Methods (3)

Select 6 credit(s):

- SOCW547 - Foundation Practicum (1 - 6)

MSW Advanced Courses (24 Total Credits)

- SOCW609 - Advanced Social Policy (2)
- SOCW611 - Advanced Clinical Practice: Individual & Family Intervention (3)
- SOCW612 - Advanced Administrative Practice: Program Development (3)
- SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
- SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
- SOCW620 - Advanced Portfolio Seminar (1)
- SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)
- SOCW633 - Psychopathology, Clinical Assessment and Diagnosis II (1)
- SOCW641 - Integration of Faith and Advanced Practice: Seminar I (1)
- SOCW642 - Integration of Faith and Advanced Practice: Seminar II (1)

Select 5 credit(s):

- SOCW647 - Advanced Practicum (1 - 5)

MBA Core (26 Total Credits)

- BUAD510 - Accounting for Control and Decision Making (3)
- BUAD530 - Organizational Behavior (3)
- BUAD535 - Operations Management (3)
- BUAD562 - Integrating Faith and Business (3)
- BUAD570 - Strategic Decision Making (3)
- BUAD580 - Business Analytics (3)
- BUAD588 - Integrated Business Simulation (1)
- BUAD597 - MBA Portfolio (1)
- HADM532 - Healthcare Economics and Finance (3)
- HADM552 - Healthcare Marketing and Human Resources (3)

Emphasis/Concentration (6 Total Credits)

- Select BEXM BHRM, or BUAD Electives (6 credits)

Prerequisites

Prerequisite courses required for students who have not taken undergraduate equivalents:

- ACCT 505 - Financial Accounting 3 hours
- FNCE 505 - Principles of Finance 3 hours

Grand Total Credits: 84

Master of Social Work/Master of Business Administration (Advanced)

Program Specific Information

The MSW/MBA Advanced degree is for students who have a Bachelor's degree in

Social Work from a CSWE accredited school and students who have completed the Foundation Core courses.

Requirements

MSW Advanced Courses (24 Total Credits)

- SOCW609 - Advanced Social Policy (2)
- SOCW611 - Advanced Clinical Practice: Individual and Family Intervention (3)
- SOCW612 - Advanced Administrative Practice: Program Development (3)
- SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
- SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
- SOCW620 - Advanced Portfolio Seminar (1)
- SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)
- SOCW633 - Psychopathology, Clinical Assessment and Diagnosis II (1)
- SOCW641 - Integration of Faith and Advanced Practice: Seminar I (1)
- SOCW642 - Integration of Faith and Advanced Practice: Seminar II (1)

Select 5 credit(s):

- SOCW647 - Advanced Practicum (1 - 5)

MBA Core Courses (26 Total Credits)

- BUAD510 - Accounting for Control and Decision Making (3)
- BUAD530 - Organizational Behavior (3)
- BUAD535 - Operations Management (3)
- BUAD562 - Integrating Faith and Business (3)
- BUAD570 - Strategic Decision Making (3)
- BUAD580 - Business Analytics (3)
- BUAD588 - Integrated Business Simulation (1)
- BUAD597 - MBA Portfolio (1)
- HADM532 - Healthcare Economics and Finance (3)
- HADM552 - Healthcare Marketing and Human Resources (3)

Emphasis/Concentration (6 Total Credits)

- Select BEXM BHRM, or BUAD Electives (6 credits)

Prerequisites

Prerequisite courses required for students who have not taken undergraduate equivalents:

- ACCT 505 - Financial Accounting 3 hours
- FNCE 505 - Principles of Finance 3 hours

Grand Total Credits: 56

Course Descriptions

Accounting

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.) ALL SEMESTERS

ACCT 507 - Intermediate Financial Accounting I — 3 hours

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 ACCT 508 are required for students who have not taken undergraduate intermediate accounting.) VARIABLE

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - ACCT221 - Principles of Accounting I (3)
 - ACCT222 - Principles of Accounting II (3)
- Course(s):
 - ACCT505 - Financial Accounting (3)

ACCT 508 - Intermediate Financial Accounting II — 3 hours

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.) VARIABLE

Prerequisite(s):

Complete 1 of the following

- ACCT311 - Intermediate Accounting I (4)
- ACCT507 - Intermediate Financial Accounting I (3)
- Equivalent accounting course

ACCT 510 - Accounting for Control and Decision Making — 3 hours

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

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - ACCT221 - Principles of Accounting I (3)
 - ACCT222 - Principles of Accounting II (3)
- Course(s):
 - ACCT505 - Financial Accounting (3)
- Equivalent accounting course

ACCT 512 - Advanced Financial Accounting and Reporting — 2 hours

This class will explore the following topics: basic theory of financial reporting, inventory, fixed assets, monetary current assets and current liabilities, present value concepts, deferred taxes, shareholder equity, investments, statement of cash flows, business combinations and consolidations, derivative instruments and hedging activities, governmental and non-profit accounting. Lab Fee: 12 (\$300). FALL

Prerequisite(s):

- Permission of School/Department of Business.

ACCT 530 - Controllership — 3 hours

This course provides a study of controller functions, accounting and finance 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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - ACCT221 - Principles of Accounting I (3)
 - ACCT222 - Principles of Accounting II (3)
- Course(s):
 - ACCT505 - Financial Accounting (3)
- Equivalent accounting course

ACCT 532 - Accounting Ethics and Fraud — 3 hours

Study of professional ethics for accounting from a business perspective in context of financial statement frauds. Topics include nature of accounting, ethical behavior in accounting, ethical theory, fraud prevention, fraud detection, fraud investigation, management fraud, other types of fraud and resolution of fraud. VARIABLE

ACCT 550 - Advanced Accounting — 3 hours

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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- ACCT312 - Intermediate Accounting II (4)
- ACCT508 - Intermediate Financial Accounting II (3)
- Equivalent accounting course

ACCT 552 - Auditing — 3 hours

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

Prerequisite(s):

Complete 1 of the following

- ACCT312 - Intermediate Accounting II (4)
- ACCT508 - Intermediate Financial Accounting II (3)
- Equivalent accounting course

ACCT 556 - Federal Taxation — 3 hours

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

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - ACCT221 - Principles of Accounting I (3)
 - ACCT222 - Principles of Accounting II (3)
- Course(s):
 - ACCT505 - Financial Accounting (3)

ACCT 557 - Advanced Federal Taxation — 3 hours

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

Prerequisite(s):

Complete 1 of the following

- ACCT456 - Federal Taxation (3)
- ACCT556 - Federal Taxation (3)
- Equivalent accounting course

ACCT 558 - Federal Tax Problems/Research — 0 hours

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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- ACCT457 - Advanced Federal Taxation (3)
- ACCT557 - Advanced Federal Taxation (3)
- Equivalent accounting course

ACCT 561 - Business Environment and Concepts — 1 hour

This class will create an understanding of business structure, information technologies within a business, economics and strategy, financial management, risk management and capital budgeting, performance measures, cost measurement, planning control and analytics. Lab Fee: 12 (\$300). ALL SEMESTERS

Prerequisite(s):

- Permission of School/Department of Business.

ACCT 562 - Advanced Issues in Auditing and Attestation — 2 hours

This class will develop an understanding of engagement planning and assessing audit risk, internal controls, quality and sufficiency of audit evidence, audit reports, audit sampling, audit technology, auditing standards and information technology. Lab Fee: 12 (\$300). ALL SEMESTERS

Prerequisite(s):

- Permission of School/Department of Business.

ACCT 563 - Advanced Issues in Business Regulation — 1 hour

This class will create an understanding in legal, ethical and professional responsibilities, business law, federal income taxation accounting issues, federal income taxation property transactions, federal income taxation individuals, federal income taxation of corporations, partnership and trusts. Lab Fee: 12 (\$300). ALL SEMESTERS

Prerequisite(s):

- Permission of School/Department of Business.

ACCT 564 - Financial Statement Analysis — 3 hours

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. VARIABLE

Prerequisite(s):

Completed at least 1 of the following:

- ACCT312 - Intermediate Accounting II (4)
- ACCT508 - Intermediate Financial Accounting II (3)

Completed at least 1 of the following:

- FNCE510 - Financial Management (3)
- BUAD520 - Financial Management (3)

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. VARIABLE

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. VARIABLE

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. VARIABLE

Executive Management

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. SUMMER

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. VARIABLE

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. VARIABLE

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. VARIABLE

BEXM 594 - Business International Study Tour — 1-3 hours

A trip designed to acquaint the student with important international business centers and facilities along with cultural experiences unique to the country. Various types of organizations will be visited related to the purpose of the trip. Note: An additional fee may be required to cover additional travel expenses. Lab Fee: 33 (\$3000). SUMMER

BEXM 595 - Independent Study — 3 hours

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

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. VARIABLE

Human Resource Management

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. VARIABLE

BHRM 530 - Human Resource Development and Training — 3 hours

Human Resource Development is the guiding force in developing a high quality workforce from the executive level through the production worker. The human worker is capable of being developed and trained to perform optimally. Topics covered are needs assessments, setting training goals and objectives, and training effort assessment. VARIABLE

Prerequisite(s):

- BHRM510 - Human Resource Management (3)

BHRM 560 - Compensation and Benefits — 3 hours

A student may receive credit for this course from only one program. Part one of the course covers employee and executive compensation components, theory, and strategies. Compensation is an integral part of attracting and retaining organizational talent. Part two of the course covers executive and employee benefits and strategies. In the climate of expensive medical coverage, emphasis will be given to cost containment strategies. Great organizations offer benefits that satisfy a wide range of employee needs and delivers competitive advantage in attracting and retaining a quality employee base. VARIABLE

Prerequisite(s):

- BHRM510 - Human Resource Management (3)

BHRM 585 - Contemporary Issues in Human Resource Management — 3 hours

A seminar of open discussion and guest lectures relating to current issues developing in human resource management. Topics will include key concepts in compensation systems, development and training, benefits, motivation of employees, and other related issues. VARIABLE

BHRM 595 - Independent Study — 3 hours

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

BHRM 597 - Human Resource 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. VARIABLE

Marketing

BMKT 520 - Integrated Marketing Communications — 3 hours

Principles and practices of managing promotional activities including advertising, sales promotion, public relations, and other subtle methods companies use to communicate with their customers. Provides an approach to management that is thoughtful, sophisticated, and state-of-the-art, while being practical and relevant to "real world" communications, planning, decision-making, and control. VARIABLE

Prerequisite(s):

- BUAD540 - Marketing Management (3)

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. VARIABLE

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. VARIABLE

BMKT 595 - Independent Study — 3 hours

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

BMKT 597 - Marketing Research — 3 hours

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. VARIABLE

Prerequisite(s):

- BUAD540 - Marketing Management (3)
- Statistics course

Business Administration

BUAD 501 - Foundations of Business Writing & Research — 1 hour

All graduate students must write well to navigate the academic rigors of graduate education successfully. This class focuses on developing students' academic writing concentrating on the logic flow, organization, APA style, punctuation, and idea construction. Further, this class will orient students to resources that they will need to use, such as the library, Grammarly, Writing center, and quality data sources specific to the business discipline. Finally, this class will orient students in the basics of research. VARIABLE

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: 4 (\$30). VARIABLE

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. VARIABLE

BUAD 510 - Accounting for Control and Decision Making — 3 hours

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

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - ACCT221 - Principles of Accounting I (3)
 - ACCT222 - Principles of Accounting II (3)
- Course(s):
 - ACCT505 - Financial Accounting (3)
- Equivalent accounting course

BUAD 520 - Financial Management — 3 hours

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. This course is cross-listed with FNCE 510. A student may receive credit for this course from only one program. WINTER, MODULE 2

Prerequisite(s):

Complete 1 of the following

- FNCE315 - Principles of Finance (3)
- ACCT505 - Financial Accounting (3)
- Equivalent finance 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. WINTER, MODULE 2

BUAD 535 - Operations Management — 3 hours

This course is an introduction to the concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. Topics will include process analysis, materials management, production scheduling, quality improvement, and product design. FALL

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. SUMMER

BUAD 552 - Missional Entrepreneurship — 3 hours

A study of the theory and practice of initiating, adapting, and/or operating a business venture as a missional organization with the purpose of bringing transformation to communities and building God's Kingdom on earth through business. Business in the ministry of reconciliation and transformation along the four dimensions of economic, social, environmental, and spiritual are explored. VARIABLE

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. VARIABLE

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. SUMMER

BUAD 565 - Topics in Business — 1-3 hours

Selected topics designed to meet the needs or interest of students in specialty areas of business and management. VARIABLE

BUAD 570 - Strategic Decision Making — 3 hours

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. SUMMER

Prerequisite(s):

- BUAD510 - Accounting for Control and Decision Making (3)
- BUAD520 - Financial Management (3)
- BUAD540 - Marketing Management (3)
- (Permission of dean or program coordinator if taken before completion of core curriculum)

BUAD 580 - Business Analytics — 3 hours

This course designed to equip professionals with the skills necessary to effectively analyze data within a context of business intelligence. In addition, data application and analysis software and techniques are used to uncover patterns used in decision making. FALL, MODULE 2

BUAD 585 - Missional Business — 3 hours

A study and integration of the biblical foundations of calling and vocation in business professions. The concepts of individual and community reconciliation and transformation along the four dimensions of economic, environmental, social, and spiritual are explored within an organizational and professional context. VARIABLE

BUAD 588 - Integrated Business Simulation — 1 hour

A capstone course providing an opportunity to integrate business and management concepts through analysis, critical thinking, and decision making at strategic and tactical levels on issues related to the marketing, finance, personnel, and operations of an organization. Lab Fee: 6 (\$90). VARIABLE

Prerequisite(s):

- BUAD570 - Strategic Decision Making (3)

BUAD 594 - Business Administration Study Tour — 1-3 hours

A trip designed to acquaint the student with important large business centers and facilities. Focus will be on financial, merchandising, advertising, and cultural organizations. Lab Fee: 32 (\$2500). VARIABLE

BUAD 595 - Independent Study — 3 hours

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

BUAD 597 - MBA Portfolio — 1 hour

A capstone course for the MBA program in which students will demonstrate mastery of student learning outcomes through development of a comprehensive portfolio. This portfolio will include but may not be limited to a collection of artifacts evidencing mastery of student learning outcomes; reflective and integrative writing about student learning outcomes; and defense of these portfolio elements to a designated MBA candidate review panel. This course should be taken in the last semester of your program. Lab Fee: 5 (\$60). ALL SEMESTERS

Prerequisite(s):

- BUAD570 - Strategic Decision Making (3)

Counseling

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., individual student planning, responsive services, guidance program management), school counselor professional identity, and current trends in school counseling are studied. For Winter enrollees, the required TN Bureau of Investigations fingerprinted background check should be completed in this course. WINTER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)

COUN 507 - Sexuality: Issues in Counseling — 2-3 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 techniques. VARIABLE

Prerequisite(s):

- COUN521 - Adult Psychopathology (3)

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 change are considered. Theories of individual and family development are studied, as well as counseling interventions appropriate to facilitate optimal development and wellness. SUMMER

COUN 514 - Drugs and Addictions — 3 hours

A comprehensive study of drugs and addictions. Particular emphasis 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. SUMMER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)

COUN 516 - Career Counseling — 3 hours

Provides understanding of career development theories and decision-making models; career counseling processes; career, vocational, educational, occupational, and labor market information resources; career development; career counseling practices for PreK-12 grade levels; and assessments and techniques relevant to career planning and decision-making in a global economy. WINTER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- COUN556 - Theories and Techniques of Counseling (3)

COUN 521 - Adult Psychopathology — 3 hours

This course emphasizes diagnostic criteria for the disorders included in the Diagnostic and Statistical Manual of Mental Disorders, (DSM-5). Mental disorders are defined and categorized in terms of their manifestations and symptoms. Cultural variations in symptoms, gender and age-related features of the disorders, and empirically-based treatments currently available are also considered. VARIABLE

COUN 524 - Professional Counseling I — 2 hours

Students in this course engage in in-depth examination of their reasons for wanting to become mental health professionals, further define their short- and long-term career goals within the helping professions, and develop a highly personalized career map that guides them through graduate school and beyond. Issues relevant to the practice of professional counseling are studied, such as professional identity; counselor personal characteristics, religious and spiritual values, self-awareness and evaluation, and counselor self-care. Lab Fee: 6 (\$90). VARIABLE

Prerequisite(s):

Complete 1 of the following

- Admitted to MS Professional Counseling
- Special permission of program

COUN 525 - Professional Counseling II — 1 hour

Taken during the last year of the counseling program, this course guides students through the process of preparation for comprehensive and licensing exams, the search for a job or application to doctoral programs, counselor supervision theories and practice, and other issues relevant to practicing in the professional counseling field. WINTER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- Completion of at least 36 hours in degree program

COUN 528 - School Counseling Interventions for Exceptional Children — 3

hours

The effects of atypical growth and development, health and wellness, language, ability level, and multicultural issues, as well as factors of resiliency on student learning are studied. Strategies and intervention plans based on the American School Counselor Association (ASCA) model to address the personal, social, and academic functioning of PreK-12 students are studied. The importance of school counselors following the ASCA model when dealing with student exceptionalities is stressed. WINTER

Prerequisite(s):

- COUN503 - Foundations of School Counseling (3)
- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)

COUN 530 - Assessment and Appraisal — 3 hours

Provides an understanding of the theoretical principles and practical applications of standardized instruments used in counseling. This course covers the ethical selection, administration, interpretation and reporting of the results of appropriate instruments of counseling assessment used in clinical mental health settings and PreK-12 schools as it applies to Master's-level professional counselors. WINTER

Prerequisite(s):

Complete 1 of the following

- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)
- Permission of program coordinator.

COUN 537 - Ethics and Legal Aspects of Counseling — 3 hours

Analyzes counseling ethics and legal factors related to the counseling profession. Attention is given to the unique codes of conduct for both school and clinical mental health counseling. Real case studies are explored. FALL

COUN 538 - Legal Aspects of Education for School Counselors — 3 hours

Legal issues affecting school counselors in P-12 educational settings are covered. Students develop the knowledge and skills necessary to implement federal and state legal mandates surrounding the school counseling profession. Topics studied include but are not limited to confidentiality, privileged communication, accountability through documentation, danger to self and others, child abuse and neglect, response to student mental health issues, management of student behavior in and out-of-the classroom, implementation of the Individuals with Disabilities Education Act (IDEA), Section 504 issues, and Title II rights of IDEA-eligible students with disabilities. FALL

Prerequisite(s):

- COUN503 - Foundations of School Counseling (3)
- COUN524 - Professional Counseling I (2)
- COUN528 - School Counseling Interventions for Exceptional Children (3)
- COUN537 - Ethics and Legal Aspects of Counseling (3)

COUN 540 - Foundations of Clinical Mental Health Counseling — 3 hours

Principles and challenges of practicing in clinical mental health counseling settings are explored. Students become familiar with the history, philosophy, and trends in clinical mental health counseling; the role and training of counselors in clinical settings; modes of intervention (e.g., direct service, consultation, and advocacy); and range of mental health service delivery, such as inpatient, outpatient, partial treatment, and aftercare. Students also investigate principles and applications of program development, implementation, and evaluation in clinical mental health counseling. WINTER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)

COUN 542 - Couple Counseling — 1 hour

This course equips students with a biblical overview of relationships, romance and marriage, as well as providing the necessary counseling knowledge to assist couples in cultivating successful and full relationships. Students are certified to assess couples' relationship issues using the Prepare/Enrich - Couples inventory. Students are required to provide at least 6 clock hours of couples counseling using the Prepare/Enrich inventory. FALL AND SUMMER

COUN 543 - Parenting & Generational Influences — 2 hours

This course examines the psychological and spiritual foundations and strategies for understanding the meaning and significance of generational influence and its impact on the family legacy. Lifestyle and cultural barriers to effective parenting are examined, as well as proactive parenting strategies, sound discipline, and healthy communication patterns. Students are certified to assess parenting issues using the Prepare/Enrich - Parenting inventory. SUMMER

COUN 553 - Group Counseling and Procedures — 3 hours

Provides both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. Includes requirements for students to participate as members of a counseling group for a minimum of 10 clock hours over the course of one academic term. Upon completion of this experience, This course includes a lab component that requires students to lead or co-lead a small group activity, approved by the program, for at least 5 clock hours. FALL

Prerequisite(s):

- COUN556 - Theories and Techniques of Counseling (3)

COUN 556 - Theories and Techniques of Counseling — 3 hours

Provides a comprehensive survey of the major contemporary theories of counseling, as well as their implications for practice. Core topics such as historical context, theoretical principles and techniques, case analysis and treatment planning, cultural and gender considerations, and evidence-based status are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice techniques that are commonly used in counseling practice. Each theory is evaluated from the Christian perspective and the relevance of such a perspective when choosing personal models is studied. FALL

COUN 559 - Crisis Counseling — 3 hours

This course explores foundational principles and applications of crisis intervention, including crisis theories, protocols, and crisis response in community and school settings. Students become familiar with the Incident Command System, National Incident Management System, and the National Response Framework. Students taking the course for three credits will also complete online courses from FEMA and Johns Hopkins School of Public Health concerning Mental Health Preparedness. WINTER

Prerequisite(s):

Complete 1 of the following

- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)
- Permission of instructor.

COUN 561 - Multicultural Issues in Counseling — 3 hours

Study of contemporary issues related to multicultural counseling. 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 both school and clinical mental health settings. VARIABLE

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)
- COUN556 - Theories and Techniques of Counseling (3)

COUN 562 - Spirituality and Religious Diversity in Counseling — 3 hours

This course provides an understanding of how spiritual and religious issues can

be successfully integrated into counseling in a manner that is respectful of client beliefs and practices. It emphasizes the ethical obligation that counselors have to obtain competency in addressing religious and spiritual diversity in counseling, and how they can access the healing resources in religious communities to assist their clients in coping, healing and changing. Issues related to how the counselor's own spiritual development may help or hinder the counseling process are also examined, along with best practices in counseling clients whose faith differs from their own. WINTER

Prerequisite(s):

- COUN537 - Ethics and Legal Aspects of Counseling (3)
- COUN561 - Multicultural Issues in Counseling (3)

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. ALL SEMESTERS

COUN 568 - Behavioral Health & Wellness Counseling — 2-3 hours

Students review theoretical and empirical support for an integrated approach to clinical mental health counseling as it has long been advocated by the Seventh-day Adventist Church. Students become familiar with current techniques for client wellness assessment, case conceptualization, treatment planning, and intervention. Holistic strategies for wellness promotion with mental health clients are considered. Additionally, students learn how to approach collaboration with prescribing professionals in the medical community and how to talk with clients about medication compliance. Basic principles of psychopharmacology as well as commonly prescribed psychotropic medications for adults and children are studied. Psychological, cultural, and social issues related to psychopharmacology are also addressed. SUMMER

Prerequisite(s):

- COUN521 - Adult Psychopathology (3)
- COUN524 - Professional Counseling I (2)

COUN 576 - Advanced Clinical Diagnosis and Treatment Planning — 3 hours

This course provides advanced knowledge of the major disorders within the Diagnostic and Statistical Manual, 5th edition (DSM-5), the principles of differential clinical diagnosis, and the development and implementation of research-based treatment plans. Consideration is given to dimensional, relational, and systemic issues important in diagnosis and treatment planning. Issues such as course/prognosis, prevalence, culture, and associated features are also addressed. FALL

Prerequisite(s):

- COUN521 - Adult Psychopathology (3)
- COUN524 - Professional Counseling I (2)
- COUN561 - Multicultural Issues in Counseling (3)
- COUN593 - Child and Adolescent Psychopathology (3)

COUN 577 - Administration of School Counseling Services — 3 hours

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 the personal, social, and academic development and achievement of all students. WINTER

Prerequisite(s):

- COUN503 - Foundations of School Counseling (3)
- COUN528 - School Counseling Interventions for Exceptional Children (3)
- Completion of at least 40 semester hours in the SC program

COUN 578 - Behavioral Health and Wellness Counseling — 3 hours

Considers the dramatic shift taking place in the healthcare field as mental health treatments are increasingly being integrated into medical primary care. Students examine how this shift supports the holistic approach to health and wellness that has long been advocated by the Seventh-day Adventist Church. Study is also

given to how an integrated approach to clinical mental health counseling can improve the physical, emotional, and spiritual needs of individuals. FALL

Prerequisite(s):

- COUN556 - Theories and Techniques of Counseling (3)
- COUN561 - Multicultural Issues in Counseling (3)

COUN 579 - Clinical Practicum I — 1 hour

This course is designed as an experimental laboratory for the purpose of learning foundational counseling and interviewing skills. Students are expected to master the microskills approach to counseling and a basic structure of the counseling session that can be applied to many different theories of counseling. Simulations, observations, role-play, video recordings, transcribed sessions, exercises, and pre- and post-evaluation of skills are an integral part of this course. For Summer and Fall enrollees, the required TN Bureau of Investigations fingerprinted background check should be completed in this course. FALL

COUN 580 - Clinical Mental Health Counseling Practicum II — 1-2 hours

This course consists of supervised field experience in a clinical mental health 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 1.5 hour group supervision. Video-recording 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. Students must remain registered in 1 hour of Practicum II until they have completed all the requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued. FALL AND WINTER

Prerequisite(s):

- COUN521 - Adult Psychopathology (3)
- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)

COUN 581 - Clinical Mental Health Counseling Clinical Internship — 1-6 hours

This course consists of supervised field experience in a community agency. A total of 6 semester hours and 600 clock hours of clinical work are 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 completed under the direction of a supervisor with a minimum of a Master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications and/or license. And will also include consultation with an assigned faculty supervisor, and research on clinical issues. The student must also attend a weekly 1.5 hour group supervision with the faculty supervisor. 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. Students must remain registered in 1 hour of Internship until they have completed all the requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued. ALL SEMESTERS

Prerequisite(s):

- COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)
- Completion of 48 semester hours in degree program
- Admission to candidacy

COUN 585 - School Counseling Clinical Practicum II — 1-2 hours

This course consists of supervised field experience in PreK-12 school 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 a weekly 1.5 hour group supervision. Video-recording 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. Students must remain registered in 1 hour of Practicum II until they have completed all the requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued. FALL AND WINTER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- COUN537 - Ethics and Legal Aspects of Counseling (3)
- COUN556 - Theories and Techniques of Counseling (3)
- Admitted to MS Professional Counseling

COUN 586 - School Counseling Internship — 1-6 hours

This course consists of supervised field experience in a school setting. A total of 6 semester hours and 600 clock hours of clinical work are 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 and research on clinical issues. The student must also attend a weekly 1.5 hour group supervision with the faculty supervisor. Applications for Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship experiences must be submitted for approval by October 15. Students must remain registered in 1 hour of Internship until they have completed all the requirements, regardless of whether or not they have registered for the number of credits required for graduation. The student must register for this credit each semester until the course requirements are met and a grade has been issued. FALL AND WINTER

Prerequisite(s):

- COUN585 - School Counseling Clinical Practicum II (1 - 2)
- Completion of 27 semester hours in degree program
- Admission to candidacy

COUN 589 - Internship Continuation — 1 hour

Mandatory course for the student requiring additional time to accrue the 600 clock hours required for Internship completion. The student must register for this course each semester until the Internship requirements are met and a grade has been issued. ALL SEMESTERS

Prerequisite(s):

Completed at least 1 of the following:

- COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)
- COUN586 - School Counseling Internship (1 - 6)

COUN 590 - Marriage, Couple, and Family Counseling I — 3 hours

Provides an overview of major family counseling models and their application in Clinical Mental Health Counseling. Students will demonstrate the ability to use systems assessment models or techniques appropriate to the presenting problems of couples or families from diverse backgrounds. The importance of applying and adhering to ethical and legal standards in marriage, couple, and family counseling is strongly addressed. WINTER

Prerequisite(s):

- COUN524 - Professional Counseling I (2)
- COUN556 - Theories and Techniques of Counseling (3)

COUN 591 - Marriage, Couple, and Family Counseling II — 3 hours

This course will further explore the role of marital, couple, and family counselors in a variety of practice settings and in relation to other helping professionals. Issues of marital, couple, family life-cycle dynamics, healthy family functioning,

family structures, development in a multicultural society, family of origin, intergenerational influences, socioeconomic status, and belief systems will be discussed in depth. FALL

Prerequisite(s):

- COUN590 - Marriage, Couple, and Family Counseling I (3)

COUN 592 - Marriage, Couple, and Family Counseling III — 3 hours

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. 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. VARIABLE

Prerequisite(s):

- COUN591 - Marriage, Couple, and Family Counseling II (3)
- Completion of at least 30 semester hours in degree program.

Corequisite(s):

- COUN581 – Clinical Mental Health Counseling Clinical Internship (1-6)

COUN 593 - Child and Adolescent Psychopathology — 3 hours

Examines the etiology, symptomatology, assessment, and treatment of psychological problems that children and adolescents present in clinical mental health settings. Interview techniques, counseling approaches, and multidisciplinary interventions necessary for the treatment of youth and their families are considered and practiced using diverse case studies. WINTER

COUN 595 - Independent Study — 1-3 hours

This is an option for students to extend their learning beyond what is available in planned courses. It is a cooperative learning experience involving a student and a faculty member. Approval from the student's adviser as well as a faculty committee must be obtained before the study is initiated. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

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 are covered. This course requires the completion of a research proposal. It also 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 ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation in schools and community agencies. FALL

COUN 599 - Master's Thesis — 1-6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, under the guidance of a thesis adviser, and its subsequent implementation. The final report will consist of the following sections: (1) Focus of the Study, (2) Review of the Literature, (3) Methodology of the Study, (4) Results of the Study, and (5) Discussion of the Findings. Both the proposal and the final report must be approved by a thesis committee, consisting of the thesis adviser and two other faculty members. The thesis committee must be approved by the School of Education and Psychology. In addition, the student must complete an oral defense of the thesis before their thesis committee, the faculty adviser, the Dean of the School of Education and Psychology, and the Dean of Graduate Studies. The oral defense will typically consist of a visual presentation, followed by a question/answer session. Note: This course must be taken for a total of 6 hours prior to thesis defense.

VARIABLE

Prerequisite(s):

- COUN598 - Research and Program Evaluation (3)
- Admitted to MS Professional Counseling

- Completion of 37 hours in degree program

Hardware & Embedded Systems

CPHE 505 - Transition Course — 1-6 hours

Course work needed for admission to the master's program. This course does not count towards the master's degree requirements. May be repeated as necessary. VARIABLE

CPHE 546 - Embedded Systems in Robotics and Automation — 3 hours

Introduction to the fundamental kinematic, dynamic, and computational principles underlying most modern robotic systems. Coordinate transformations, manipulator kinematics, mobile-robot kinematics, actuation and sensing, feedback control, vision, and motion planning. FALL, EVEN YEARS

CPHE 554 - Advanced Digital Signal Processing — 3 hours

Advanced and real-time digital signal processing methods. Review of two sided Z-transform, linear time-invariant discrete-time systems, and sampling theory. A/D and D/A conversion, rate conversion, and oversampling techniques for ADC and DAC; filter design, quantization in digital filter implementation, and discrete Fourier analysis. Implementation of real-time DSP applications in embedded environments. WINTER, ODD YEARS

Prerequisite(s):

Complete 1 of the following

- CPHE310 - Introduction to Signal Processing (4)
- Equivalent computing course

CPHE 564 - Real-time Embedded Systems — 3 hours

Exploration of the principles, methods, and techniques for building hard and soft real-time embedded systems. Real-time operating system considerations including resource management, scheduling, performance, concurrency, and dependability. Interaction with devices including memory management, device drivers, communication buses, and networks. Embedded software development, testing, and analysis. Embedded hardware design including embedded processor architectures, reconfigurable devices, and SoCs. Application-level concepts common to embedded systems such as signal processing, image processing, computer vision, sensor networks, and feedback control will be incorporated as relevant to hands-on course projects. WINTER, EVEN YEARS

Prerequisite(s):

Complete 1 of the following

- CPHE412 - Embedded Systems Development (3)
- Equivalent computing course

CPHE 593 - Topics — 3 hours

Topics of current significance in computer science. VARIABLE

CPHE 595 - Independent Study — 1-3 hours

Individual study and research under the supervision of a graduate faculty member. Only two independent study courses (a total of no more than six hours) are allowed to apply toward the Master of Science in Computer Science degree. Must be approved by the School of Computing before beginning the independent study. VARIABLE

CPHE 598 - Project — 1-6 hours

A project consisting of significant work by an individual student. Involves the preparation of a project proposal, including a review of the literature, completion of the project, and preparation of a report, all under the guidance of a project adviser. The School of Computing must approve the project topic and the adviser. The student must successfully defend their project in a public, oral presentation. Note: This course must be taken for a total of at least six hours prior to the presentation. After all course work for the Master's program has been completed the student must take at least one hour project credit per semester until the project is completed. VARIABLE

CPHE 599 - Thesis — 1-6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, including a review of the literature, under the guidance of a thesis adviser and its subsequent implementation. The School of Computing must approve a thesis committee consisting of the thesis adviser and two or more other faculty members. The student must successfully defend their thesis in a public, oral defense. Note: This course must be taken for a total of at least six hours prior to thesis defense. After all course work for the Master's program has been completed the student must take at least one hour thesis credit per semester until the thesis is completed. VARIABLE

Information Systems

CPIS 519 - Database Management Systems — 3 hours

Introduction to database management systems, including data modeling, query languages and processing, database design, data integrity and security. Issues related to distributed database systems, object-oriented database systems, and legacy database systems are also discussed. A research project is required.

WINTER

Prerequisite(s):

Completed at least 1 of the following:

- CPTR215 - Fundamentals of Software Design (4)
- CPTR502 - Foundations of Software Development (3)

CPIS 527 - Network Security — 3 hours

This course provides an overview to key issues and solutions for information security and privacy. Introduction to cryptography and its application to network and operating system security; security threats; applications of cryptography; secret key and public key cryptographic algorithms; hash functions; basic number theory; authentication; security for electronic mail and network scripting languages. Two hours of lecture and three hours of lab each week. A research project is required. Lab Fee: 10 (\$210). WINTER

Prerequisite(s):

Completed at least 1 of the following:

- CPTR328 - Principles of Networking (3)
- CPIS528 - Computer Networking (3)

CPIS 528 - Computer Networking — 3 hours

Principles and issues related to computer networking and data communications. Network topologies, network protocols, network models, routing, congestion control, Internet working, security and privacy. A research project is required.

FALL

Prerequisite(s):

- MATH120 - Precalculus Algebra (3)
- Completed at least 1 of the following:
- CPTR124 - Fundamentals of Programming (4)
- CPTR502 - Foundations of Software Development (3)

Computer Science

CPTR 502 - Foundations of Software Development — 3 hours

Introduction to computer programming and software design, control structures, data types, data representation, elementary data structures will be covered. As well as the development of reliable, modifiable programs with an introduction to database management systems. WINTER AND SUMMER

CPTR 505 - Transition Course — 1-6 hours

Course work needed for admission to the master's program. This course does not count towards the master's degree requirements. May be repeated as necessary. VARIABLE

CPTR 511 - Testing and Quality Assurance — 3 hours

A focus on the testing techniques, concepts, and processes needed to produce

high quality, commercial grade software. The course examines the underlying theories that drive adequacy criteria for effective testing and exposes students to current research in software testing. FALL, ODD YEARS

CPTR 512 - Programming in Data Analytics — 3 hours

This course introduces students to the computing skills needed for effective data analysis. Students will learn a data analytics programming language, statistical methods and tools to draw conclusions, in the form of text and graphics, from complex data sets. FALL

Prerequisite(s):

- CPTR502 - Foundations of Software Development (3)

CPTR 519 - Databases and Data Warehouses — 3 hours

Database systems course covering data modeling, query languages, database design, data integrity, security, and data warehouses. Issues related to distributed database systems, object-oriented database systems, and legacy database systems are also discussed. FALL

Prerequisite(s):

- CPTR502 - Foundations of Software Development (3)

CPTR 521 - Advanced Database Systems — 3 hours

Topics taken from spatial-temporal and constraint databases, data modeling, indexing, data warehousing, and data mining. Issues related to business intelligence are also discussed. WINTER, EVEN YEARS

Prerequisite(s):

- MATH280 - Discrete Mathematical Structures (3)

Completed at least 1 of the following:

- CPTR319 - Database Management Systems (3)
- CPIS519 - Database Management Systems (3)

CPTR 524 - Data Mining and Analytics — 3 hours

This course introduces students to data mining and knowledge discovery methods applied to real-world problems, including algorithmic and systems issues. WINTER

Prerequisite(s):

- CPTR519 - Databases and Data Warehouses (3)

CPTR 526 - User Experience — 3 hours

A hands-on course designed to provide developers with the skills, knowledge and understanding for the development of user interfaces having a good User Experience (UX). Current UX literature, UX Analysis, UX behavior basics, visual design principles, and implementation processes and technologies will be examined. WINTER

Prerequisite(s):

- CPTR502 - Foundations of Software Development (3)

CPTR 528 - Data Visualization — 3 hours

This course introduces students to the process of facilitating the understanding of complex data. Topics may include visualization software, maps, network visualization, multivariate visual representation, and exploratory data analysis.

WINTER

Prerequisite(s):

- CPTR512 - Programming in Data Analytics (3)

CPTR 531 - Algorithms — 3 hours

Techniques for the design and analysis of algorithms, divide-and-conquer, greedy, and dynamic programming algorithms. Computational complexity and analysis of particular algorithms of practical or theoretical importance in computer science. FALL, EVEN YEARS

Prerequisite(s):

- CPTR318 - Data Structures and Algorithms (3)
- MATH191 - Calculus I (4)
- MATH280 - Discrete Mathematical Structures (3)

CPTR 534 - Advanced Network & Server Administration — 3 hours

Network and server administration to support internal operations and e-commerce. The role of the supervisor in managing user accounts, file systems, directories, security systems, resources, etc. Managing backup, printers, application, and operating system updates and Internet connections. WINTER, EVEN YEARS

CPTR 535 - Mobile Application Development — 3 hours

Introduction to mobile device application development, technologies, design, device interfacing, and the development process. Topics include connecting to web-based servers, User Experience, accessing device capabilities, industry standards, OS Software Development Kit (SDK), and other appropriate technology for developing mobile applications. FALL, ODD YEARS

CPTR 542 - Advanced Network Security — 3 hours

Advanced Network Security focuses on advanced, current topics in network security. Topics may include cryptography, privacy, confidentiality, integrity, authentication, network defense, penetration testing, offensive security, security protocols and other topics as appropriate. FALL, ODD YEARS

Prerequisite(s):

- MATH280 - Discrete Mathematical Structures (3)

Completed at least 1 of the following:

- CPTR328 - Principles of Networking (3)
- CPIS528 - Computer Networking (3)

CPTR 544 - Offensive Cybersecurity — 3 hours

Advanced Network Security focuses on advanced, current topics in network security. Topics may include cryptography, privacy, confidentiality, integrity, authentication, network defense, penetration testing, offensive security security protocols and other topics as appropriate. WINTER, ODD YEARS

CPTR 545 - Defensive Security — 3 hours

This course provides an overview to key issues and solutions for information security and privacy. Introduction to cryptography and its applications to network and operating systems security; security threats; application of cryptography; secret key and public key cryptographic algorithms; hash functions; basic number theory; authentication; security for electronic mail and network scripting languages. Two hours of lecture and three hours of lab each week. Lab Fee: 10 (\$210). FALL, ODD YEARS

CPTR 546 - Web Services — 3 hours

This is a practical course in web-centric computing from the server perspective. Topics include selection of web services servers, technical architecture of web services sites, security issues, implementation, management and maintenance of web services servers, web services design and implementation, and database integration. A team-based capstone project is required. WINTER

Prerequisite(s):

Completed at least 1 of the following:

- CPTR212 - Web Programming (3)
- CPTR215 - Fundamentals of Software Design (4)
- CPTR502 - Foundations of Software Development (3)

CPTR 551 - Parallel and Distributed Systems — 3 hours

Fundamentals of parallel and distributed computing, computational models, parallel / concurrency languages and algorithm, mapping and performance evaluations, Internet, mobile computing, and multi-tier computing. WINTER, ODD YEARS

Prerequisite(s):

- CPTR318 - Data Structures and Algorithms (3)
- CPTR365 - Operating Systems (3)

CPTR 553 - Advanced Software Engineering — 3 hours

An in-depth examination of software engineering including: business context and drivers, impact of process on corporate structure, requirements, architecture, implementation, project and product management, team dynamics, supporting

tools and frameworks, and regulatory and compliance issues. FALL, EVEN YEARS

CPTR 554 - Cyber Forensics — 3 hours

Cyber forensics focuses on computer science and information technology skills needed in: the initial discovery and assessment of incident impact; determination of root cause, impact, timeline, and actions; incident counteraction and neutralization to prevent further damages; elimination of threat actors and their artifacts; activities required to resume normal business operations; incident review and lessons learned. WINTER, EVEN YEARS

Prerequisite(s):

- CPTR124 - Fundamentals of Programming (4)

CPTR 555 - Advanced Computer Architecture — 3 hours

Fundamentals in design and quantitative analysis of modern processor microarchitectures including exploration of the current processor trends and various hardware and software techniques in high-performance computing. Review of pipeline and memory hierarchies and branch prediction. Dynamic scheduling, superscalar techniques, speculative execution, prefetching, high-speed I/O, VLIW, multi-threaded processors, and application-specific processors such as those for embedded and graphics systems. WINTER, ODD YEARS

Prerequisite(s):

- Equivalent computing course

Completed at least 1 of the following:

- CPHE222 - Organization, Architecture and Assembly Language (4)
- CPTR333 - Computer Architecture and Design (4)

CPTR 556 - Advanced Web Programming — 3 hours

Advanced Web Programming focuses on front-end web programming. Topics include interaction between JavaScript, HTML and CSS, UI/UX JavaScript frameworks, responsive and accessible design, progressive web apps and integrating backend services with front-end web apps. FALL

Prerequisite(s):

Completed at least 1 of the following:

- CPTR212 - Web Programming (3)
- ARTI324 - Interactive Media (3)
- CPTR502 - Foundations of Software Development (3)

CPTR 571 - System Software and Architecture — 3 hours

A study of the design and implementation of software systems. Software systems design issues in contemporary software systems; description, structure, architecture, development, testing, and deployment. A major software system will be developed. WINTER, EVEN YEARS

Prerequisite(s):

- CPTR318 - Data Structures and Algorithms (3)
- CPTR365 - Operating Systems (3)

CPTR 575 - Issues in Computer Science and Religion — 3 hours

Examines scientific method, truth, reality, logic and computability, authority/inspiration, faith and reason as they interact with computational sciences. Including non-logical factors in acceptance of scientific statements as authoritative arguments for the existence of God, causality, determinism and miracles, and scientific revolutions and paradigm shifts with relation to trends in religion and philosophy. WINTER

CPTR 593 - Topics — 3 hours

Topics of current significance in computer science. VARIABLE

CPTR 595 - Independent Study — 1-3 hours

Individual study and research under the supervision of a graduate faculty member. Only two independent study courses (a total of no more than six hours) are allowed to apply toward the Master of Science in Computer Science degree. Must be approved by the School of Computing before beginning the independent study. VARIABLE

CPTR 597 - Field Practicum — 3 hours

This course provides the opportunity for students to apply knowledge, values, and theories as they practice advanced computing skills under the supervision of an experienced professional. Through advanced-level participation in a professional computing setting, the student demonstrates skills and competency for career readiness. ALL SEMESTERS

CPTR 598 - Project — 1-6 hours

A project consisting of significant work by an individual student. Involves the preparation of a project proposal, including a review of the literature, completion of the project, and preparation of a report, all under the guidance of a project adviser. The School of Computing must approve the project topic and the adviser. The student must successfully defend their project in a public, oral presentation. Note: This course must be taken for a total of at least six hours prior to the presentation. After all course work for the Master's program has been completed the student must take at least one hour project credit per semester until the project is completed. VARIABLE

CPTR 599 - Thesis — 1-6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, including a review of the literature, under the guidance of a thesis adviser, and its subsequent implementation. The School of Computing must approve a thesis committee consisting of the thesis adviser and two or more other faculty members. The student must successfully defend their thesis in a public, oral defense. Note: This course must be taken for a total of at least six hours prior to thesis defense. After all course work for the Master's program has been completed the student must take at least one hour thesis credit per semester until the thesis is completed. VARIABLE

Economics

ECON 521 - Managerial Economics — 3 hours

The economics of the individual firm in its decision making. Forecasting economic conditions using economic indicators and economic models. VARIABLE

Prerequisite(s):

- ECON224 - Principles of Macroeconomics (3)
- ECON225 - Principles of Microeconomics (3)

Educational Administration and Supervision

EDAD 520 - Foundations of Instructional Leadership — 3 hours

This course discusses the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; and conceptual foundations of instructional leadership. 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. This includes the completion of a position paper. WINTER, ODD YEARS

EDAD 546 - Supervision and Personnel Administration — 3 hours

This course includes supervision of personnel and instruction; 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. The course is designed for principals and other individuals interested in administrative roles in the area of human resources. WINTER ODD YEARS

EDAD 573 - Educational Facilities Planning — 3 hours

A study of the planning of educational facilities, including buildings, equipment, and sites as influenced by educational philosophy, need, and financial resources

available. The efficient management of education facilities is emphasized. FALL, ODD YEARS

EDAD 574 - Legal Aspects of Education — 3 hours

Legal issues affecting teachers and educational administrators are covered. These include governmental relations, the church-state relationship, Child Protective Services reporting and cooperation, student control, children's rights, special services, and school board operations and procedures. Numerous case studies will be used as part of the instruction. WINTER, EVEN YEARS

EDAD 577 - School Public Relations — 3 hours

A study of the means for securing cooperative educational planning through mutual understanding between the school and its public. The interpersonal process in educational organizations, communications, and group dynamics for educational administrators are also studied. Students will develop an individualized sample marketing plan for use at their school. VARIABLE

EDAD 579 - School Finance — 3 hours

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

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. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisite(s):

Permission of School/Department of Education and Psychology.

Curriculum and Instruction

EDCI 515 - Organization and Administration of Kindergarten Education — 3 hours

Designed to give students an understanding of the organizational and administration needs of kindergarten education. Topics include the history and philosophy of early childhood education, program planning and design, policy development, multicultural relationships, and communication with parents, teachers, and church personnel. Students should be working in a PreK-K classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 517 - Educational Psychology — 3 hours

This course focuses on the area of psychology which deals with how human beings process information about the world. Topics include how individuals attend to and obtain information about the world, how the brain stores and processes that information, and how individuals think, solve problems and use language. Attention, perception, memory and problem solving are addressed. VARIABLE

EDCI 518 - Health Principles — 1 hour

This course is designed for Seventh-day Adventist in-service teachers. The course includes a study of the theoretical and scientific basis of health and wellness education with an emphasis on the development and organization of the school health education program through instruction and modeling. The course will focus on the Seventh-day Adventist health message as identified in the Bible and Spirit of Prophecy with applications in the classroom and beyond. VARIABLE

EDCI 519 - Health Methods — 1 hour

Designed for Seventh-day Adventist in-service teachers, this course will provide meaningful and practical learning experiences, including interactive discussion and hands-on health activities for classroom teachers. Emphasis will be given to the creation and utilization of multi-grade teaching lessons, units, and assessments. Teachers will develop the ability to investigate, evaluate, and refine appropriate resources. Emphasis is given to health curriculum organization, including differentiated instruction and assessment. VARIABLE

EDCI 521 - Theories of Learning — 3 hours

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

EDCI 522 - Elementary Bible Methods — 3 hours

This course focuses on the pedagogical knowledge, skills, and dispositions related to effective religious (spiritual) instruction and Bible curriculum in Kindergarten-6th grade using a variety of teaching and assessment strategies. Strategies will be taught within the context of leading children into a personal relationship with God, providing them with a belief system, and teaching them the principles of discipleship. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 523 - Elementary Social Studies Methods — 3 hours

This course focuses on the pedagogical knowledge, skills, and dispositions related to effective instruction and assessment in Social Studies for Kindergarten-6th grade. Frameworks of instruction that support multi-grade contexts, developmentally appropriate practices, and differentiating for diversity are covered. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 525 - Elementary Language Arts Methods — 3 hours

A comprehensive study of effective evidence-based language arts principles and instructional methods appropriate for Kindergarten-6th grade. Effective methods and strategies related to both the receptive and expressive language arts (including listening, talking, writing, viewing, and visual representation) are emphasized. The frameworks of instruction that support multi-grade contexts, developmentally appropriate practices, and differentiating for diversity are covered. Study is given to assessments that inform instruction in the language arts. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 526 - Elementary Math Methods — 3 hours

Includes curriculum organization, materials, methods, and instructional aids with emphasis on multi-grade classrooms. Attention is given to the sequential skill development and to changes in the mathematical contents, technology and pedagogy. Instruction is also provided in lesson planning, assessment, and differentiating instruction to meet the needs of diverse learners. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 527 - Elementary Science Methods — 3 hours

Includes curriculum organization, methods, materials and equipment with emphasis on multi-grade classrooms. Techniques and materials are examined using basic principles of the scientific method. Instruction is also provided in lesson planning, assessment, and differentiating instruction to meet the needs of diverse learners. The ability to locate, evaluate, and use appropriate resources is a focus. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 528 - Methods of Instruction for the Kindergarten Classroom — 3 hours

Designed to give students an understanding of developmentally appropriate kindergarten classroom instruction, assessment, materials, and strategies for teaching your children in preschool and kindergarten. Emphasis is given to application of the principles of child development, differentiating instruction, and methods for promoting harmonious physical, mental, social, and emotional growth. Students should be working in a PreK-K classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 529 - Teaching Elementary Reading — 3 hours

This course is designed to empower Seventh-day Adventists in-service educators to apply principles of effective literacy instruction, with a focus on making the teaching of reading balanced, explicit, and research driven. Emphasis will be placed on components of balanced literacy instruction, including word identification, pre-reading techniques, phonics, vocabulary development, fluency, comprehension, writing, and technology-based instruction. SUMMER

EDCI 530 - Distance Learning in Higher Education Settings — 3 hours

This course covers the techniques and methods used in planning, development, and implementation of distance education teaching courses and systems in higher education. The course is designed to provide the student with the opportunity to critically explore, evaluate, and experience distance learning technologies for education. A variety of media will be used to communicate between class members and with instructors. VARIABLE

EDCI 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. VARIABLE

EDCI 532 - Distance Learning in K12 Settings — 3 hours

The course is designed to provide an overview of various forms of distance education while preparing current K-12 teachers to teach in an online environment and become leaders in the development, implementation and evaluation of online programs. The course examines distance education technology, online teaching and learning, as well as learner support and the management and administration of distance education programs. Research and theory development are addressed. VARIABLE

EDCI 535 - Philosophy of Christian Education — 3 hours

This course examines philosophical foundations that have influenced education. Secular philosophies are examined through a biblical worldview. Students develop their own informed philosophy of education. SUMMER | FALL

EDCI 538 - Secondary Reading and Writing in the Content Area — 3 hours

This course examines research-based teaching methods, study strategies, and technology applications that promote effective instruction. The student will develop understanding of foundational literacy theories and models and disciplinary literacy skills and strategies necessary in middle and secondary school classrooms. Emphasis will be placed on research-based methods that enhance students' content area achievement through reading fluency, vocabulary building, and comprehension. In addition, strategies and assessments for instructing diverse learners will be included. Completion of a research project in the area of secondary literacy will be required. MAT candidates must first take EDUC 505. VARIABLE

EDCI 567 - Curriculum and Strategies for Children with Learning Differences — 3 hours

Planning, developing, and implementing curriculum for exceptional students is the focus of this course. 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. Also includes strategies and methods for English language learners. (Meets NAD certification requirements for Exceptional Child in the Classroom.) MAT candidates must first take EDUC 505. SUMMER

EDCI 571 - Educational Assessment — 3 hours

This course is designed to empower Seventh-day Adventists in-service educators

to use assessment practices to examine and improve student learning by making appropriate data-informed instructional decisions. Key concepts relevant to the administration, scoring, and interpretation of classroom assessments will be emphasized. Candidates will examine a variety of assessments, including formative, summative, traditional, authentic, informal classroom-based, and large scale. Topics include ethical assessment practices, designing assessments, aligning assessments, and utilizing technology for assessment. SUMMER

Instructional Leadership

EDIL 535 - Philosophy of Education — 3 hours

In-depth study of the philosophical foundations of education. Reviews the major schools of philosophic thought and theories of education. Explores connections between philosophy, education theory, and educational practice; probes current issues and reforms. Scriptural frameworks and Christian education principles as expounded by E. G. White are incorporated. VARIABLE

EDIL 547 - Curriculum Development — 3 hours

From a biblical worldview, the candidates analyze curriculum and study its development, mapping, and improvements at the elementary and secondary levels for classrooms and school systems. Topics include study of the philosophical, historical, psychological, and sociological foundations of curriculum development. The course also gives study to curricular issues. VARIABLE

EDIL 562 - Instructional Design — 3 hours

The candidates analyze, develop, and improve instructional designs through an emphasis on the strength and effectiveness of various teaching models at the elementary, middle, and/or secondary level. The course studies the foundations of instructional development, innovation in lesson preparation, delivery, assessment, and the integration of technology in the classroom. Students will develop both their ability to reflect on their own teaching performance and become skilled in supporting other teachers. Instruction emphasizes a biblical worldview. VARIABLE

EDIL 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. VARIABLE

EDIL 595 - Independent Study in Instructional Leadership — 1-3 hours

Individual research/study project in instructional leadership under the supervision of a graduate professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisite(s):

Permission of School/Department of Education and Psychology.

Literacy Education

EDLE 515 - Child & Young Adult Literature — 3 hours

This class will focus on professional and philosophical principles for the selection, analysis, and evaluation of a wide range of print, digital, and online texts from various genres in order to meet the reading and/or listening interests and text complexity needs of children and young adults. Choice, motivation, and scaffolded support to optimize students' learning to read and write will be addressed. K-12 teachers and librarians will be prepared to develop and utilize a literacy curriculum that will positively impact students' knowledge, beliefs, and engagement with diverse and equitable texts. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. SUMMER, ODD YEARS

EDLE 516 - Examining Reading Instruction — 3 hours

This course focuses on creating an environment that nurtures writing for a variety of purposes and audiences. A critical examination of literacy standards with an emphasis on the interconnected nature of writing, reading, and speaking

is included. Mentor texts are identified and created for use in teaching writing genre, craft, conventions, and living like a writer. Additional topics include the use of assessment data to inform instruction, high impact pedagogical strategies, and learning effective conferring skills to nurture the growth of writers. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. FALL, ODD YEARS

EDLE 517 - Examining Writing Instruction — 3 hours

This course focuses on creating an environment that nurtures writing for a variety of purposes and audiences. A critical examination of literacy standards with an emphasis on the interconnected nature of writing, reading, and speaking is included. Mentor texts are identified and created for use in teaching writing genre, craft, conventions, and living like a writer. Additional topics include the use of assessment data to inform instruction, high impact pedagogical strategies, and learning effective conferring skills to nurture the growth of writers. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER, EVEN YEARS

EDLE 518 - Literacy & Leadership in the Digital World — 3 hours

This course examines current research related to use of technology in K-12 settings for the teaching of literacy as well as the facilitation of professional development and leadership in organizational change efforts. Candidates will leverage tools to optimize teaching, learning, and assessment through the use of traditional print, digital, and online resources in the changing landscape of literacy. Candidates will guide students to critically evaluate media content for reliability and for consistency with a biblical worldview. WINTER, EVEN YEARS

EDLE 519 - Content Literacy: K-4 — 3 hours

Study is given to the theoretical framework for incorporating teaching literacy across the curriculum in the lower grades. Instructional strategies designed to enhance critical and creative thinking, as well as academic performance in reading, writing, listening, speaking, and visual literacy in all content areas are incorporated. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER, ODD YEARS

EDLE 520 - Content Literacy: 5-12 — 3 hours

Study is given to the theoretical framework for teaching literacy in the content areas for grades 5 - 12. Instructional strategies designed to enhance critical and creative thinking, as well as academic performance in reading, writing, listening, speaking, and visual literacy in all content areas are incorporated. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER, ODD YEARS

EDLE 521 - Cultural Aspects of Literacy — 3 hours

Candidates will identify, analyze, discuss, and evaluate the impact culture has on literacy. Emphasis will be placed on cognitive, linguistic, motivational, and sociocultural theory, highlighting the understood and implied cultural knowledge common between writer and reader. The course will also focus on developing and implementing strategies to advocate for equity as foundational to learning and leadership based on biblical principles. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER, ODD YEARS

EDLE 565 - Critical Thinking in Content Literacy — 3 hours

Study is 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. VARIABLE

EDLE 586 - Professional Applications in Literacy — 3 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. VARIABLE

VARIABLE

Prerequisite(s):

- Completion of 9 hours of EDLE courses

EDLE 595 - Independent Study in Literacy Education — 1-3 hours

Individual research/study project in literacy education under the supervision of a graduate professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisite(s):

- Permission of School/Department of Education and Psychology.

Multiage Teaching

EDMM 538 - Strategic Organization & Management in Multiage Classrooms — 3 hours

Designed to equip Seventh-day Adventist in-service teachers to implement effective management strategies in multiage classrooms. Provides a comprehensive knowledge base and application of that knowledge in the practice of creating and sustaining safe, inclusive, and productive learning environments conducive to the highest level of growth for all students. Areas of emphasis include: structuring the classroom for success, managing time through effective scheduling, maximizing student outcomes through effective resource management, managing student and group behavior, and enhancing learning, motivation, and engagement through effective technology use. VARIABLE

EDMM 543 - Multiage Classroom Leadership and Administration — 3 hours

This course is designed to build the leadership qualifications of the small school teacher. Students in the course will examine the history of the small school and then explore the leadership qualities and administrative duties they carry in addition to teaching. Topics include budgeting and finance, working with the School Board, marketing the small school, and other duties necessary for a small school administrator. VARIABLE

EDMM 548 - Assessment & Differentiated Instruction in Multiage and Diverse Classrooms — 3 hours

Designed to empower Seventh-day Adventist in-service teachers to use formative and summative assessment practices to create and deliver differentiated instruction for learners of varying ages, learning styles, socioeconomic, cultural, and social groups, as well as ability levels. Prepares teachers to use their understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards and experience maximum growth. Included in this course will be lesson planning techniques, differentiated instructional and assessment strategies, motivational concepts, and informal and formal assessment practices used to drive instruction. VARIABLE

Outdoor Education

EDOE 503 - Principles and Concepts of Outdoor Education — 2 hours

This course covers the basic concepts and the history of the outdoor education movement. Scope of contemporary programs in the U.S. and abroad are also addressed. The course also includes the examination of the teaching of learning processes relevant to outdoor and environmental education. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

Corequisite(s):

- EDOE504 - Field Experience in Principles and Concepts of Outdoor Education (1)

EDOE 504 - Field Experience in Principles and Concepts of Outdoor Education — 1 hour

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

Corequisite(s):

- EDOE503 - Principles and Concepts of Outdoor Education (2)

EDOE 515 - Nature Study Skills — 3 hours

This course is designed for teachers and outdoor leaders to increase their knowledge, awareness, confidence, and appreciation of nature. The class will explore interpretation skills of urban and rural wildlife that could be encountered in an outdoor classroom setting. A field project is required. VARIABLE

EDOE 516 - Field Experience in Nature Study — 1-3 hours

This course will provide knowledge of natural history through the survey of flora and fauna at a specific field location. Students will practice observation skills, use standard techniques for taking field notes, and become skilled at the use of field guides and identification keys. A different topic will be explored each semester. This course may be repeated for up to four (4) hours of credit. VARIABLE

EDOE 523 - Leadership in Outdoor Education — 2 hours

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. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

Corequisite(s):

- EDOE524 - Field Experience in Leadership in Outdoor Education (1)

EDOE 524 - Field Experience in Leadership in Outdoor Education — 1 hour

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 for students to conduct on-site evaluations of outdoor education programs, and their curricula, staffing, and financial management. VARIABLE

Corequisite(s):

- EDOE523 - Leadership in Outdoor Education (2)

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. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

EDOE 530 - History & Philosophy of Forest Kindergarten & Schools — 3 hours

An experiential course in which students will participate in observation, debrief and discussion sessions, group work, research and individual projects. Topics to be covered include, but are not limited to, 1) history and philosophy of Forest Kindergarten and Forest School, 2) current status of Forest Kindergarten and Forest School globally, and its implementation in North America, 3) benefits and value of exploratory play. In addition to class instructional time, students will spend time observing and participating in Forest Kindergarten and/or Forest School sessions. Lab Fee: 6 (\$90). SUMMER

EDOE 531 - Developing Forest Kindergarten & School Curriculum — 3 hours

An experiential course in which students will participate in observation, debrief and discussion sessions, group work, research and individual projects. Topics and activities include, but are not limited to: 1) best practices and teaching strategies, 2) naturalist skills, 3) emergent curriculum, 4) flow learning, 5) student evaluation and assessment, 6) nature art. In addition to instructional

time, students will spend time observing and teaching in Forest Kindergarten and/or Forest School sessions. Lab Fee: 6 (\$90). SUMMER

EDOE 533 - Developing Outdoor Teaching Sites — 2 hours

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 and implement them at a camp or environmental school site. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

Corequisite(s):

- EDOE534 - Field Experience in Developing Outdoor Teaching Sites (1)

EDOE 534 - Field Experience in Developing Outdoor Teaching Sites — 1 hour

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. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

Corequisite(s):

Corequisite(s):

- EDOE533 - Developing Outdoor Teaching Sites (2)

EDOE 535 - Outdoor Therapy: Design and Procedures — 2 hours

This course provides opportunity for an examination of group design, procedure, and dynamics used as a therapeutic tool in the outdoor setting. Must be taken concurrently with Outdoor Intensive Lab. Lab Fee: 8 (\$150). VARIABLE

Corequisite(s):

- EDOE536 - Field Experience in Outdoor Therapy (1)

EDOE 536 - Field Experience in Outdoor Therapy — 1 hour

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

Corequisite(s):

Corequisite(s):

- EDOE535 - Outdoor Therapy: Design and Procedures (2)

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 experiences in using technology for collecting and understanding data gathered from field activities. VARIABLE

Corequisite(s):

- EDOE538 - Technology in Outdoor Education (2)

EDOE 538 - Technology in Outdoor Education — 2 hours

This course will provide participants with knowledge of various types of equipment used in surveying, sampling, or collecting data for biological research. Participants 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. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

EDOE 543 - Environmental Ministries — 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. This includes the completion of a position paper. VARIABLE

EDOE 552 - Ecology Education — 1-3 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. VARIABLE

EDOE 562 - Wilderness Stewardship — 1-3 hours

An intensive wilderness camping course to be taught entirely in the field. It will provide the student with basic knowledge, skills, and understanding of environmental impact while pursuing outdoor recreational activities. Professional reading will be required prior to the trip that provide historical and natural context regarding the area to be visited. The classic writings of such naturalists as Thoreau, Leopold, Muir, and Olson may be included in the readings. VARIABLE

EDOE 564 - Special Topics — 1-4 hours

Topics of current significant and interest in outdoor education are covered. Must be taken concurrently with Outdoor Intensive Lab. This course may be repeated for a maximum of 6 hours. VARIABLE

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 creative process and the elements of good writing, including the discovery process, writing introductions and conclusions, using concrete and specific language and appropriate style will be discussed. VARIABLE

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. VARIABLE

EDOE 570 - Non-Profit Environmental Organization Development & Management — 3 hours

This course is designed to provide an overview of best practices for developing and managing a successful environmental non-profit organization. Class participants will gain a working knowledge of environmental non-profit management by visiting local nature centers, land trusts, outdoor adventure providers and others; interviewing staff members, donors, and board members; participating in class discussions and completing written assignments. As a final project students will create a professional proposal for the development of a specific non-profit environmental organization that will include: organizational mission, programs, staff, and financial/business plan (annual budget, fund-raising, and development). VARIABLE

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, or physical education. The student will collect and organize a file of teaching materials appropriate for outdoor education and evaluate outdoor education activities. Twenty (20) hours of field experiences in selected outdoor schools and attendance at selected professional meetings are considered a part of this course. The course may be repeated with different emphases. Lab Fee: 2 (\$15). SUMMER

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 or physical education. Students will collect and organize a file of teaching materials appropriate for outdoor education and will 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. The course may be repeated with different emphases. Lab Fee: 2 (\$15). SUMMER

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 residential outdoor education facility. A minimum of forty (40) clock hours is required for each semester hour of credit. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591. This course may be repeated for a maximum of four (4) semester hours total. ALL SEMESTERS

EDOE 576 - Outdoor Intensive Lab-Fall — 0 hours

This is required 10-day lab for any student attending a Fall Outdoor Education Field Intensive session. Lab Fee: 20 (\$900). FALL

EDOE 577 - Outdoor Intensive Lab-Winter — 0 hours

This is a required 10-day lab for any student attending a Winter Outdoor Education Field Intensive session. Lab Fee: 16 (\$500). WINTER

EDOE 578 - Outdoor Intensive Lab-Summer — 0 hours

This is a required 10-day lab for any student attending a Summer Outdoor Education Field Intensive session. Lab Fee: 16 (\$500). SUMMER

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. The class will be taught in a location suitable for the topic being covered. This course may be repeated with different topics. Note: additional lab fees may be assessed depending on credits. Lab Fee: 2 (\$15). VARIABLE

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 diversity including age, gender, ethnicity, and socioeconomic. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

EDOE 595 - Independent Study in Outdoor Education — 1-3 hours

Individual research/study project in outdoor education under the supervision of a graduate studies professor. May be conducted at a school or camp site. A maximum of six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisite(s):

- EDOE503 - Principles and Concepts of Outdoor Education (2)
- Permission of School/Department of Education and Psychology.

Education

EDUC 521 - Theories of Adult Learning — 3 hours

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

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. Lab Fee: 5 (\$60). VARIABLE

EDUC 532 - Psychology and Behavior of Exceptional Individuals — 3 hours

This course is focused on the psychological aspects of exceptionality and the implications for classroom management. The course provides an opportunity for in-depth examination and administration of various models and techniques for the management of exceptional individuals according to counseling and psychology theory. VARIABLE

EDUC 543 - Assessment of Exceptional Individuals — 3 hours

This course provides an opportunity for examination and administration of assessment measures for exceptional individuals. On-site field experience is 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. VARIABLE

EDUC 565 - Topics in Education — 1-3 hours

Selected topics in education. This course may be repeated with an appropriate change in topic. VARIABLE

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

Analysis of current and emerging educational trends. This course also involves exploration of curricular concerns and/or instructional issues which shape the teaching/learning process. VARIABLE

EDUC 567 - Curriculum and Strategies for Children with Learning Differences — 3 hours

Planning, developing, and implementing curriculum for exceptional students is the focus of this course. Study will include the application of the three-tier model of Response to Intervention in order to tailor instruction for students with varied learning needs in the multiage classroom. The North American Division REACH Manual will also receive special emphasis in this course. VARIABLE

EDUC 577 - Reading Assessment and Remediation — 3 hours

This course examines the various causes of reading difficulties and the instructional procedures, strategies, and materials for remediating those difficulties. This course involves the application of course content in a field experience with K-8 students. SUMMER, ODD YEARS

EDUC 584 - Clinical Practice — 3 hours

Candidates are immersed in the learning community and provided opportunities to demonstrate competence in the professional role of instructional leadership in the area of declared emphasis. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative evaluation. The research proposal provides the framework for the culminating activity. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591. FALL

EDUC 588 - Statistics — 3 hours

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

EDUC 591 - Methods of Educational Research — 3 hours

Fundamentals of research methodology are covered. This course examines the forms, methods, and tools of scholarly research which facilitates the development and presentation of a research proposal. Recommended for Instructional Leadership and Outdoor Education students. SUMMER

EDUC 595 - Independent Study in Education — 1-3 hours

Individual research/study project in education under the supervision of a graduate studies professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisite(s):

- Permission of School/Department of Education and Psychology.

EDUC 598 - Master's Thesis — 3-6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, under the guidance of a thesis adviser, and its subsequent implementation. The final report will consist of the following sections: (1) Focus of the Study, (2) Review of the Literature, (3) Methodology of the Study, (4) Results of the Study, and (5) Discussion of the Findings. Both the proposal and the final report must be approved by a thesis committee,

consisting of the thesis adviser and two other faculty members. The thesis committee must be approved by the School of Education and Psychology. In addition, the student must complete an oral defense of the thesis before their thesis committee, the faculty adviser, the Dean of the School of Education and Psychology, and the Dean of Graduate Studies. The oral defense will typically consist of a visual presentation, followed by a question/answer session. Note: This course must be taken for a total of 6 hours prior to thesis defense. VARIABLE

Education - MAT

EMAT 505 - Foundations of Education — 1 hour

This course includes an examination of teaching as a profession, foundations in the history of education, as well as current issues and trends. Students participate in a variety of field experiences to enhance their understanding of the field. Students will be required to show evidence of passing a TN Bureau of Investigation background check prior to participating in field experiences. ALL SEMESTERS

EMAT 507 - Educational Technology — 1 hour

This course examines best methods for the integration of technology in education. SUMMER | FALL

EMAT 508 - Bible Methods, Elementary — 2 hours

An introduction to the pedagogical knowledge, skills, and dispositions related to the effective teaching of religion and spiritual commitment. Candidates become familiar with the Transformational Planning Framework and Spiritual Growth Model that serve as the philosophical basis for the Encounter Bible curriculum. Instructional planning and assessment are based on the pedagogical strategies outlined in the Encounter units for 1st-8th grades. A required field experience provides opportunity for application of knowledge, skills, and dispositions. Action research component. (Required for NAD licensure only.) FALL

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 510 - Master of Arts in Teaching Candidacy — 0 hours

This pass-fail course assesses a student's readiness to become a teacher education candidate. This course is a requirement for Transition Two in the Teacher Education Program. Coursework includes meeting with the education program adviser to ensure requirements for Transition Two have been met. Although the student consults directly with the adviser, it is the Teacher Education Council that votes completion of this transition. To continue in the Teacher Education Program, a student must first receive a Pass in this course. Students become eligible to register for this class after 9 hours of coursework have been successfully completed. ALL SEMESTERS

EMAT 512 - Classroom Management — 3 hours

This course includes an overview of educational theories pertaining to the teaching-learning process and classroom management. Principles of effective classroom management and strategies to promote positive relationships, cooperation, conflict resolution are examined with an emphasis on culturally responsive and trauma-informed practice. Action research component. FALL | WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 545 - General Methods for Secondary Education — 3 hours

This course explores pedagogical knowledge, skills, and dispositions related to effective curriculum planning, differentiated instruction, and assessment in secondary classrooms. Topics also include culturally responsive teaching, trauma-informed practices, and teacher self-assessment and reflection. A required field experience provides opportunity for application of knowledge skills and dispositions. Action research component. WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 546 - Content Methods for Secondary Education — 3 hours

This course combines discussion, guided practice, and actual teaching experiences in middle/high schools. Attention is given to using North American Division and TN Learning Standards to guide instruction and assessment. Secondary teacher candidates become familiar with content pedagogy as well as resources for planning, instruction, assessment, and evaluation. Curriculum and Content Methods is offered in Biology, Chemistry, English, History, Languages, Mathematics, and Physics. A required field experience provides opportunity for application of knowledge, skills, and dispositions. Action research component. WINTER

Prerequisite(s):

- EMAT505 - Foundations of Education (1)

Corequisite(s):

- EMAT570 - Teacher Performance Assessment Preparation (1)

EMAT 547 - Inclusive Education for Secondary Education — 3 hours

This course is based on the assumption that all students are capable of learning. The course seeks to familiarize teacher candidates with the broad range of exceptionalities found in elementary and secondary classrooms. Emphasis is placed on learning to differentiate instruction to meet the needs of diverse students in inclusive classrooms, with an emphasis on students who are English language learners. Students are also introduced to the Response to Intervention model, including universal screening instruments and the three tiers of instruction and assessment. Action research component. FALL | SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 549 - Teaching Writing in Grades 6-12 — 3 hours

In this course candidates become familiar with the ELA writing standards for 6th - 12th grades. These standards guide the development of a writing unit that uses the writing process to create text focused on the use of textual evidence. Planning includes identifying the central focus, including the language function, and aligning standards, clear learning targets, mentor texts, assessments, and instructional pedagogies to support mastery of the language function. A key assessment is the performance assessment, which includes enacting the unit. Action research component. FALL | SUMMER

Prerequisite(s):

- EMAT505 - Foundations of Education (1)
- EMAT545 - General Methods for Secondary Education (3)
- EMAT546 - Content Methods for Secondary Education (3)

EMAT 551 - Literature for Children — 2 hours

This course includes a survey of children's literature in its various genres. Attention is given to close reading techniques used to guide elementary students in the analysis of both narrative and informational text as well as in the selection of literature. FALL | SUMMER

EMAT 552 - Art Methods, Elementary — 1 hour

Designed to help prepare students to be effective teachers of art at the elementary and middle school levels, the course includes experience observing and teaching in elementary and/or middle school art classrooms, development of a teaching file and effective lesson plans, and examination of the stages of artistic development and appropriate art lessons and teaching strategies for each age group. SUMMER

EMAT 553 - Foundations of Literacy — 3 hours

This course examines research and its implications on the development of literacy with a focus on theoretical knowledge and pedagogical skills to assist in making data-informed instructional decisions for teaching reading, writing, language, speaking and listening using integrated literacy practices in primary

grade classrooms. Candidates are engaged in planning, instruction, and assessment with an emphasis on instruction and assessment. Topics relate to the development of phonemic awareness, phonics, literacy processes, spelling, and oral language. A performance assessment will be submitted that includes a comprehensive unit design. A required field experience provides opportunity for application of knowledge, skills, and dispositions. Action Research Component. FALL

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 554 - Math Methods, Elementary — 3 hours

Includes curriculum organization, materials, methods, and instructional aids with emphasis on standards-based assessment. Attention is given to sequential skill development and to changes in the mathematical contents, technology and pedagogy. Instruction is also provided in lesson planning, assessment, and differentiating instruction to meet the needs of diverse learners. Classroom observation and micro-teaching required. Incorporates fieldwork that includes an intensive culminating field experience, providing opportunity for application of knowledge, skills, and dispositions. Action research component. FALL

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 555 - Language Arts Methods, Elementary — 3 hours

A comprehensive study of effective evidence-based language arts principles and instructional methods appropriate for Kindergarten-8th grade. Effective methods and strategies related to both the receptive and expressive language arts (including listening, talking, writing, viewing, and visual representation) are emphasized. Teacher candidates become familiar with frameworks of instruction that support multi-grade contexts, developmentally appropriate practices, and differentiating for diversity. Study is given to assessments that inform instruction in the language arts. A required field experience provides opportunity for application of knowledge, skills, and dispositions. Action research component. FALL

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 556 - Reading Methods, Elementary — 3 hours

This course examines the research on how children become literate and the implications of research on instructional practice. This course focuses on fluency, vocabulary acquisition, comprehension, and close reading of complex text. This course connects to content in previous literacy-specific courses and develops proficiency in the use of more complex teaching strategies and assessments. Classroom observation and micro-teaching is required. Incorporates fieldwork that includes an intensive culminating field experience. Action research component. WINTER

Prerequisite(s):

- EMAT505 - Foundations of Education (1)
- EMAT553 - Foundations of Literacy (3)

Corequisite(s):

- EMAT570 - Teacher Performance Assessment Preparation (1)

EMAT 557 - Science and Health Methods, Elementary — 2 hours

Includes curriculum organization, methods, materials and equipment with emphasis on multi-grade classrooms. Techniques and materials are examined using basic principles of the scientific method. Instruction is also provided in lesson planning, assessment, and differentiating instruction to meet the needs of diverse learners. Classroom observation and micro-teaching are required. Incorporates fieldwork that includes an intensive culminating field experience, providing opportunity for application of knowledge, skills, and disposition. Action research component. WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 558 - Social Studies Methods, Elementary — 2 hours

An introduction to the pedagogical knowledge, skills, and dispositions related to effective instruction and assessment in Social Studies. Teacher candidates become familiar with frameworks of instruction that support standards-based instruction, developmentally appropriate practices, and differentiating for diversity. Classroom observation and micro-teaching are required. Incorporates fieldwork that includes an intensive culminating field experience, providing opportunity for application of knowledge, skills, and dispositions. Action research component. WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- EMAT505 - Foundations of Education (1)

EMAT 559 - Response to Intervention — 2 hours

This course is designed to provide teacher candidates with a comprehensive understanding of the Response to Intervention (RTI) model of instruction and intervention. Candidates become familiar with universal assessment, formative assessments, evidence-based Tier II interventions, and progress monitoring. An intensive field experience involves administration and analysis of assessments and use of interventions within a tutoring context. Candidates may choose an emphasis in Math or Literacy RTI. A performance assessment is required. FALL | SUMMER

Prerequisite(s):

- EMAT505 - Foundations of Education (1)
- EMAT553 - Foundations of Literacy (3)
- EMAT556 - Reading Methods, Elementary (3)

EMAT 570 - Teacher Performance Assessment Preparation — 1 hour

Seminar 1 includes an introduction to the edTPA assessment for state licensure through the students' completion of a mini version of the edTPA for their content areas. While completing their mini-edTPA, students meet weekly for 8 - 10 weeks with the edTPA coordinator who guides their use of departmental and national edTPA resources. Throughout the process of completing the mini-edTPA, students are asked to apply and analyze their field experience observations and activities as they respond to the mini-edTPA commentary prompts. This seminar is required for both student teaching and job-embedded candidates. ALL SEMESTERS

Corequisite(s):

Concurrently enrolled in at least 1 of the following:

- EMAT546 - Content Methods for Secondary Education (3)
- EMAT556 - Reading Methods, Elementary (3)

EMAT 610 - Student Teaching — 8 hours

This semester-long practicum provides extensive instructional experiences to the teacher candidate who assumes responsibility for instructional planning, implementation and evaluation of students. Those on the student teaching track will be under the direction of a school-based clinical mentor and university supervisor. Those on the job-embedded track will serve as teacher of record and will be supported by a school-based clinical mentor and a university supervisor. FALL | WINTER

Corequisite(s):

- EMAT611 - Student Teaching Seminar (1)

EMAT 611 - Student Teaching Seminar — 1 hour

This course is designed to provide candidates with opportunities to enhance the student teaching experience through in-depth discussion and analysis of topics relevant to effective teaching. The seminar will include an overview of major principles/theories of learning and teaching as they relate to actual classroom practice. Practitioners will make presentations related to areas of the teaching experience. FALL | WINTER

Corequisite(s):

- EMAT610 - Student Teaching (8)

EMAT 620 - Job-Embedded Clinical Experience I — 4 hours

This semester-long practicum provides extensive instructional experiences to the teacher candidate who assumes responsibility for instructional planning, implementation and evaluation of students. Candidates will serve as teacher of record and will be supported by a school-based clinical mentor and a university supervisor. FALL | WINTER

Corequisite(s):

- EMAT621 - Job-Embedded Seminar I (1)

EMAT 621 - Job-Embedded Seminar I — 1 hour

This course is designed to provide candidates with opportunities to enhance the job-embedded experience through in-depth discussion and analysis of topics relevant to effective teaching. The seminar will include an overview of major principles/theories of learning and teaching as they relate to actual classroom practice. Practitioners will make presentations related to areas of the teaching experience. FALL | WINTER

Corequisite(s):

- EMAT620 - Job-Embedded Clinical Experience I (4)

EMAT 622 - Job-Embedded Clinical Experience II — 4 hours

This semester-long practicum provides extensive instructional experiences to the teacher candidate who assumes responsibility for instructional planning, implementation and evaluation of students. Candidates will serve as teacher of record and will be supported by a school-based clinical mentor and a university supervisor. FALL | WINTER

Corequisite(s):

- EMAT623 - Job-Embedded Seminar II (1)

EMAT 623 - Job-Embedded Seminar II — 1 hour

This semester-long practicum provides an additional semester of extensive instructional experiences to the job-embedded teacher candidate who serves as the teacher of record and is supported by a school-based clinical mentor and a university supervisor. FALL | WINTER

Corequisite(s):

- EMAT622 - Job-Embedded Clinical Experience II (4)

Finance

FNCE 505 - Principles of Finance — 3 hours

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. FALL AND WINTER

Prerequisite(s):

- Equivalent finance course

Complete 1 of the following

- FNCE505 - Principles of Finance (3)

FNCE 510 - Financial Management — 3 hours

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. WINTER

Prerequisite(s):

Complete 1 of the following

- FNCE505 - Principles of Finance (3)
- FNCE315 - Principles of Finance (3)
- Equivalent finance course

FNCE 515 - Applied Corporate Finance — 3 hours

This course utilizes a case study format to apply financial theory, tools, and techniques in analyzing and addressing business decisions. The type of business

decisions addressed include valuation of cash flows, capital budgeting, risk, and return, cost of capital, working capital, and leasing issues. VARIABLE

Prerequisite(s):

Completed at least 1 of the following:

- BUAD520 - Financial Management (3)
- FNCE510 - Financial Management (3)

FNCE 520 - Finance Theory — 3 hours

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. FALL

Prerequisite(s):

Completed at least 1 of the following:

- BUAD520 - Financial Management (3)
- FNCE510 - Financial Management (3)

FNCE 525 - International Finance — 3 hours

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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- FNCE505 - Principles of Finance (3)
- Equivalent finance course

FNCE 530 - Controllership — 3 hours

This course provides a study of controller functions, accounting and financial 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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - ACCT505 - Financial Accounting (3)
- Course(s):
 - ACCT221 - Principles of Accounting I (3)
 - ACCT222 - Principles of Accounting II (3)

FNCE 550 - Working Capital Management — 3 hours

A student may receive credit for this course from only one program. Includes topics addressing short-term financial management. In addition, the course covers the cost to benefit trade-offs of liquidity, management of working capital, management and budgeting of cash, and short-term investing and financing issues. VARIABLE

Prerequisite(s):

Completed at least 1 of the following:

- FNCE315 - Principles of Finance (3)
- FNCE505 - Principles of Finance (3)

FNCE 552 - Financial Markets — 3 hours

A student may receive credit for this course from only one program. This course looks at the relations between interest rates, market conditions, and risk management. In addition, it considers mediums of exchange, money and credit, the structure of debt securities, and the impact of public policies on the credit environment. VARIABLE

Prerequisite(s):

Complete 1 of the following

- FNCE315 - Principles of Finance (3)
- FNCE505 - Principles of Finance (3)

- Equivalent finance course

FNCE 553 - Financial Institutions — 3 hours

This course considers the role, management, and impact of financial institutions on the financial market system. Topics include such items as the operating and regulatory environment of financial institutions and their function as intermediaries. Other issues include the management of interest rate risk, liquidity risk, and credit risk for depository institutions. Finally, topics related to non-depository financial institutions such as mutual funds, insurance companies, and security firms, etc. are covered. VARIABLE

Prerequisite(s):

Complete 1 of the following

- FNCE510 - Financial Management (3)
- Equivalent finance course

FNCE 555 - Fundamentals of Investment — 3 hours

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. This course is cross-listed with FNCE 455. FALL

FNCE 561 - Portfolio Management — 3 hours

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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- FNCE315 - Principles of Finance (3)
- FNCE505 - Principles of Finance (3)
- Equivalent finance course

FNCE 562 - Derivatives — 3 hours

This course covers the origin of derivative instruments, valuation, and application by financial institutions to manage risk and speculate. Derivatives come by their name honestly in that they derive their value from some underlying asset, such as equity securities, debt securities, currencies, and commodities, etc. Topics related to the following derivative contracts will be covered: options, forwards, future contracts, and swaps. VARIABLE

Prerequisite(s):

Complete 1 of the following

- FNCE315 - Principles of Finance (3)
- FNCE505 - Principles of Finance (3)
- Equivalent finance course

FNCE 564 - Financial Statement Analysis — 3 hours

A student may receive credit for this course from only one program. See ACCT 564 for course description. VARIABLE

Prerequisite(s):

Completed at least 1 of the following:

- BUAD520 - Financial Management (3)
- FNCE510 - Financial Management (3)

FNCE 585 - Contemporary Issues in Finance — 3 hours

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

FNCE 595 - Independent Study — 3 hours

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

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. VARIABLE

Healthcare and Administration

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. VARIABLE

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. VARIABLE

HADM 532 - Healthcare Economics and Finance — 3 hours

This course explores healthcare finance and economics from the perspective of healthcare providers and non-financial managers of health services. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed with emphasis on strategies to promote and sustain the financial viability of healthcare. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP and other healthcare professionals within the contemporary healthcare environment. VARIABLE

HADM 536 - Advanced Nursing Leadership and Role Development — 3 hours

A student may receive credit for this course from only one program. See NRS 578 for course description. VARIABLE

Prerequisite(s):

- Permission of program coordinator.

HADM 545 - Healthcare Policy — 3 hours

Healthcare policy supports the delivery and financing of healthcare. This course reviews the policy analysis process, the push and pull of specific healthcare goals, the constraining effects of resource limitations, and the resulting healthcare system in the United States. Benefits and drawbacks associated with healthcare systems both within and outside of America will be considered. Lab Fee: 5 (\$60). VARIABLE

HADM 552 - Healthcare Marketing and Human Resources — 3 hours

The provision of healthcare within the United States includes features that are unique with respect to the marketing of healthcare services. Additionally, healthcare professionals operate within an environment that recognizes superior human resource knowledge and skills. This course addresses marketing for healthcare facilities, and human resource opportunities and realities that exist within the healthcare industry. Legal and cooperative relationships within the industry will be explored. VARIABLE

HADM 555 - Communication and Professional Relationships — 3 hours

The healthcare industry typically involves many semi-autonomous groups coalescing around individual patients in order to provide services. The professionalism with which these groups are communicated and partnered, determines, in part, the quality of the rendered services and the operational health of the providing institution. This course explicitly identifies certain of the professional relationships which exist within healthcare and provides strategies for effectively meeting the needs of other professional groups, especially with respect to communication. VARIABLE

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. VARIABLE

HADM 595 - Independent Study — 3 hours

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

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. VARIABLE

Church and Nonprofit Leadership

NPLD 550 - Leadership in Organizations — 3 hours

A student may receive credit for this course from only one program. This course is a non-quantitative exploration of leadership allowing students to engage in an in-depth study of how they can develop as successful organizational leaders. The strengths and weaknesses of various leadership approaches (including Great Man, behavioral, contingency, transformational, servant leadership and shared leadership) are compared. Other course topics may include the Biblical teaching on leadership, conflict management and/or approaches to leading organizational change. Students are required to obtain hands-on leadership experience during the semester outside of class as part of the course requirements. This course is cross-listed with MGNT 450. WINTER

NPLD 552 - Christian Missionary Entrepreneurship — 3 hours

This course familiarizes students with the complex range of decisions and activities that arise in the initiation and operation of a nonprofit organization. This is accomplished by an immersive academic experience that involves students directly in service for others within the context of the Seventh-day Adventist faith. In addition to real-world challenges, participants study text, online, and periodical material to provide an intelligent consideration of corporate forms, sources of revenue, constituencies, operational considerations, and nonprofit products and services. This class includes exploring relevant readings from E. G. White. A student may receive credit for this course from only one program. This course is cross-listed with MGNT 452. WINTER

NPLD 555 - Managing Nonprofit Policies, Power, and Politics — 3 hours

This course analyzes and evaluates the presence of policies, power, and politics in nonprofit organizations from a Christian ethics perspective. Topics include the dynamics of organizational influence, the development and impact of organizational policies, functional and dysfunctional organizational politics, and the Christian's responsibilities with respect to the use of influence and organizational political behavior. VARIABLE

NPLD 560 - Nonprofit Governance and Ethics — 3 hours

This course explores the internal and external governance process for nonprofit organizations, the importance of trust and trustworthiness in organizations, the work of the board of trustees as an oversight body, the relationship between trustees and the NPO administrator, the fundamental governance problems that NPOs face, and the ethical issues that individuals involved with governance face as they fulfill their oversight responsibilities. VARIABLE

NPLD 570 - 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. VARIABLE

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. VARIABLE

NPLD 595 - Independent Study — 3 hours

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

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. VARIABLE

New Testament Studies

NTST 510 - Archaeology and Biblical Backgrounds — 3 hours

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

NTST 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. VARIABLE

NTST 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 with the supervising of excavations, drawing, registering, reading of pottery, and related work. Lab Fee: 33 (\$3000). VARIABLE

NTST 532 - Theology of Luke/Acts — 3 hours

A study of Luke and Acts, the history of their interpretation, and several important hermeneutical and theological themes found in them. A major concern of the course is the relevance of Luke's message for contemporary Christian theology and faith. VARIABLE

NTST 535 - The Gospel of John — 3 hours

An exegetical and theological study of John's Gospel. Special attention is given to the distinctive characteristics of John in relation to the Synoptics, the history of its interpretation, and its particular contributions for Christian theology concerning the doctrine of Jesus Christ and several related subjects. VARIABLE

NTST 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. VARIABLE

NTST 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. VARIABLE

NTST 551 - Preaching from the New Testament Text — 3 hours

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 and preaching of sermons based on the New Testament themes or passages contained within the material under study. VARIABLE

Prerequisite(s):

At least one introductory course in biblical preaching

NTST 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. VARIABLE

NTST 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 the special message of Revelation for our day. VARIABLE

NTST 565 - Topics in Biblical Studies — 3 hours

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

NTST 595 - Independent Study — 1-3 hours

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

NTST 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. VARIABLE

NTST 640 - Thesis Proposal and Literature Review — 3 hours

A preparatory course for the Master of Arts thesis in which an in-depth literature review is conducted and a thesis proposal is written. VARIABLE

NTST 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. VARIABLE

NTST 679 - Thesis Continuation — 0 hours

Any student who has already earned 6 thesis credits but has not completed the thesis itself must continue to enroll for thesis continuation. No credit is offered, but a thesis continuation fee will be assessed for processing the enrollment. Lab Fee: LabFee (\$100). VARIABLE

Nursing

NURS 500 - Individual Study and Clinical Practice — 1-3 hours

Personalized study or practicum experience designed to make up deficiencies in a student's undergraduate program or work experience. Hours do not count towards MSN degree. Required of students with limited work experience. ALL SEMESTERS

Prerequisite(s):

Complete 1 of the following

- Permission of school dean.
- Permission of program coordinator.

NURS 502 - Orientation to Graduate Nursing Studies — 0 hours

This course is required of all graduate nursing students in the first semester of their program. Students will complete orientation requirements and initiate a professional portfolio. FALL AND WINTER

NURS 505 - Directed Study and Research — 1-3 hours

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

Prerequisite(s):

Complete 1 of the following

- Permission of school dean.
- Permission of program coordinator.

NURS 508 - Mission Trip — 0-1 hours

This elective class gives the opportunity for mission experience in a developing country or home mission area for the purpose of meeting physical, psychological, sociocultural and spiritual needs of individuals, families and communities within the context of their unique environment. Advanced practice clinicians mentor graduate students in their advanced practice roles. Opportunities are available to mentor other students and experience interdisciplinary collaboration. This course may be repeated for credit. WINTER

NURS 512 - Healthcare Technology in Advanced Practice — 2 hours

This course is designed to ensure the advanced practice nurse will be able to proficiently use technology and information systems to improve the quality of patient care. Course content includes appropriate use of technology to support practice and administrative decision-making, and selection and evaluation of various information systems and technology within legal and ethical contexts. Lab Fee: 5 (\$60). FALL AND WINTER

NURS 520 - Health Promotion Across the Lifespan — 2 hours

This course focuses on the advanced practice nurse role in promoting health across the lifespan. Emphasis is on the integration of health promotion theories, evidence-based guidelines, and culturally appropriate, patient-centered strategies for the delivery, management, and evaluation of health promotion in individuals, families, and population groups. The CREATION Health framework is examined as a whole-person approach for assessing and supporting patients to attain and maintain a healthy lifestyle. Students apply health promotion concepts and strategies in a personal wellness challenge and to guide an individual through the process of health behavior change. Lab Fee: 5 (\$60). FALL AND SUMMER

Prerequisite(s):

Complete 1 of the following

- Admitted to the School of Nursing.
- Permission of school dean.
- Permission of program coordinator.

NURS 527 - Theory and Research for Advanced Practice — 4 hours

This course examines the role of theory and research in knowledge development for advanced practice nursing. Emphasis is given to conceptual models and theories from nursing and other health-related disciplines that influence advanced practice. Steps of ethical quantitative and qualitative research are reviewed. Interrelationships among theory, research, and practice are examined as a basis for evidence based care, critical appraisal of research literature, and translation of research into practice. Lab Fee: 5 (\$60). FALL AND WINTER

Prerequisite(s):

Basic statistics course

NURS 535 - Christian Leadership and Management — 2 hours

This course explores the role of the advanced practice nurse in healthcare leadership. Students will explore functional managerial roles and processes of planning, leading, organizing, and controlling. Development & utilization of leadership theories based on trait, skill, style, situational, and contingency constructs will be examined. The primary emphasis of the course is a unique Christian perspective on the importance of the Leadership model and the role of transformational leadership in the interaction with organizational culture and performance. WINTER AND SUMMER

NURS 540 - Healthcare Policy, Economics, and Finance — 3 hours

Examines the impact of healthcare policy, finance, economic, legislative, and regulatory authority within the context of advanced and inter-professional practice. Emphasis is placed on factors that influence quality, cost, and access to care Lab Fee: 5 (\$60). ALL SEMESTERS

NURS 550 - Advanced Pathophysiology — 3 hours

A study of alterations in physiologic systems frequently encountered in advanced practice, 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. Lab Fee: 5 (\$60). FALL AND WINTER

NURS 552 - Advanced Pharmacology — 3 hours

Focuses on pharmacologic principles essential for assuring quality and safety in prescribing and administering medications. Emphasis is placed on appropriate clinical use of medications for prevention and treatment of health problems across each body system. Pharmacologic information used in patient education is included. Lab Fee: 5 (\$60). FALL AND WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS550 - Advanced Pathophysiology (3)

NURS 555 - Advanced Health Assessment — 4 hours

In-depth focus on history taking and physical examination skills. Builds on basic assessment skills through didactic and clinical applications. Emphasis includes interpreting abnormal findings and developing appropriate differential diagnoses based on assessment findings. Includes a minimum of 60 hours clinical practice. Lab Fee: 11 (\$240). FALL AND WINTER

NURS 556 - Family and Community Systems — 2 hours

Perspectives of family composition, culture, environment, values, ethics, development, growth, and behaviors that influence the well-being of individuals and families within the framework of the community. Methods in assessment of family structure, dynamics, performance, epidemiology, and strengths/weaknesses furnish the basis for interventions and improvement of family functions. Lab Fee: 3 (\$20). WINTER AND SUMMER

NURS 565 - Topics in Nursing — 1-3 hours

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. VARIABLE

Prerequisite(s):

Complete 1 of the following

- Permission of school dean.
- Permission of program coordinator.

NURS 570 - Emergency and Disaster Management — 2 hours

This course examines different types of emergencies and disasters and their impact on individuals, families, communities, and healthcare systems. Resources, structures, technology, and systems for management of emergencies and disasters are examined. Advanced practice roles in preparedness, response, and public education are evaluated with particular attention to acute care roles. Students use a variety of educational resources including those available from the Federal Emergency Management Agency (FEMA) and the Emergency Management Institute. Lab Fee: 4 (\$30). VARIABLE

NURS 583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum — 1 hour

This course consists of supervised counseling experience in a clinical mental health setting. Students implement counseling sessions with clients. Sessions include video recording which are reviewed by a faculty preceptor. Students are required to complete a total of 50 clock hours of practice of counseling skills and faculty/preceptor consultation in the clinical area. The student must attend a weekly hour-long individual supervision session with a supervisor and a weekly 1.5 hour group supervision. Lab Fee: 6 (\$90). SUMMER

Prerequisite(s):

- COUN521 - Adult Psychopathology (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)

NURS 590 - Orientation to Graduate Nursing Clinical Practicum — 0 hours

This course is required of all graduate nursing students in the semester prior to beginning practicum courses. Students will complete orientation activities and submit a tentative plan for completion of practicum requirements including anticipated preceptors, locations, and timeline. Completion of this course includes verification of the required RN work experience (minimum 4,000 hours). ALL SEMESTERS

NURS 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. VARIABLE

NURS 600 - Practicum: Advanced Practice Clinical — 1-3 hours

This elective course provides the graduate nursing student the opportunity to complete additional clinical hours beyond the required practicum hours within

their advanced practice clinical role and specialty area for the purpose of developing their clinical expertise. Course may be repeated for credit up to three hours total. Lab Fee: 9 (\$180). ALL SEMESTERS

Prerequisite(s):

Permission of program coordinator.

NURS 610 - Practicum Continuance — 1 hour

Mandatory course for the student requiring additional time beyond one semester to complete clinical practicum hours for any MSN practicum course. The student must register for this course each semester until the practicum course requirements are met and a grade has been issued. (Pass/Fail) Lab Fee: 9 (\$180). ALL SEMESTERS

NURS 613 - Neuroscience for Mental Health Practitioners — 2 hours

This course covers concepts of neuroanatomy, neurophysiology, and neuropathophysiology. It focuses on diseases of the brain that have accompanying disorders of mood, behavior, or thought content. Neurologic, psychiatric, cognitive, and functional assessments are explored. Lab Fee: 5 (\$60). SUMMER

Prerequisite(s):

- NURS550 - Advanced Pathophysiology (3)

NURS 616 - Psychopharmacology — 3 hours

This course covers advanced psychopharmacology for the treatment of various psychiatric disorders commonly seen in primary mental healthcare. It builds on the knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Lab Fee: 5 (\$60). WINTER

Prerequisite(s):

- NURS552 - Advanced Pharmacology (3)
- NURS613 - Neuroscience for Mental Health Practitioners (2)

NURS 621 - Nursing Curriculum Design — 3 hours

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. Lab Fee: 5 (\$60). FALL, ODD YEARS

Prerequisite(s):

Complete 1 of the following

- Enrollment in core courses
- Permission of school dean.
- Permission of program coordinator.

NURS 625 - Issues in Psychiatric Mental Health Primary Care — 3 hours

A course covering special topics important to Psychiatric Mental Health Nurse Practitioner primary care practice. Topics include but are not limited to cultural approaches to mental health care, addressing gender issues across the life span, crisis intervention, addiction and substance abuse, and geriatric psychiatry. Legal and ethical issues important to the psychiatric mental health practitioner role are integrated. The course includes cases for assessing, diagnosing, and intervening in a variety of psychiatric disorders. FALL

Prerequisite(s):

- NURS616 - Psychopharmacology (3)
- COUN593 - Child and Adolescent Psychopathology (3)

NURS 631 - Classroom Instruction and Evaluation — 3 hours

Learning theories, 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 may be met through attendance at off-site approved educational conferences for nurse educators. Lab Fee: 5 (\$60). WINTER, EVEN YEARS

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS621 - Nursing Curriculum Design (3)

NURS 638 - Advanced Nursing Leadership and Role Development — 3 hours

The role of the nurse executive or manager within the managed care system is examined 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, safety, continuous quality improvement, technology, innovation, human resources management, teamwork, collaboration, negotiation skills, marketing, and strategic planning are emphasized. VARIABLE

Prerequisite(s):

- Permission of program coordinator.

NURS 640 - Primary Care of Adults I — 3 hours

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. Acute and chronic health problems related to specific body systems 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. May be taken prior to or after NURS 650. Lab Fee: 5 (\$60). FALL AND WINTER

Prerequisite(s):

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

NURS 641 - 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 (\$60). ALL SEMESTERS

NURS 643 - Educator Role Practicum: Area of Clinical Emphasis — 3 hours

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) Lab Fee: 5 (\$60). ALL SEMESTERS

Prerequisite(s):

- NURS621 - Nursing Curriculum Design (3)
- NURS631 - Classroom Instruction and Evaluation (3)

NURS 645 - Practicum I: Primary Care of Adults — 4 hours

Clinical practicum in the differential diagnosis and management of common and chronic adult and gerontologic health problems. Includes skills intensives for clinical procedures. Precepted by nurse practitioners and other healthcare providers in out-patient, in-patient, clinics, acute and chronic care facilities. Includes a minimum of 250 hours of clinical practice. Lab Fee: 10 (\$210). ALL SEMESTERS

Prerequisite(s):

- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)

NURS 648 - Clinical and Simulation Instruction in Nursing — 3 hours

A course designed to address evidence-based approaches to constructing and conducting meaningful clinical and simulation learning experiences for nursing students. Two hours didactic and one hour clinical (60 clock hours) Lab Fee: 8 (\$150). WINTER

NURS 649 - Practicum: Innovative Distance Instruction in Nursing — 3 hours

Models, concepts, and strategies for innovative distance education are implemented in live nursing courses. Students assess educational platforms, learning management systems, current technological trends, and synchronous vs asynchronous online classroom instruction while managing content delivery, course activities, and student evaluation. (135 clock hours). Lab Fee: 5 (\$60). VARIABLE

Prerequisite(s):

Complete 1 of the following

- Course(s):
 - NURS621 - Nursing Curriculum Design (3)
 - NURS631 - Classroom Instruction and Evaluation (3)
- Completion of core courses
- Permission of school dean.
- Permission of program coordinator.

NURS 650 - Primary Care of Adults II — 3 hours

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. Acute and chronic health problems related to specific body systems 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. May be taken prior to or after NRS640. Lab Fee: 5 (\$60). SUMMER

Prerequisite(s):

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

NURS 652 - Practicum I: Psychiatric Mental Health Care — 4 hours

Clinical practicum that promotes competence for entry into the psychiatric mental health nurse practitioner role. The student will utilize advanced practice knowledge and skills in providing competent care and managing chronic and acute psychiatric disorders and mental health problems. Includes a minimum of 250 hours of clinical practice. Lab Fee: 10 (\$210). FALL AND WINTER

Prerequisite(s):

- COUN521 - Adult Psychopathology (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS613 - Neuroscience for Mental Health Practitioners (2)
- NURS616 - Psychopharmacology (3)
- NURS625 - Issues in Psychiatric Mental Health Primary Care (3)

NURS 653 - Practicum II: Psychiatric Mental Health Care — 4 hours

Continuing clinical practicum experience that promotes competence for entry into the psychiatric mental health nurse practitioner role. The student will develop advanced practice knowledge and skills in providing competent care and managing chronic and acute psychiatric disorders and mental health problems. Includes a minimum of 250 hours of clinical practice. Lab Fee: 10 (\$210). ALL SEMESTERS

Prerequisite(s):

- NURS652 - Practicum I: Psychiatric Mental Health Care (4)

NURS 654 - Practicum: Advanced Nursing Leadership — 2 hours

Leadership practicum that promotes competence for entry into nursing leadership roles in middle or upper management. Students are mentored by nursing leaders in mid to top level administrative positions at a healthcare facility. Involvement in routine management activities and special projects related to quality improvement and safety, information management, communication and collaboration, financial and policy decision-making, and systems evaluation are expected. Includes a minimum of 120 hours of clinical practice. Lab Fee: 6 (\$90). ALL SEMESTERS

Prerequisite(s):

- NURS638 - Advanced Nursing Leadership and Role Development (3)

NURS 655 - Practicum II: Primary Care of Adults — 4 hours

A continuation of clinical practicum with emphasis on the differential diagnosis and management of the more complex common, acute, and chronic physical, psychological, sociocultural, spiritual, and developmental adult and gerontologic health problems. Precepted by nurse practitioners and other healthcare providers in out-patient, in-patient, clinics, acute and chronic care facilities. Includes a minimum of 250 hours of clinical practice. Lab Fee: 10 (\$210). ALL SEMESTERS

Prerequisite(s):

- NURS645 - Practicum I: Primary Care of Adults (4)

NURS 657 - Acute Care Concepts and Skills I — 3 hours

This acute care course emphasizes complex concepts and skills needed to care for the acute and critically ill hospitalized adult. Emphasis is placed on use of evidence-based guidelines and development of advanced understanding and clinical judgment for management of specific complex disease processes. Development of frameworks for independent and collaborative patient care management are explored. Lab Fee: 5 (\$60). WINTER

Prerequisite(s):

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

NURS 659 - Acute Care Concepts and Skills II — 3 hours

This acute care course emphasizes complex concepts and skills needed to care for the acute and critically ill hospitalized adult not covered in NURS 657. Emphasis is placed on use of evidence-based guidelines and development of advanced understanding and clinical judgment for management of specific complex disease processes. Lab Fee: 5 (\$60). SUMMER

Prerequisite(s):

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

NURS 661 - Geriatric Primary and Long-term Care — 3 hours

This course uses core curriculum materials to address the unique needs of aging adults. Issues of aging, special approaches to care of geriatric patients, geriatric syndromes, diseases and disorders, and systems of geriatric care are addressed. Focus is on nurse practitioner roles promoting safety and quality care for aging adults within these systems. Lab Fee: 5 (\$60). WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)

NURS 662 - Primary Care of Children — 3 hours

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. Lab Fee: 5 (\$60). WINTER

Prerequisite(s):

- NURS550 - Advanced Pathophysiology (3)
- NURS552 - Advanced Pharmacology (3)
- NURS555 - Advanced Health Assessment (4)

NURS 663 - Practicum: Primary Care of Children — 2 hours

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 100 hours of clinical practice. May be used in combination with adult practicum courses to fulfill practicum requirements for FNP emphasis. Lab Fee: 7 (\$120). ALL SEMESTERS

Prerequisite(s):

- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS662 - Primary Care of Children (3)

NURS 664 - Practicum: Geriatric Primary and Long-term Care — 2 hours

Clinical practicum that promotes application of theoretical concepts related to care of the aging adult with common, acute, chronic, and complex healthcare needs. Includes a minimum of 100 hours of clinical practice. Lab Fee: 7 (\$120). ALL SEMESTERS

Prerequisite(s):

- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS661 - Geriatric Primary and Long-term Care (3)

NURS 665 - Practicum I: Primary Care of Families — 5 hours

A continuation of clinical practicum with emphasis on the differential diagnosis and management of the more complex common, acute, and chronic physical, psychological, sociocultural, spiritual, and developmental adult and gerontologic health problems. Precepted by nurse practitioners and other healthcare providers in out-patient, in-patient, clinics, acute and chronic care facilities. Includes a minimum of 250 hours of clinical practice. Lab Fee: 10 (\$210). ALL SEMESTERS

Prerequisite(s):

- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)
- NURS662 - Primary Care of Children (3)

NURS 670 - Practicum II: Primary Care of Families — 5 hours

Clinical practicum that promotes competence for entry into advanced practice in health promotion/disease prevention; management of patient illness across the lifespan; nurse-patient relationships; teaching-coaching function; professional roles; managing and negotiating healthcare delivery; quality assurance; and meeting acute and chronic physical, psychological, sociocultural, spiritual, and developmental needs of patients and families across the lifespan. Includes a minimum of 300 hours clinical practice. Lab Fee: 10 (\$210). ALL SEMESTERS

Prerequisite(s):

- NURS665 - Practicum I: Primary Care of Families (5)

NURS 671 - Practicum I: Acute Care of Adults — 3 hours

Clinical practicum that promotes competence for entry into acute care adult/gerontology practice utilizing advanced practice roles of: health promotion/disease prevention; management of complex acute and chronic illness of adult and gerontologic patients; nurse-patient relationships; teaching-coaching functions; professional roles; managing and negotiating healthcare delivery; quality assurance; and meeting physiological, psychological, sociocultural, and spiritual needs of adult and gerontologic patients and their families who are experiencing complex acute, critical, or chronic illness. Includes a minimum of 200 hours of clinical practice Lab Fee: 10 (\$210). ALL SEMESTERS

Prerequisite(s):

- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS640 - Primary Care of Adults I (3)
- NURS650 - Primary Care of Adults II (3)
- NURS657 - Acute Care Concepts and Skills I (3)
- NURS659 - Acute Care Concepts and Skills II (3)

NURS 673 - Practicum II: Acute Care of Adults — 3 hours

Clinical practicum that promotes competence for entry into acute care adult/gerontology practice utilizing advanced practice roles of: health promotion/disease prevention; management of complex acute and chronic illness of adult and gerontologic patients; nurse-patient relationships; teaching-coaching functions; professional roles; managing and negotiating healthcare delivery; quality assurance; and meeting physiological, psychological, sociocultural, and spiritual needs of adult and gerontologic patients and their

families who are experiencing complex acute, critical, or chronic illness. Includes a minimum of 200 hours of clinical practice. Lab Fee: 10 (\$210). ALL SEMESTERS
Prerequisite(s):

- NURS671 - Practicum I: Acute Care of Adults (3)

NURS 684 - Preparation for MSN Capstone — 0 hours

This course is required of all MSN students prior to taking NURS 694 MSN Capstone. Students will define a practice problem for their capstone project, develop a clearly stated PICO question, identify an emphasis for the project (research assistant, literature review, or educational offering), submit a capstone proposal for topic approval, and meet with their assigned capstone advisor to establish an appropriate timeline for the completion of their project. FALL AND WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS527 - Theory and Research for Advanced Practice (4)

NURS 685 - Role Development for Advanced Practice — 1 hour

This course emphasizes professional employment, certification, and credentialing issues of concern to those in advanced practice. Students demonstrate synthesis of graduate level competencies through compilation of a professional portfolio. Course should be taken in the last semester of the graduate program. FALL AND WINTER

Prerequisite(s):

Completed or concurrently enrolled in at least 1 of the following:

- NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
- NURS654 - Practicum: Advanced Nursing Leadership (2)
- NURS653 - Practicum II: Psychiatric Mental Health Care (4)
- NURS663 - Practicum: Primary Care of Children (2)
- NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
- NURS670 - Practicum II: Primary Care of Families (5)
- NURS673 - Practicum II: Acute Care of Adults (3)

NURS 687 - Graduate Nursing Program Finalization — 0 hours

This course is required of all graduate nursing students in the semester of anticipated graduation and program completion. Students will complete an application to graduate and submit their completed professional portfolio for review and final approval. ALL SEMESTERS

NURS 690 - MSN Capstone Continuance — 1 hour

Mandatory course for the student requiring additional time beyond one semester to complete MSN capstone. The student must register for this course each semester until the capstone course requirements are met and a grade has been issued. (Pass/Fail) ALL SEMESTERS

Prerequisite(s):

- NURS694 - MSN Capstone (2)

NURS 694 - MSN Capstone — 2 hours

The student applies research evidence within their given practice setting in an effort to resolve practice problems using translational and transformative processes to improve practice quality and outcomes. Student research and writing activities in this final culminating experience in the MSN program are supervised by a research mentor. Should be taken in last semester of graduate studies. Lab Fee: 6 (\$90). FALL AND WINTER

Prerequisite(s):

- NURS527 - Theory and Research for Advanced Practice (4)
- NURS684 - Preparation for MSN Capstone

NURS 695 - 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. VARIABLE

NURS 705 - DNP Seminar — 0-1 hours

Mandatory course for all DNP students aimed at fostering professional growth in advanced practice and meeting DNP competencies. Course is conducted annually in the fall as a face-to-face, on-campus intensive. Attendance and registration is mandatory each fall semester until the DNP program is completed. Course will be repeated. Lab Fee: 9 (\$180). FALL

NURS 716 - Epidemiology and Biostatistics for Advanced Practice — 4 hours

This course presents epidemiology and biostatistical concepts that are foundational to scholarly inquiry and advanced practice. Descriptive and inferential methods are studied, including parametric and nonparametric statistical tests. Practical applications are made through critiques of current research and use of statistical software for data entry, analysis, and interpretation. Concepts of disease causation and progression, modes of disease transmission, surveillance, screening, prevention, risk reduction, and health promotion are examined along with descriptive and analytic epidemiological methods. Lab Fee: 7 (\$120). FALL

Prerequisite(s):

Course(s):

- NURS527 - Theory and Research for Advanced Practice (4)

NURS 722 - Genetics and Environment in Disease — 3 hours

This course introduces the advanced practice nurse to basics concepts of toxicology (including issues in epigenetics and genomics), evidence-based public health intervention strategies, clinical screening/diagnostics, and emerging therapeutics related to environmental and genetic influences on health. Lab Fee: 5 (\$60). WINTER

NURS 728 - Introduction to Lifestyle Medicine — 2 hours

This course provides a foundation for the use of a lifestyle approach for preventing, managing, and reversing chronic disease. Concepts explored include a Biblical perspective of health and healing, the role of lifestyle as a determinant of disease, the biological basis and scientific evidence for the use of lifestyle therapeutics, the role of the advanced practice nurse in Lifestyle Medicine, and effective models for employing a lifestyle approach in advanced nursing practice. Eight essentials of optimum health as integral components of a healthy lifestyle are examined through use of the CREATION Life model. Lab Fee: 5 (\$60). FALL

NURS 734 - Health Coaching for Health Care Professionals — 3 hours

This course intended for healthcare professionals from a variety of backgrounds and develops an understanding of health behavior change science and equips the student to develop motivational interviewing and coaching competencies to help clients adopt individually designed lifestyle changes conducive to optimal health and wellness. Online classwork includes both asynchronous learning and weekly synchronous class and mentor coaching sessions. Students must complete a minimum of 60 hours of individual health coaching. This course is an approved training program by the National Board for Health and Wellness Coaching. Successful completion of this course allows students to be eligible to sit for the national certification exam from NBHWC. Lab Fee: 10 (\$210). WINTER, ODD YEARS

NURS 735 - Lifestyle Strategies for Optimizing Psychosocial Health — 2 hours

This course is devoted to examining the relationship between lifestyle behaviors and mental, emotional, social, and spiritual health. Emphasis will include Biblical and evidenced based perspectives for understanding, assessing, and managing eustress and distress. Lab Fee: 5 (\$60). FALL, EVEN YEARS

NURS 738 - Natural Adjuncts for Health and Healing — 2 hours

This course reviews the health benefits and physiologic basis of selected evidence-based adjunctive therapies such as hydrotherapy, herbs, and other natural remedies. Wholistic and Biblical perspectives, guidelines to support the selection and safe delivery, and legal and professional factors that have an impact on utilizing these therapies are emphasized. Lab Fee: 5 (\$60). SUMMER, ODD YEARS

NURS 744 - Exercise Modalities for Lifestyle Change — 3 hours

This course prepares the advanced practice nurse in evidence-based practices for integrating physical activity assessment, prescription, and counseling as a regular

part of their health care practice. Exercise principles are applied to various patient situations to prevent disease, overcome disease-related and other barriers, and to improve health. Clinical experience with anthropometric, metabolic, exercise and cardiovascular stress-testing in laboratory environments is a part of this course. Lab Fee: 9 (\$180). FALL, ODD YEARS

NURS 746 - Nutritional Approaches to Disease Prevention and Management — 3 hours

This course is designed to provide an advanced-level evidence-based review of the nutritional literature for the effectiveness of plant-based nutritional approaches in the prevention and management of diet related disease. Learned skills will include approaching nutrition from Biblical and wholistic scientific perspectives, critically evaluating nutritional studies, assessing nutritional status, prescribing and evaluating nutritional interventions, teaching nutrition principles and basic culinary techniques to patients and community, and applying current strategies and resources to help patients transition to eating more plant foods. Students will earn the Rouxbe Culinary Rx certificate. Lab Fee: 7 (\$120). SUMMER EVEN YEARS

NURS 748 - Lifestyle Management of Chronic Lifestyle-Related Disease — 3 hours

This course uses a case study approach to apply concepts and practices of lifestyle therapeutics to common chronic lifestyle-related diseases. Topics and skills covered include a Whole Healthcare Treatment Pyramid model for integrating lifestyle into patient care and use of community-based lifestyle improvement programs. Lab Fee: 11 (\$240). WINTER, EVEN YEARS

Prerequisite(s):

- NURS728 - Introduction to Lifestyle Medicine (2)

NURS 751 - Practicum: Lifestyle Medicine — 1-2 hours

Clinical practicum that promotes the competence of the advanced practice nurse in the utilization of lifestyle therapeutic medicine interventions in health promotion, prevention and management of disease for the individual patient, family, and/or community. Development of expertise through comprehension of the current evidence and practice patterns related to lifestyle is guided and mentored by qualified preceptors in the field. Students complete a minimum of 100 hours of clinical practice per semester hour of registration. A total of 2 hours (200 clock hours of clinical practice) is required. Course may be repeated for credit. Lab Fee: 6 (\$90). VARIABLE

Prerequisite(s):

Course(s):

- NURS728 - Introduction to Lifestyle Medicine (2)

NURS 761 - Acute Care Specialization I — 2 hours

This course facilitates identification of an acute care topic or specialty that meets the individual needs of the certified acute care nurse practitioner. Focus on a more in-depth comprehension of the evidence and science of the selected topic is guided and mentored by specialists in the field. VARIABLE

Prerequisite(s):

Permission of DNP coordinator.

NURS 762 - Acute Care Specialization II — 2 hours

This course facilitates further exploration of an acute care topic or specialty that meets the individual needs of the certified acute care nurse practitioner. Development of expertise through comprehension of the evidence, science, and practice patterns related to the selected topic or specialty is guided and mentored by specialists in the field. VARIABLE

Prerequisite(s):

- NURS761 - Acute Care Specialization I (2)

NURS 765 - Current Topics in Advanced Practice — 1-3 hours

This course introduces the advanced practice nurse to current hot topics in primary care, family practice, gerontology, lifestyle medicine, health policy, or other areas of current importance. VARIABLE

NURS 783 - Practicum I: Acute Care Specialization — 2 hours

Clinical course for the certified ACNP desiring to advance acute care practice role

in a specialty area. Practicum is guided by didactic specialty courses and by expert clinicians. Students complete a minimum of 120 clock hours of clinical practice. Lab Fee: 6 (\$90). VARIABLE

Prerequisite(s):

- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS762 - Acute Care Specialization II (2)

NURS 784 - Practicum II: Acute Care Specialization — 2 hours

Clinical course for the certified ACNP desiring to advance acute care practice role in a specialty area. Course builds on didactic specialty focus and prior acute care practicum experiences. Practicum is supervised by expert clinicians in a specialty area. Students complete a minimum of 120 clock hours of clinical practice. Lab Fee: 6 (\$90). VARIABLE

Prerequisite(s):

- NURS783 - Practicum I: Acute Care Specialization (2)

NURS 785 - Practicum: Advanced Leadership Residency — 4 hours

This course is designed for DNP students to apply didactic knowledge and skills in advanced leadership. This healthcare organization practicum includes participation in meaningful leadership activities under the mentorship of a healthcare leadership team. Students are expected to participate in collaborative interdisciplinary decision-making, analyze the balance between productivity and quality of care, recognize emerging practice problems, and effectively communicate the need for change. Lab Fee: 9 (\$180). VARIABLE

Prerequisite(s):

- BUAD570 - Strategic Decision Making (3)
- NURS590 - Orientation to Graduate Nursing Clinical Practicum
- NURS638 - Advanced Nursing Leadership and Role Development (3)
- NURS654 - Practicum: Advanced Nursing Leadership (2)

NURS 795 - 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. VARIABLE

NURS 810 - Scholarly Project Development — 1 hour

This course guides the DNP student in the exploration and identification of a topic for a scholarly project and the development of a clearly stated, measurable, PICO question specific to a population of interest within their clinical setting, supported with a thorough literature review. Lab Fee: 5 (\$60). FALL AND WINTER

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)

NURS 812 - DNP Project Development — 1 hour

This course guides the DNP student in the exploration and identification of a topic for their DNP project and the development of a clearly stated, measurable, PICO question specific to a population of interest within their clinical setting, supported with a thorough literature review. Lab Fee: 7 (\$120). ALL SEMESTERS

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)

NURS 815 - Scholarly Project Progression — 2 hours

This course guides the DNP student in the development of the proposal for their scholarly project specific to a population of interest within their clinical setting. Progression picks up from the writing of the PICO question/purpose/specific aims, and includes the writing of a review of literature, project framework, methods (sample, instruments, measures, intervention, data collection procedures), and an evaluation plan. Lab Fee: 5 (\$60). WINTER AND SUMMER

Prerequisite(s):

- NURS810 - Scholarly Project Development (1)

NURS 820 - Scholarly Project Implementation — 3 hours

This course guides the DNP student in the implementation of their scholarly research project specific to a population of interest within a clinical setting. At the completion of this course, students will have completed collection of all data in preparation for analysis. VARIABLE

Prerequisite(s):

- NURS815 - Scholarly Project Progression (2)

NURS 822 - DNP Project Progression — 1-3 hours

This course will guide the DNP student through methodology, implementation, and evaluation of their DNP project. An oral proposal of the project that describes the problem, literature review and methodology is required for faculty approval. The project will then move toward IRB approval and implementation. Final steps include analysis and evaluation of the project outcomes. Continued work on the written document is expected. Submission of chapters one through five are required prior to registration for finalization. Note: This course must be taken for a total of a least six hours prior to applying to register for NURS 832 DNP Project Finalization. If DNP Project not approved, will need to continue to register for one hour of NURS 832 until the project is ready for finalization. ALL SEMESTERS

NURS 825 - Scholarly Project Evaluation — 3 hours

This course guides the DNP student in the evaluation and dissemination of their scholarly research project. The DNP student will complete their scholarly research project in both written and oral formats. This will include a presentation of the clinical population/problem of interest, the translation and application of evidence to their setting and how this addressed the needs of this population/problem; and an evaluation of the implementation and the outcomes of their scholarly project. Lab Fee: 7 (\$120). FALL AND WINTER

Prerequisite(s):

- NURS820 - Scholarly Project Implementation (3)

NURS 832 - DNP Project Finalization — 2 hours

This course guides the DNP student in the final steps of their DNP project which includes the final formatting of the project, poster development, and power point in preparation for dissemination of findings. This will include an oral presentation of the DNP Project with evidence of the translation of research and application of evidence to their chosen setting, how this project addressed the problem identified, and the evaluation of the project outcomes. Lab Fee: 11 (\$240). ALL SEMESTERS

Prerequisite(s):

Completed or concurrently enrolled in:

- NURS822 - DNP Project Progression (1 - 3)

NURS 835 - Scholarly Project Continuance — 0 hours

Mandatory course for the DNP student who requires additional time to complete the requirements of their Scholarly Project. The student must register for this course each semester until the Scholarly Project requirements are met and a grade has been issued. No credit is offered, but a Scholarly Project Continuation/lab fee will be assessed for processing the enrollment. Lab Fee: 6 (\$90). ALL SEMESTERS

Old Testament Studies

OTST 510 - Archaeology and Biblical Backgrounds — 3 hours

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

OTST 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. VARIABLE

OTST 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 with the supervising of excavations, drawing, registering, reading of pottery, and related work. Lab Fee: 33 (\$3000). VARIABLE

OTST 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. VARIABLE

OTST 541 - Preaching from the Old Testament Text — 3 hours

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. VARIABLE

OTST 542 - Biblical Hebrew III — 3 hours

An intermediate course in the grammar and vocabulary of biblical Hebrew with an emphasis on Hebrew syntax. Selected Old Testament passages will be translated and interpreted. VARIABLE

Prerequisite(s):

- Hebrew I & II

OTST 543 - Biblical Aramaic — 3 hours

A study of the fundamental grammar and syntax of biblical Aramaic based on the Aramaic portions of the Bible. VARIABLE

Prerequisite(s):

- Hebrew I & II

OTST 555 - Studies in Daniel — 3 hours

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

OTST 560 - Exegesis of the Hebrew Bible — 3 hours

An exegetical study of selected portions of the Hebrew Bible (Torah, Nevi'im, and Ketuvim) with reference to a variety of reading strategies and approaches. VARIABLE

Prerequisite(s):

- Hebrew I & II

OTST 565 - Topics in Biblical Studies — 3 hours

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

OTST 570 - Studies in the Pentateuch — 3 hours

A study of the Torah including exegesis of portions from Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. VARIABLE

OTST 575 - Studies in the Psalms — 3 hours

An exegetical study of the Hebrew Psalter with an emphasis on its composition, arrangement, and theological themes. VARIABLE

OTST 595 - Independent Study — 1-3 hours

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

OTST 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. VARIABLE

OTST 640 - Thesis Proposal and Literature Review — 3 hours

A preparatory course for the Master of Arts thesis in which an in-depth literature review is conducted and a thesis proposal is written. VARIABLE

OTST 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. VARIABLE

OTST 679 - Thesis Continuation — 0 hours

Any student who has already earned 6 thesis credits but has not completed the thesis itself must continue to enroll for thesis continuation. No credit is offered, but a thesis continuation fee will be assessed for processing the enrollment. Lab Fee: \$100. VARIABLE

Biblical Studies

RELB 548 - Jesus as Healer — 3 hours

A study of how Jesus interacted with and ministered to people who were sick, burdened or disabled, as described in the biblical books of Matthew, Mark, Luke, and John. Includes consideration of how contemporary Christians should relate to Jesus' ministry of healing. VARIABLE

Religious General Studies

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. VARIABLE

Religious Professional Studies

RELP 500 - Directed Study — 1-3 hours

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

RELP 508 - Expository Preaching — 3 hours

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. VARIABLE

Prerequisite(s):

at least one introductory course in biblical preaching

RELP 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. VARIABLE

RELP 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. VARIABLE

RELP 517 - Pastoral Counseling — 3 hours

Counseling theory and practice in church related settings. Mental health programs and follow-up are studied. Lab Fee: 6 (\$90). VARIABLE

RELP 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. VARIABLE

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. VARIABLE

RELP 524 - Evangelistic Preaching — 3 hours

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. VARIABLE

Prerequisite(s):

at least one introductory course in biblical preaching

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. VARIABLE

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. VARIABLE

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. VARIABLE

RELP 535 - Conflict Resolution and Relationships — 3 hours

An overview of how to resolve conflicts and build relationships from both a gospel and great controversy perspective. The course explores biblical strategies for managing, easing and eliminating conflicts in our families, churches, friendships, work, and other relational settings. VARIABLE

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. VARIABLE

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. VARIABLE

RELP 550 - Principles of Biblical Change I — 3 hours

An introduction to the theory and principles of biblical change, showing how a practical application of the gospel transforms lives and hearts. This course is designed for those who operate in a church-based setting. It is not intended as a replacement for professional counseling training. VARIABLE

RELP 551 - Principles of Biblical Change II — 3 hours

This course applies principles learned in RELP 551 to real-life situations such as grief recovery, addiction, abuse, depression, anxiety, conflict resolution, and other areas of intrapersonal and interpersonal challenges. Students will be trained in boundaries and how and when to refer counselees to professionals.

This course is designed for those who operate in a church-based setting. It is not intended as a replacement for professional counseling training. VARIABLE

Prerequisite(s):

- RELP550 - Principles of Biblical Change I (3)

RELP 555 - Introduction to Marriage and Family Coaching — 3 hours

This course looks at methods of effectively coach couples and families from a biblical perspective. Students will understand the keys to effective coaching by examining God's ideals for marriage and the family. Practical tools and strategies for marriage and family coaching are shared. VARIABLE

RELP 557 - Biblical Counseling in the Local Church — 3 hours

This course examines how to implement a biblical counseling process and program in a local church. It looks at how a congregation can be equipped to be an effective community where every member is empowered to speak the truth in love so that the entire church matures in Christ. The goals of biblical counseling are defined and delineated. VARIABLE

Prerequisite(s):

- RELP550 - Principles of Biblical Change I (3)

RELP 565 - Topics in Professional Studies — 1-3 hours

This course deals with selected topics of interest in the area of pastoral studies. VARIABLE

RELP 569 - Sermon Designs for Biblical Preaching — 3 hours

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. VARIABLE

Prerequisite(s):

- at least one introductory course in biblical preaching

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 Seventh-day Adventist perspective; and strategies for implementing missions in a variety of cultural settings. VARIABLE

RELP 591 - Evangelistic Preaching Practicum — 3 hours

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. VARIABLE

Prerequisite(s):

- at least one introductory course in biblical preaching
- Admitted to the School of Religion.

RELP 593 - Biblical Counseling and Coaching Practicum — 3 hours

A lab-based and supervised experience in doing biblical counseling and coaching. This counseling experience is not intended as a replacement for professional counseling training. VARIABLE

RELP 595 - Independent Study — 1-3 hours

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

RELP 600 - Portfolio Seminar — 0 hours

Students demonstrate proficiency in ministry skills through the creation of a portfolio showing meaningful integration of skills and knowledge. WINTER

Theological Studies

RELT 500 - Directed Study — 1-3 hours

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

degree. VARIABLE

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." VARIABLE

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. VARIABLE

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. VARIABLE

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. VARIABLE

RELT 540 - Christianity and Ethics in Professional Practice — 3 hours

This course examines Christian principles and moral and ethical values which affect professional decisions, behaviors, and interactions. Applications to specific areas of professional concern for nursing and DNP practice are made. VARIABLE

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. VARIABLE

RELT 545 - God and Human Suffering — 3 hours

A study of the suffering and evil in this world in relation to the plan of redemption and God's intention to bring about restoration. The course will involve exploration of pertinent biblical passages and theological perspectives and consideration of the worldviews and experiences of those who are suffering, with special attention to the relevance of the subject for helping and health professions. VARIABLE

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. VARIABLE

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. VARIABLE

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. VARIABLE

RELT 565 - Topics in Theological Studies — 3 hours

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

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. VARIABLE

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. VARIABLE

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. VARIABLE

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. VARIABLE

RELT 595 - Independent Study — 1 hour

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

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. VARIABLE

RELT 640 - Thesis Proposal and Literature Review — 3 hours

A preparatory course for the Master of Arts thesis in which an in-depth literature review is conducted and a thesis proposal is written. VARIABLE

RELT 650 - Thesis in Theological Studies — 1-6 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. VARIABLE

RELT 679 - Thesis Continuation — 0 hours

Any student who has already earned 6 thesis credits but has not completed the thesis itself must continue to enroll for thesis continuation. No credit is offered, but a thesis continuation fee will be assessed for processing the enrollment. Thesis continuation fee: \$100.00. Lab Fee: \$100. VARIABLE

Social Work

SOCW 509 - Social Work Practice with Individuals and Families — 3 hours

This course provides students with the theoretical framework for generalist social work practice. Topics include the establishment of relationship, assessment, contracts, intervention, and utilization of resources, social work values, and ethics. Work with individuals and families, primarily the micro and mezzo dimensions of social work practice, are emphasized. FALL

Prerequisite(s):

Admitted to MSW/MBA, or Master of Social Work

SOCW 511 - HBSE (Human Behavior and the Social Environment) I: Biological and Psychological Development — 3 hours

This is one of two courses that focuses on the reciprocal relationships between human behavior and the social environment along the lifespan. In this course the students are studying empirically-based theories and are gaining knowledge of biological and psychological development of individuals in the context of a Christian worldview. Special attention will be given to issues related to diversity and inclusion. FALL

SOCW 512 - HBSE (Human Behavior and the Social Environment) II: Sociological

and Spiritual Development — 3 hours

This is one of two courses that focuses on the reciprocal relationships between human behavior and the social environment along the lifespan. In this course the students study the sociological and spiritual development of individuals with a special focus on identifying and dealing with different forms of oppression and discrimination in society within the context of a Christian worldview. WINTER

SOCW 513 - Foundation of Professional Practice I — 1 hour

This course introduces and monitors demonstration of evolving social work competence as evidenced through the development of a professional portfolio. Pass/Fail. FALL

SOCW 514 - Social Work Practice with Groups, Organizations, and Communities — 3 hours

This course spans the mezzo and macro dimensions of social work practice. Students will acquire knowledge regarding practice with small groups, organizations, and communities. WINTER

Prerequisite(s):

- Admitted to MSW/MBA, or Master of Social Work

SOCW 516 - Foundation of Professional Practice II — 1 hour

This course continues to monitor the development of social work competence as evidenced through the development of a professional portfolio. Pass/Fail. WINTER

SOCW 533 - Social Welfare Issues and Policies — 3 hours

This course focuses on the study of contemporary issues and policies, through the lens of a Christian worldview, that influence the delivery of social services. Course requirements include a comprehensive policy analysis of specific social policies, lobbying efforts with local elected officials, and interactions with community residents and stakeholders. Lab Fee: 6 (\$90). WINTER

SOCW 541 - Integration of Faith and Foundation Practice: Seminar I — 1 hour

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum and special attention will be given to issues related to diversity and inclusion from a Christian worldview perspective. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. VARIABLE

Prerequisite(s):

- Admitted to MSW/MBA, or Master of Social Work

SOCW 542 - Integration of Faith and Foundation Practice: Seminar II — 1 hour

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum and special attention will be given to issues related to diversity and inclusion from a Christian worldview perspective. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. WINTER AND SUMMER

Prerequisite(s):

- Admitted to MSW/MBA, or Master of Social Work

SOCW 543 - Foundation Program Continuation Seminar — 1 hour

This course provides ongoing learning support for foundation students who are extending field practicum or other course work beyond the contracted coursework time period. Pass/Fail. VARIABLE

SOCW 547 - Foundation Practicum — 1-6 hours

This course provides the opportunity for students to apply knowledge, theories, and values while performing foundation generalist social work practice behaviors. Through participation in the social service delivery system for generalist social work practice, the student practices case management and group interventions, explores agency structures, functions, and programs. This course includes a field orientation and online assignments for field readiness. A total of six hours of foundation practicum are required to matriculate to

Advanced Placement. Pass/Fail. Lab Fee: 5 (\$60). VARIABLE

Prerequisite(s):

- Admitted to MSW/MBA, or Master of Social Work

SOCW 565 - Topics — 1 hour

Topics of current significant interest in social work are covered. This course may be repeated for a maximum of six hours. VARIABLE

SOCW 595 - Independent Study — 1-6 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. VARIABLE

SOCW 597 - Research Methods — 3 hours

This course examines the basic research design and methodologies commonly used in the social sciences. Both quantitative and qualitative approaches are examined along with relevant data analysis techniques. Ethical considerations for doing research with human subjects and vulnerable populations are explored. FALL

SOCW 609 - Advanced Social Policy — 2 hours

This course focuses on policy change particularly at the state level. Students will learn advanced skills including historical analysis of a policy issue and developing an advocacy campaign targeting state legislatures, the general public, interest groups, and beneficiaries using media and community events. FALL

SOCW 611 - Advanced Clinical Practice: Individual and Family Intervention — 3 hours

In this course, students develop micro and mezzo skills for intervening in complex situations with individuals, families, and groups. They acquire skills in understanding psychopathology and in psychotherapeutic assessment and interventions. Prerequisite(s): acceptance into Advanced Standing or completion of Foundation curriculum. FALL

SOCW 612 - Advanced Administrative Practice: Program Development — 3 hours

In this course, students develop the necessary skills to work with organizations and/or communities. They acquire knowledge in multi-level analysis and assessment, evidence-based program development, implementation, and evaluation. FALL

Prerequisite(s):

Complete 1 of the following

- acceptance into Advanced Standing
- completion of Foundation curriculum

SOCW 617 - Advanced Clinical Practice: Group Psychotherapeutic Skills — 3 hours

In this course, students acquire skills in understanding psychopathology and in psychotherapeutic assessment and intervention. Additional advanced evidence-based skills are provided. WINTER

Prerequisite(s):

Complete 1 of the following

- acceptance into Advanced Standing
- completion of Foundation curriculum

SOCW 618 - Advanced Administrative Practice: Administrative and Leadership Skills — 3 hours

This course provides students with management and human resources knowledge, as well as organizational and supervisory skills necessary for social work and human services leadership positions. WINTER

Prerequisite(s):

Complete 1 of the following

- acceptance into Advanced Standing
- completion of Foundation curriculum

SOCW 620 - Advanced Portfolio Seminar — 1 hour

Students demonstrate readiness to practice social work through meaningfully integrating skills and knowledge acquired throughout the curriculum and personal practice. This demonstration will occur through the creation, the completion and defense of a professional portfolio. Lab Fee: 4 (\$30). FALL AND WINTER

SOCW 622 - Portfolio Continuation and Completion Seminar — 0-1 hours

Students demonstrate readiness to practice social work at the advanced generalist level through the completion and defense of a professional portfolio. The course culminates in the portfolio defense. Lab Fee: 4 (\$30). FALL AND WINTER

SOCW 630 - School Social Work — 3 hours

This course examines school social work interventions and practice in the context of school settings. Course content focuses on the role of the school social worker in a host setting bridging the school, the home and the community. Considerations given to governmental regulations as well as collaboration with teachers and school administrators, community agencies and other groups in meeting the needs of children. Students will examine the issues and problems of school age children and their families. Also considered are school age students with exceptionalities, disabilities and vulnerable populations. This course meets the requirements of school social work certification. VARIABLE

SOCW 632 - Psychopathology, Clinical Assessment and Diagnosis I — 1 hour

This course provides a framework for advanced multidimensional mental health assessment of mental disorders with a primary focus on the widely used classification system of the Diagnostic and Statistical Manual (DSM). Lab Fee: 2 (\$15). FALL AND WINTER

Prerequisite(s):

Complete 1 of the following

- acceptance into the Advanced Standing
- completion of the Foundation curriculum

SOCW 633 - Psychopathology, Clinical Assessment and Diagnosis II — 1 hour

This course examines mental health diagnostic categories and diagnosing mental health disorders. Students develop skills in the diagnostic process utilizing the classification system of the Diagnostic and Statistical Manual (DSM). Lab Fee: 1 (\$10). FALL AND WINTER

Prerequisite(s):

Course(s):

- SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)

SOCW 641 - Integration of Faith and Advanced Practice: Seminar I — 1 hour

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum, and special attention will be given to issues related to diversity and inclusion from a Christian worldview perspective. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. VARIABLE

Corequisite(s):

- SOCW647 - Advanced Practicum (1 - 5)

SOCW 642 - Integration of Faith and Advanced Practice: Seminar II — 1 hour

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum, and special attention will be given to issues related to diversity and inclusion from a Christian worldview perspective. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. WINTER AND SUMMER

Corequisite(s):

- SOCW647 - Advanced Practicum (1 - 5)

SOCW 643 - Advanced Program Continuation Seminar — 1 hour

This course provides on-going learning support for advanced students who are

extending field practicum or other coursework beyond the contracted coursework time period. Pass/Fail. VARIABLE

SOCW 647 - Advanced Practicum — 1-5 hours

This course provides the opportunity for students to apply knowledge, values, and theories as they practice advanced generalist skills under the supervision of an advanced practitioner. Through advanced-level participation in a field education setting, the student demonstrates skills and competency for performing autonomous social work practice behaviors. This course includes a field orientation and online assignments for field readiness. A total of five hours of Advanced Practicum are required to complete the MSW degree. Pass/Fail. Lab Fee: 5 (\$60). VARIABLE

Corequisite(s):

Complete 1 of the following

- SOCW611 - Advanced Clinical Practice: Individual and Family Intervention (3)
- SOCW612 - Advanced Administrative Practice: Program Development (3)
- SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
- SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
- Equivalent, field-readiness clearance

SOCW 664 - Mental Health Practices in Social Work Emphasis Core Concepts — 3 hours

This course provides advanced theoretical and practice knowledge in social work mental health treatment. Topics include psychopharmacology, mental health and the brain, evidenced based practice modalities, and community mental health. WINTER

SOCW 665 - Topics — 1-6 hours

Topics of current significant interest in social work are covered. This course may be repeated for a maximum of six hours. VARIABLE

SOCW 670 - Crisis and Emergency Management Emphasis Core Concepts — 3 hours

This course provides advanced theoretical knowledge in the emphasis area of trauma and emergency management social work practice. Best-practice models will be emphasized throughout. Lab Fee: 4 (\$30). WINTER

SOCW 671 - Crisis and Emergency Management Emphasis I — 3 hours

This course highlights skill-building in the advanced emphasis area of trauma and emergency management social work. Lab Fee: 4 (\$30). SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- SOCW 670 - Crisis and Emergency Management Emphasis Core Concepts (3)

SOCW 672 - Crisis and Emergency Management Emphasis II — 3 hours

This course continues skill-building in the advanced emphasis area of trauma and emergency management social work. Lab Fee: 6 (\$90). SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- SOCW671 - Crisis and Emergency Management Emphasis I (3)

SOCW 676 - Mental Health Practice in Social Work: Evolving Perspectives and Advanced Contemporary Practice Emphasis I — 3 hours

This is the first of a two course sequence course that highlights skill-building in the advanced emphasis of clinical mental health including psychopharmacology, mental health and the brain, trauma informed care and evidence based treatment modalities. SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- SOCW664 - Mental Health Practices in Social Work Emphasis Core

Concepts (3)

SOCW 677 - Mental Health Practice in Social Work: Evolving Perspectives and Advanced Contemporary Practice Emphasis II — 3 hours

This is the second of a two course sequence course highlights skill-building in the advanced emphasis of clinical mental health including psychopharmacology, mental health and the brain, trauma informed care and evidence based treatment modalities. SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- SOCW676 - Mental Health Practice in Social Work: Evolving Perspectives and Advanced Contemporary Practice Emphasis I (3)

SOCW 678 - School Social Work Emphasis Core Concepts — 3 hours

This course provides an orientation to social work practice in the public school setting. Course content focuses on the role of the school social worker in a host setting bridging the school, the home and the community. Emphasis is given to important historical, legal, and political developments that influence the current day-to-day roles and functions of the social worker in the school setting. Topics include School Social Work Historical Development, Influences and Practice; Conceptual Frameworks for Social Work Services In Schools; Educational Policy and School Social Work Practice; Role Distinction, Job Description and Interdisciplinary Collaboration. This course is designed to be part of the course requirements for preparation to become a certified School Social Worker in Tennessee. WINTER

SOCW 679 - School Social Work Emphasis I — 3 hours

This course examines schools as social institutions whose primary function serves to educate and socialize children into American society and the role of the social worker in such a setting. This course provides an introduction to the types of students School Social Workers serve and the relevant issues faced by American school-aged children. Special attention given to uncovering parallels between social work and education values and responsibilities, and the process of incorporating social work values into a school setting. Social work with special populations, including racial, cultural and sexual minorities, is discussed. This course also examines exceptionalities, specific learning disabilities and the role of the social worker in helping students, schools and families adjust to and cope with students with special needs. The content builds on the foundation content provided in SOCW 678. Topics include Major Issues in American Schools; Student Rights and Control of Behavior; Violence In Schools; Children with Disabilities; Target Groups of Children; Securing Equal Educational Opportunity: Language, Race, Gender and Sexual Orientation. This course is designed to be part of the course requirements for preparation to become a certified School Social Worker in Tennessee. Lab Fee: 4 (\$30). SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- SOCW678 - School Social Work Emphasis Core Concepts (3)

SOCW 680 - School Social Work Emphasis II — 3 hours

This course prepares social work students to work effectively in education settings as licensed school social workers. Particular emphasis is given to evidence-based intervention strategies, and school-family-community partnership. The content builds on the foundation and intermediate content provided in SOCW 678 and SOCW 679. Topics include Planning, Implementing and Evaluating Social Work Services in Schools; The Design of Social Work Services; The Delivery of School Social Work Services; Evaluating Practice and Programs and How to Obtain Employment as a Certified School Social Worker.

This course is designed to be part of the course requirements for preparation to become a certified School Social Worker in Tennessee. Lab Fee: 5 (\$60).

SUMMER

Prerequisite(s):

Completed or concurrently enrolled in:

- SOCW679 - School Social Work Emphasis I (3)

SOCW 694 - Graduate Study Tour — 0-3 hours

This course highlights the skills needed for working with culturally diverse populations in international or domestic settings. Lab Fee: 33 (\$3000). VARIABLE

SOCW 695 - Independent Study — 1-6 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. VARIABLE

University Registry

Board of Trustees

| | |
|---------------------------|-------------------|
| *Ron Smith, Chair | Allan Machado |
| Jeff Bromme | Jack McClarty |
| Brian Danese | Scott McClure |
| *Jim Davidson, Vice Chair | +Bill McGhinnis |
| Ken DeFoor | +Ellsworth McKee |
| Eric Dunkel | Barbara McKinney |
| *Franklin Farrow | Michael Owusu |
| David Ferguson | +Gordon Retzer |
| Steve Haley | Gary Rustad |
| David Jiménez | Ken Shaw |
| Benjamin Jones | Christine Waldrop |
| *Ruth Liu | William Winston |
| Leslie Louis | |

* *Executive Board*
+ *Emerti*

University Administration

Administrators

Ken Shaw, Ed.D. (2021), President

Robert Young, Ph.D. (2007), Senior Vice President, Academic Administration

Tom Verrill, M.S. (2008), Senior Vice President, Financial Administration

Ellen Hostetler, M.S. (2021), Vice President, Advancement

Joseph Khabbaz, Ph.D. (2019), Vice President, Spiritual Life/Chaplain

Jason Merryman, M.A. (2020), Vice President, Enrollment Management

Dennis Negron, M.A. (1993), Vice President, Student Development and Title IX Coordinator

Ingrid Skantz, M.S.A. (1990), Vice President, Marketing and University Relations

Dionne Felix, Ph.D. (2018), Associate Vice President, Academic Admin. and Dean of Student Success and Retention

Brenda Flores-Lopez, B.S. (2011), Associate Vice President, Human Resources

Doug Frood, M.S. (2001), Associate Vice President, Budgeting and Financial Analysis

Tyson Hall, Ph.D., (2005), Associate Vice President, Academic Admin. and Dean of Graduate Studies and Prof. Studies

Martin Hamilton, B.A. (1998), Associate Vice President, Financial Administration

Gary Sewell, B.S. (2012), Associate Vice President, Information Technology

Other Officials

Deyse Bravo, M.L.S. (2011), Director, Library

David K. Ferguson, M.Div. (2017), Senior Pastor

Laurie Gauthier, M.B.A. (2008), Director, Graduate Marketing

Chris Hansen, Ph.D. (1996), Director, Institutional Research and Planning

Gus Martin, Ph.D. (2019), Director, Academic Technology and Online Learning

Kevin Penrod, B.S. (2007), Director, Campus Safety

Karon Powell, J.D. (2015), Director, Records and Advisement

Paula Walters, B.S. (2005), Director, Student Finance

Jim Wampler, Psy.D. (1993), Director, Student Success Center/Testing Services

Michelle Younkin, M.B.A. (2016), Director, Graduate Admissions and Academic Progress

Graduate Council

Tyson Hall, Dean, Graduate & Professional Studies (Chair)

Deyse Bravo, Director, Library

Paula Walters, Director, Student Finance

Gus Martin, Director, Online Campus

Richard Halterman, Dean, School of Computing

Stephanie Sheehan, Dean, School of Business

Holly Gadd, Dean, School of Nursing

Greg King, Dean, School of Religion

Tammy Overstreet, Dean, School of Education and Psychology

Laura Racovita, Dean, School of Social Work

Karon Powell, Director, Records and Advisement

Robert Young, Senior Vice President, Academic Administration

Graduate Program Coordinators

Stephanie Sheehan, School of Business

Willard Munger, School of Computing

Monty Murdoch (Education), School of Education and Psychology

Ileanna Freeman (Counseling), School of Education and Psychology

Judy Dedeker (Master's), School of Nursing

Jill Buchholz (Doctoral), School of Nursing

Alan Parker, School of Religion

Stephanie Guster, School of Social Work

Graduate Instructional Faculty

(Dates in parentheses indicate the beginning year of employment at Southern Adventist University.)

Harvey Alf3rez-Ph.D., Professor of Computing

B.S., Universidad EAFIT; M.S., Assumption University; Ph.D., Universitat Polit3cnica de Val3ncia. (2022)

Scot Anderson-Ph.D., Professor of Computing

B.S., Southwestern Adventist University; M.S. and Ph.D., University of Nebraska, Lincoln. (2007)

Evie Nogales Baker-M.S.W., Associate Professor of Social Work

B.A., Southern Adventist University; M.S.W., University of Tennessee, Knoxville. (2005)

Stephen Bauer-Ph.D., Professor of Religion

B.A., Atlantic Union College; M.Div. and Ph.D., Andrews University. (1999)

Nicholas Beaumonte, Jr.-M.S., Associate Professor of Nursing

A.S., Waukesha County Technical College; B.S., Andrews University; M.S., University of Phoenix. (2018)

Lunelle Bertresse-M.S.N., Assistant Professor of Social Work

B.S.W. and M.S.W., Southern Adventist University. (2019)

Krystal Bishop-Ed.D., Professor of Education

B.S., Southern Adventist University; M.A. and Ed.D., University of South Florida, Tampa. (1996)

Gary Bradley, Jr.-Ph.D., Professor of Education

B.A., Southern Adventist University; M.A.Ed., Western Carolina University; Ph.D., Andrews University. (2018)

Jill Buchholz-D.N.P., Professor of Nursing

B.S.N. and M.S.N., Indiana University School of Nursing; D.N.P., Indiana Wesleyan University. (2016)

Ronda Christman-Ph.D., Professor of Nursing

A.S., Southern Adventist University; B.A., M.A., M.S.N., and Ph.D., Andrews University. (2013)

Judith Dedeker-D.N.P., Professor of Nursing

B.S., M.S.N., and D.N.P., Southern Adventist University. (2006)

Melanie DiBiase-Ed.D., Associate Professor of Education

A.A., Clayton State College; B.S., Loma Linda University; M.S., Southern Adventist University; Ph.D., Liberty University. (2021)

Hyunsok (John) Doh-Ph.D., Professor of Religion

B.A. and M.A., Sahmyook University; Ph.D., Andrews University (2018)

Candy Dolcy-M.S.W., Assistant Professor of Social Work

B.S. and M.S.W., Florida A&M University. (2021)

Michelle Doucoumes-M.B.A., Associate Professor of Business

B.B.A. and M.B.A., Southern Adventist University. (2017)

Marla Erskine-M.S.N., Associate Professor of Nursing

A.S.N., Cayuga County Community College; M.S.N., Southern Adventist University. (2019)

Jennifer Fisher-M.S.N., Associate Professor of Nursing

B.S.N., Andrews University; M.S.N., Frontier School of Midwifery and Family Nursing. (2019)

Ileanna Freeman-Ph.D., Professor of Counseling

B.A. and M.A., Andrews University; Ph.D., Ball State University. (2005)

Sunia Fukofuka-Ph.D., Professor of Business

B.A., Pacific Adventist University; M.B.A. and Ph.D., Adventist International Institute of Advanced Studies. (2017)

Holly Gadd-Ph.D., Dean and Professor of Nursing

B.S., Andrews University; M.S., Loma Linda University; F.N.P., Midwestern State University Ph.D., Texas Woman's University. (2000)

Eliezer A. Graterol-D.Min., Professor of Religion

B.A., Venezuelan Adventist University; M.A., Fuller Theological Seminary; M.Div. and D.Min., Andrews University. (2018)

Stephanie Guster-M.S.W.-Associate Professor of Social Work

B.S., Andrews University; M.S.W., Ohio State University. (2016)

Tyson Hall, Ph.D., Associate Vice President, Academic Administration and Dean of Graduate Studies and Professional Studies

B.S.CmpE., M.S.E.C.E., and Ph.D., Georgia Institute of Technology. (2005)

Richard Halterman-Ph.D., Dean and Professor of Computing

B.S., Florida Southern College; M.S., Florida Atlantic University; Ph.D., University of Tennessee, Knoxville. (1987)

David Hartman-D.Min., Professor of Religion

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2018)

Michael G. Hasel-Ph.D., Professor of Religion, Director, Institute of Archaeology

B.A. and M.A., Andrews University; M.A. and Ph.D., University of Arizona. (1998)

LaShawn Horton-Ph.D., Professor of Nursing

B.S.N., Georgia Regents University; M.S.N., California State University; Ph.D., Oregon Health and Science University. (2014)

Jaclynn Huse-Ph.D., Professor of Nursing

B.S.N. and M.S.N., Southern Adventist University; Ph.D., University of Northern Colorado. (2020)

Julie Hyde-Ph.D., M.Acc., C.P.A., Professor of Business, Wayne VandeVere Endowed Chair in Accounting

B.S. and M.Acc., University of Tennessee at Chattanooga; Ph.D., University of Memphis. (2005)

Mark Hyder-J.D., Professor of Business

B.S., Southern Adventist University; M.S., University of Maryland University College; J.D., Emory University. (2013)

Cynthia Johnson-M.S.N., Professor of Nursing

M.S.N., Southern Adventist University. (2007)

Frances Johnson-D.N.P., Associate Dean and Professor of Nursing

B.S.N., University of Texas at Arlington; M.S.N., Andrews University; D.N.P., Rush University. (2008)

Jasmine Johnson - Ed.D., Associate Professor of Education, M.A.T. Director

B.A., M.B.A., Columbia Union College; M.A.T., Liberty University; Ed.S., Ed.D., William Carey University. (2022)

Greg A. King-Ph.D., Dean and Professor of Religion

B.A., Southern Adventist University; M.Div., Andrews University; Ph.D., Union Theological Seminary. (2004)

Martin G. Klingbeil-D.Litt., Professor of Religion

B.A., Andrews University; D.Litt., Stellenbosch University. (2011)

Judson Lake-Th.D., Professor of Religion

B.A., Southern Adventist University; M.Div., Andrews University; D.Min., Reformed Theological Seminary; Th.D., University of South Africa. (1997)

Faith Laughlin-Ed.D., Professor of Education

B.A., Andrews University; M.A. Pacific Union College; Ed.D, Shenandoah University. (2009)

Antonio Lazcano-M.S.N., Associate Professor of Nursing

A.S., Miami-Dade College; B.S.N., University of Tennessee at Chattanooga; M.S.N., Southern Adventist University. (2019)

Christine Moniyung-Ph.D., Professor of Nursing

B.S. and M.S. and Ph.D., Andrews University. (2004)

Willard Munger-Ph.D., Professor of Computing

B.A., La Sierra College; M.S., M.A. and Ph.D., Andrews University. (2019)

Michael Murdoch-Ph.D., Professor of Education

B.S. Southern Adventist University; M.S., Loma Linda University; Ph.D., Andrews University. (2018)

Tami Navalon-Ph.D., Assistant Professor Counseling

B.S., Atlantic Union College; M.A. and Ph.D., Andrews University. (2017)

Nina Nelson-Ph.D., Associate Professor of Social Work

B.S.W and M.S.W., University of the West Indies, Jamaica; Ph.D., University of South Carolina. (2016)

Braam Oberholster-D.B.A., Professor of Business, Adventist Health System Endowed Chair of Business Administration

B.B.A., Helderberg College; M.B.A., Andrews University; D.B.A., NOVA Southeast University. (2003)

Robert Ordóñez-M.S., Associate Professor of Computing

B.A. and B.S., Southern Adventist University; M.S., Andrews University. (2013)

Robert Overstreet-Ph.D., Director and Associate Professor of the Center for Teaching Excellence and Biblical Foundations of Faith and Learning

B.S., Southern Adventist University; M.A., University of Tennessee at Chattanooga; Ph.D., Andrews University. (2019)

Tammy Overstreet-Ph.D., Dean and Professor of Education and Psychology

B.S., Southern Adventist University; M.Ed., Walden University; Ph.D., Andrews University. (2015)

Alan Parker-D.Th., Professor of Religion

B.A., Andrews University; M.Th. And D.Th., Stellenbosch University. (2007)

Wilson Paroschi-Ph.D., Professor of Religion

B.Th. and M.Th., Latin American Adventist Theological Seminary; Ph.D., Andrews University (2018)

Linda Peoples-Ph.D., Professor of Nursing

B.S. and M.Ed., University of Tennessee at Chattanooga; M.S.N., Southern Adventist University; Ph.D., University of Tennessee, Knoxville. (2017)

Laura Racovita-Ph.D., Dean and Professor of Social Work

B.A., B.S.W., and M.S.W. Andrews University; Ph.D., Capella University. (2013)

Andrew Richards-Ph.D., Associate Professor of Nursing

B.S.N., South University; M.S.N., Western Governors University; Ph.D., Capella University. (2019)

Cindy Rima-D.N.P., Professor of Nursing

B.S.N. and M.S.N., George Mason University; D.N.P., Southern Adventist University. (2011)

Corneliu Rusu-M.S.W., Professor of Social Work

B.A., SDA Theological Institute, Bucharest, Romania; M.A., Newbold College; M.S.W., Andrews University; Ph.D., Pacifica Graduate Institute. (2009)

Elizabeth Scott-Ph.D., Professor of Nursing

B.S.N. and M.S.N., Southern Adventist University; Ph.D., Capella University. (2015)

Stephanie Sheehan-Ph.D., Dean and Associate Professor of Business and Chair of Applied Technology

B.S., Kennesaw State University; M.A., Southern Adventist University; Ph.D., Regent University. (2005)

Elizabeth Snyder-M.S., Associate Professor of Nursing

B.S., Andrews University; M.S., Washington State University. (2005)

Barry J. Tryon-Ph.D., Professor of Religion

B.A., Southern Adventist University; M.Div., D.Min. and Ph.D., Andrews University. (2011)

Lilly Tryon-D.N.P., Professor of Nursing

B.S.N. and M.S.N., Drexel University; D.N.P., Southern Adventist University. (2013)

Holly Walker-M.S.N., Associate Professor of Nursing

A.S., Cleveland State Community College; A.S. and M.S.N., Southern Adventist University. (2018)

Kristie Wilder-J.D., Professor of Social Work

B.S.W., Southern Adventist University; M.S.W., University of Tennessee, Knoxville; J.D., Nashville School of Law. (2011)

Tron Wilder-Ph.D., Professor of Psychology

B.A., Southern Adventist University; Ed.S., University of Tennessee at Chattanooga; Ph.D., Tennessee State University. (2013)

Adjunct Faculty

Judy Anderson-Ph.D., Adjunct Professor of Education

B.A.; M.A.; Ph.D., Andrews University.

Randall Burks-J.D., Ph.D., Adjunct Professor of Education

B.A., Southern Adventist University; M.Ed., Florida Atlantic University; J.D., Nova Southeastern University; Ph.D., University of Nebraska-Lincoln.

Tina Camba-J.D., Adjunct Professor of Business

B.A., University of California-Berkeley; M.P.P., Vanderbilt University; J.D., University of San Francisco School of Law.

Carol Campbell-Ph.D., Vice President for Education, Southwestern Union Conference and Adjunct Professor of Education

B.S., Walla Walla University; M.Ed., Texas Christina University; Ph.D., University of North Texas.

Mark Finley-D.D., Editor-at-Large, Adventist Review; Assistant to the President, General Conference of Seventh-day Adventists

B.A., Atlantic Union College; M.A., Andrews University; D.D., Southwestern Adventist University.

Jennifer Gray-M.S.W., Adjunct Professor in Social Work

B.S., Tennessee Wesleyan College; M.S.W. Southern Adventist University.

Steven Kuhlman-D.B.A., Adjunct Professor of Business

B.S., Loma Linda University; M.S., University of Oklahoma; M.B.A., Southern Adventist University; D.B.A., North Central University.

Nathan Helweg-Ph.D., Adjunct Professor of Outdoor Education

B.S., Bowling Green State University; M.S.Ed., Southern Adventist University; Ph.D., Gonzaga University

Douglas Jacobs-D.Min., Adjunct Professor of Religion

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University.

Jean Lomino-Ph.D., Adjunct Professor of Outdoor Education

B.S., Southern Adventist University; M.A., LaSierra University; Ph.D., Andrews

University.

Candida R. Madrigal-Ph.D., Adjunct Professor in Social Work

B.A., West Chester University; M.S.W., California State University; Ph.D. University of Texas; Universidad Autónoma de Nuevo Lenón.

Carlos G. Martin-Ph.D., Professor of Religion

B.Div., River Plate College; M.A., Andrews University; M.Div. and Ph.D., Southwestern Baptist Seminary.

Harold Mayer-Ph.D., Professor of Physical Education, Health and Wellness

B.S., Pacific Union College; M.P.H., Loma Linda University; Ph.D., Walden University.

John Nunes-Ph.D., Adjunct Professor of Business

B.S. and M.S.N., Andrews University; D.S.N., University of Alabama.

Michael Osborne-M.D., Adjunct Professor of Counseling

B.A., Walla Walla University; M.D., Loma Linda University.

Kimberly Pichot-D.M., Adjunct Professor of Business

B.A., Pacific Union College; M.B.A., Middlebury Institute of International Studies; D.M., Colorado Technical University.

Edwin Reynolds-Ph.D., Research Professor of Religion

B.A., B.S., and M.A., Pacific Union College; M.A. and Ph.D., Andrews University.

MaryAnn C. Roberts-D.S.N., Adjunct Professor of Nursing

B.S. and M.S.N., Andrews University; D.S.N., University of Alabama.

Philip G. Samaan-D.Min., Professor of Religion

B.A., Walla Walla College; M.Div., Andrews University; M.S.P.H., Loma Linda University; D.Min., Andrews University.

William Saunders-Ed.S., Adjunct Professor of Counseling

B.A., Walla Walla College; M.A. and Ed.S., Loma Linda University

Carleton L. Swafford-Ph.D., Adjunct Professor of Outdoor Education

B.A., Southern Adventist University; M.S. and Ph.D., University of Tennessee, Knoxville.

Rose Thomas-Ph.D., Adjunct Professor of Education

A.S., Hillsborough Community College; B.A., University of South Florida; Ph.D., Andrews University.

Jim Wampler-Psy.D., Director, Student Success Center/Counseling & Testing

B.A., Southern Adventist University; M.A. Andrews University; Ed.S., University of Arkansas; Psy.D., Southern California University for Professional Studies.

Denise White-Ed.D., Adjunct Professor of Education

B.S., Union College; M.A., Loma Linda University; Ed.S., LaSierra University; Ed.D., La Sierra University.

Donovan Williams-Ph.D., Adjunct Professor of Business

B.S., U.S. Naval Academy; M.S., University of Auburn-Montgomery; Ph.D., Capella University.