

2016

# Southern Adventist University Graduate Catalog 2015-2016

Southern Adventist University

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# Graduate Catalog 2015-2016

## Graduate Studies

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**Email:** [graduatestudies@southern.edu](mailto:graduatestudies@southern.edu)

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## Contents

Academic Calendar	2
This is Southern Adventist University	4
Admissions	9
Financing Your Education	13
Academic Policies	19
School of Business and Management	27
School of Computing	35
School of Education and Psychology	38
School of Nursing	49
School of Religion	75
School of Social Work	84
Global Community Development	92
Course Descriptions	97
Faculty Directory	133
Index	141

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# Academic Calendar

## Summer 2015

Online registration for summer opens April 13, 2015

### School of Business & Management

May 11–Jun 11 and Jun 12–Jul 25

### School of Education & Psychology

Counseling: May 11–29, Jun 1–25, Jun 30–Jul 23

Education: Jun 1–25, Jun 15–27 Outdoor Intensive, Jun 30–Jul 24

### School of Nursing

May 12–Aug 18

### School of Religion

Jun 2–18, Jun 16–27, Jun 30–July 11

### School of Social Work

May 11–15

### Global Community Studies

May 11–Aug 30

## First Semester, Fall 2015

Aug 23–Dec 13	School of Social Work classes begin and end
Aug 24–Dec 16	School of Computer Science classes begin and end
Aug 24–Dec 16	School of Education & Psychology classes begin and end
Aug 24–Dec 16	Global Community Development classes begin and end
Aug 24–Nov 20	School of Business and Management classes begin and end 12 week semester
Aug 24–Dec 16	School of Business and Management classes begin and end 16 week sem
Aug 25–Dec 15	School of Nursing classes begin and end
Sep 6–Sep 16	School of Education & Psychology-Outdoor Educ Fall Intensives
Sep 3–Dec 2	Begin ordering December graduation regalia online at <a href="http://www.cbgrad.com">www.cbgrad.com</a>
Sep 7	Last Day to Add a Class/Census date
Sep 10	Graduate Open House 6:30 pm Hulsey Wellness Center
Oct 16–18	Mid-Semester Break
Oct 29	Last Day to Drop a Class
Oct 30	Graduate Vespers, 6 pm
Oct 23	Deadline to request Dec/May graduation at Records & Advisement Office
Nov 3–13	Returning students Online Preregistration for Winter 2016
Nov 16–Jan 18	New and Transfer students Online Registration for Winter 2016
Nov 23–29	Thanksgiving Break
Dec 1	Graduate Christmas Party, 5:30 pm
Dec 14–17	Semester Examinations

Dec 17	Commencement 7:00 p.m. Iles Auditorium
Dec 17–Jan 10	Christmas Vacation
Dec 21	Fall 2015 Grades due at 5:00 p.m.

**Second Semester, Winter 2016**

Jan 10–May 1	School of Social Work classes begin and end
Jan 11–Apr 29	School of Business & Management classes begin and end 12 week sem
Jan 11–May 5	School of Business & Management classes begin and end 16 week sem
Jan 11–May 5	School of Computer Science classes begin and end
Jan 11–May 5	School of Education & Psychology-Counseling classes begin and end
Jan 11–May 5	Global Community Development classes begin and end
Jan 12–May 3	School of Nursing classes begin and end
Jan 17–27	School of Education & Psychology-Outdoor Educ Winter Intensives
Jan 15–Apr 12	Begin ordering May graduation regalia-www.cbgrad.com
Jan 18	Martin Luther King Jr. Day/Community Service Day
Jan 25	Last Day to Add A Class/Census Date
Mar 4–13	Spring Break
Mar 17	Graduate Open House, 6:30 pm Hulsey Wellness Center
Mar 24	Last Day to Drop a Class
Mar 29–Apr 8	Returning Students Online Preregistration for Fall 2016
Apr 11	Registration for Summer 2016 Opens
Apr 17	Graduate Vespers, 6 pm
May 2–5	Semester Examinations
May 8	Commencement 9:30 a.m. Chattanooga Convention Center
May 10	Winter 2016 Semester Grades due 5:00 p.m.

# This is Southern Adventist University

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

## The Mission

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

## Vision

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

## Core Values

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

## Educational Philosophy

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

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

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

## Institutional Goals

Southern Adventist University will

- **Learning Community**  
nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.
- **Faculty and Staff**  
hire and develop a competent and diverse faculty and staff who model

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

- **Students**  
recruit, retain, and support a capable, diverse student body.
- **Campus Environment**  
provide a safe, nurturing learning community of faith for students, faculty, and staff.
- **Student Service**  
enable every student to participate in local service and/or mission service activities.
- **Partnerships**  
pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.
- **Stewardship**  
steward resources entrusted to the university through effective fiscal management to fulfill its mission, vision and goals.

## Student Learning Goals

Students of Southern Adventist University will

- **Spiritual**  
grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church.
- **Intellectual**  
develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
- **Occupational**  
exhibit excellence and moral leadership in their chosen field of study and/or profession.
- **Social**  
develop socio-emotional maturity that will enable them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
- **Physical**  
take responsibility for their own well-being through a health-promoting lifestyle.

## Guiding Principles for Graduate Programs

In keeping with the institutional mission statement, graduate education at Southern Adventist University provides an opportunity for motivated students to

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

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

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

## History

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

In 1916, because of limited acreage available for further expansion of plant facilities, the school was moved to the Thatcher farm in Hamilton County, Tennessee. The name “Collegedale” was given to the anticipated community. At its new location, the school opened as Southern Junior College and continued as such until 1944 when it achieved senior college status, after which the name was changed to Southern Missionary College. In 1982 the name was changed to Southern College of Seventh-day Adventists. University status was achieved in 1996 when the name was changed to Southern Adventist University. In 2012, a doctor of nursing practice was added to the curriculum.

## Setting

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

## Accreditation and Memberships

Southern Adventist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award one-year certificates, associate degrees, baccalaureate degrees, master’s and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia

30033-4097 or call 404.679.4500 for questions about the accreditation of Southern Adventist University.

It is also accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. Additional information regarding the University may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, FL 32399 (850.488.8695). The Master of Science degree in School Counseling is approved by the Tennessee State Board of Education.

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

- The School of Business and Management is accredited through the International Assembly for Collegiate Business Education (Olathe, KS 66221, telephone number, 913.631.3009).
- The School of Education and Psychology teacher education program is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers P-12 education at Southern Adventist University. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes. The University is approved by the Tennessee State Board of Education for the preparation of secondary and elementary teachers.
- 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 Education Programs (CACREP), [www.cacrep.org](http://www.cacrep.org) (Alexandria, VA 22314, telephone number, 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 Doctor of Nursing Practice degree program is in approved candidacy status with ACEN, awaiting initial accreditation. 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).

## Facilities

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

- Brock Hall-Business and Management, English, History and Political Studies, Journalism and Communication, Visual Art and Design, WSMC FM90.5
- Daniels Hall-Social Work
- Hackman Hall-Religion
- Hickman Science Center-Biology, Chemistry, Computing, Mathematics, Physics and Engineering
- Hulsey Wellness Center-Physical Education, Health and Wellness
- J. Mabel Wood Hall-Music



- Ledford Hall-Technology
- Lynn Wood Hall-Advancement, Alumni, Development, Heritage Museum, Student Success Center/Counseling and Testing
- Florida Hospital Hall-Nursing
- McKee Library-Main Campus Library
- Miller Hall-Modern Languages
- Summerour Hall-Education and Psychology, Teaching Materials Center, 21st Century Classroom
- William Iles Physical Education Center-Physical Education, Swimming Pool
- Wright Hall-Administration

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

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

# Admissions

Southern Adventist University welcomes applications from students who will commit themselves to an educational program that unites academic integrity and Christian principles. The University does not discriminate 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 and the accelerated Computer Science program is open to any person with a four-year bachelor's degree from a regionally accredited institution. 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 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](http://southern.edu/graduatestudies)).
2. Non-refundable application fee.
3. Official transcript from the undergraduate school granting the undergraduate degree.
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](http://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 mail/e-mail once an action is taken.

## Deadlines

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

<b>TERM</b>	<b>U.S. RESIDENTS</b>	<b>INTERNATIONAL STUDENTS</b>
Fall	July 1	May 1
Winter	November 1	September 1
Summer	April 1	February 1

School of Nursing application deadlines are as follows:

<b>TERM</b>	<b>U.S. RESIDENTS</b>	<b>INTERNATIONAL STUDENTS</b>
Fall	May 1	March 1
Winter	October 1	August 1

## **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.

## **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.

## Admission of International Students

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. Students whose native language is not English must have a minimum TOEFL score of 600 (paper-based) or 100 (Internet-based). TOEFL information and registration are available online at [www.ets.org/toefl](http://www.ets.org/toefl).
4. 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).
5. Official scores on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT), if required.
6. Letters of recommendations or rating forms.

After admission is granted and financial documentation and degree confirmation are received, Southern Adventist University issues the I-20 Form for obtaining a visa.

Only students approved by the Immigration and Naturalization Service 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 to 20 hours per week while classes are in session and 40 hours per week during university vacation days.

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.

## **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.

## **International Evaluations**

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

- American Association of Collegiate Registrars and Admissions Officers (AACRAO): [www.aacrao.org/ies](http://www.aacrao.org/ies)
- Educational Credential Evaluators, Inc (ECE): [www.ece.org](http://www.ece.org)
- Foreign Credits: [www.foreigncredits.com](http://www.foreigncredits.com)

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

## **English Proficiency**

Regardless of nationality or citizenship, an applicant whose native language is not English must have a minimum TOEFL score of 600 (paper-based) or 100 (Internet-based). TOEFL scores are valid for two years from the test date. After two years, the test must be retaken and the new score submitted.

# Financing Your Education

Graduate students assume the primary responsibility for their educational costs. Financial aid is available to U.S. citizens and permanent residents in the form of low-interest federal and private educational loans. Repayment of these loans begins after a student drops below half-time status. Some private institutional scholarships and graduate assistantships are available for students in the Master of Business Administration, Computer Science, Counseling, Education, Global Community Development, Nursing, and Social Work programs. Students may apply for scholarships and assistantships through the respective schools.

Students receiving Seventh-day Adventist conference assistance for tuition and living expenses may not be eligible for financial aid. International students are not eligible for U.S. federal financial aid.

## **Federal Direct Loan Requirements and Disbursements**

Students must register for and attend a minimum of five credit hours per semester to receive a Federal Direct Loan. The first half of the loan amount is credited to the student's account when part-time attendance has been verified.

Graduate students may borrow up to \$20,500 per year, or the cost of attendance, whichever is less, at an annual interest rate that will not exceed 9.5 percent. The interest rate is announced by June 1. Principal repayment begins six months after the student ceases to be enrolled in a minimum of five credit hours. Students receiving a Federal Direct Loan must complete online the Free Application for Federal Student Aid (FAFSA) at [FAFSA.gov](http://FAFSA.gov) and a loan application with entrance counseling, at [studentloans.gov](http://studentloans.gov), six to eight weeks prior to the beginning of classes. Student borrowers may not receive anticipated loan funds unless the amount borrowed exceeds the direct costs, and the funds have been received by Southern. If extenuating circumstances arise, students may appeal to the Financial Appeals Committee.

## **Ability to Benefit**

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

## **Satisfactory Academic Progress Policy for Receiving Federal Financial Aid**

Government regulations require financial aid recipients to maintain satisfactory academic progress toward a degree, as measured both qualitatively and quantitatively, in order to receive financial aid, including federal loans. This requirement applies to the entire period of enrollment in 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 ineligibility for financial aid.

## Requirements

To be eligible for receiving financial aid, students must maintain a minimum cumulative GPA of 3.00 and complete a minimum of 67 percent of attempted credit.

Attempted credits are determined as of the census date. Aid is awarded based on these credits. Incompletes, withdrawals, and failed classes count toward the total attempted credits. A repeated course counts as attempted credit each time it is taken.

Completed credits apply to a student's degree and receive a passing grade. Incompletes, withdrawals, failed classes, and audits do not count as completed credits.

## Time Frame for Receiving Financial Aid

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

## Progress Review

Enrollment Services reviews each student's academic progress at least once per academic semester and sends written notice if satisfactory academic progress is not maintained.

A student whose financial aid has been suspended as a result of failing to comply with this policy, and who believes that unusual and unavoidable circumstances led to this suspension, may appeal to the Financial Appeals Committee. Enrollment Services advises the student in writing of the committee's decision.

## Fees and Charges 2015-2016

Effective May 1, 2015, graduate tuition is \$600 per credit hour. Tuition for a doctorate program is \$800 per credit hour.

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

Add/Drop Fee	\$25.00
Application Fee - online	25.00
Application Fee - paper	40.00
Commitment deposit - Social Work	250.00
Global Community Development Program Fee	3,200.00
Insufficient funds check fee and penalty	25.00
Validation Exam	50.00
Validation Exam Recording Fee/Credit	40.00

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
International Student Deposit	3,000.00
Parking fee	15.00
Replacement of ID card	20.00
Transcript fees:	
Processing Fee	2.25
Electronic Option Fee	1.75
FedEx Service (U.S. and Canada destinations only)	25.00

## Payment Plans

A student attending Southern Adventist University is expected to pay their semester balance prior to the start of classes or their classes will be removed from their account on the last day to receive a 100% tuition refund. For most students, Southern offers online payment plans for any charges that are not paid in full before the semester begins or are not covered by federal loans. Payment plan sign-up are made online at [southern.edu/payment](http://southern.edu/payment) after the charges for the semester have been posted to the student's account.



Students whose accounts have been reported to a credit bureau or have filed for bankruptcy discharge are not eligible for payment plans and should be prepared to pay their semester balance before classes begin.

## Financial Aid Budget 2014-2015

Degree Programs	Program Length (# of months/acad. yr.)
Business and Management (all emphases)	12
Computing (all emphases)	12
Education and Psychology	
• Counseling emphases	12
• Education emphases	12
• Outdoor Education emphasis	12
Nondepartment (Global Community Development)	12
Nursing (all emphases)	12
Nursing DNP	12
Religion (all emphases)	4
Social Work (all emphases)	12

## Estimated Expenses

	(12 mos.)	(8 mos.)	(4 mos.)
Tuition (9 credit hrs)	\$16,200	\$10,800	\$5,400
Housing	9,990	6,600	3,300
Board	3,750	2,500	1,250
Books and Supplies	1,800	1,200	600
Transportation	3,600	2,400	1,200
Personal/Medical	<u>3,600</u>	<u>2,400</u>	<u>1,200</u>
Financial Aid Budget*	\$38,850	\$25,900	\$12,950
<b>DNP Tuition (9 credit hrs)</b>	<b>\$21,600</b>	<b>\$14,400</b>	<b>\$7,200</b>
Books and Supplies	<u>500</u>	<u>500</u>	<u>500</u>
Financial Aid Budget*	\$22,100	\$14,900	\$7,700

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

## Refunds

A student who withdraws completely or partially during the semester will receive tuition and fees refund based on the date the completed withdrawal 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.

Refunds are calculated as follows:

1st week	100%
2nd and 3rd weeks	80%
4th and 5th weeks	60%
6th, 7th, and 8th weeks	40%
9th week through end of term	0%

Refunds for shortened school term including summer sessions:

1st week	100%
2nd week	60%
3rd week through end of term	0%

## International Student Deposit

In addition to regular University charges, an international student deposit of \$3,000 (USD) is required. (Canadians and documented permanent residents of the U.S. are not required to pay the international student deposit.) The deposit must be received by Enrollment Services before an I-20 Form is sent to the prospective student for entry to the U.S. This deposit is held until the student graduates, withdraws from Southern, or is unable to pay his or her student account, at which time the international deposit is applied to the student's account. If the account has been paid in full, the deposit is refunded after the final statement is issued.

## Student Insurance

Graduate students are eligible to enroll in the university's student health plan. Maintaining medical coverage through the university or another health plan is strongly encouraged. The university's student medical coverage is available for spouses and dependents. If you would like to sign up for coverage please submit the online Student Insurance Information Form to Risk Management at the beginning of each school year. A policy brochure describing benefits, terms, and limits is available on the Risk Management website, [southern.edu/risk](http://southern.edu/risk). Students who are only enrolled in online classes are not eligible for health insurance.

## Payment Methods

Students can pay online at [southern.edu/payment](http://southern.edu/payment) using a VISA, MasterCard, Discover, and American Express cards or via electronic check (ACH). The Cashier's Office honors VISA, MasterCard, Discover, and American Express cards, or cash or check, for making payments on student accounts. No cash withdrawal service is available from the Cashier's Office. This service may be obtained from a local financial institution or ATM.

The following information is required for paying an account with a credit card: 1) type of credit card, 2) cardholder's name, 3) credit card number, 4) expiration date, and 5) CVV code.

## Summer Residence Hall

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

The rental charge per person for dual occupancy is \$17 per day. When available, single occupancy is permitted at \$24 per day. Room charges are posted monthly to the student account based on the number of days a room is occupied/reserved.

Pets and/or children are not permitted to stay in the residence halls.

Arrangements for summer residence hall housing are made through the Talge Hall office manager (423.236.2990).

## University Apartments

The University apartments are available on a first-come-first-served basis. An online application can be found at [southern.edu/housing](http://southern.edu/housing). Rental arrangements are made in Financial Administration (423.236.2816). Approval through Student Finance for the rent to be billed on the student account, and a \$250 commitment deposit, is required before a rental agreement is issued. An additional \$5 deposit for each key will be billed on the student account. These deposits 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. Semester rental charges are posted to the student's account a semester at a time to be paid monthly. Rates are subject to change without notice.

## Books and Supplies

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

## Release of Transcripts or Diplomas

Transcripts, diplomas, certificates of completion, and other records are withheld if a student has an unpaid or past-due account at the school, any unpaid account for which the University has co-signed, or if a federal loan borrower has not completed a Federal Direct Loan Exit Interview.

When payment is made by personal check, the transcript is held until the check clears.

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

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

# Academic Policies

## GENERAL REQUIREMENTS FOR A MASTER'S DEGREE

### Admission, Progression and Degree Candidacy

Students under regular admission criteria are considered degree-seeking candidates and must maintain a minimal grade point average of 3.00, earning a minimum grade of C in no more than two courses.

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. See respective schools for program-specific requirements.

### 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.

### 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 may be 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.

### Graduation Requirements

In order to graduate, a candidate must:

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

3. Pass a comprehensive examination and/or a defense of a thesis/research project, portfolio, or case study, as may be required by the respective School. Specific requirements for each degree are listed under the School.

## **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](http://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.

## 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.

## Time Limit for Degree Completion

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

YEARS	SCHOOL/DEGREE
9	Religion
7	Education and Psychology
6	Business and Management, Nursing (MSN/MBA)
5	Business and Management
5	Computer Science
5	Nondepartmental (GCDP)
5	Nursing (DNP)
5	Nursing (MSN)
5	Social Work
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.

## 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.

## **Enrollment**

### **Advisement**

Each graduate student enrolled under regular and provisional admission status is assigned an adviser who provides academic counseling, approves 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](http://southern.edu/universityhealth). Registration is not complete until this form is submitted.

### **Online Programs**

Graduate programs are available online from the School of Business and Management, the School of Education and Psychology, the School of Nursing, the School of Computing, the School of Social Work, and Global Community Development. Course offerings and their information are available at [southern.edu/graduatestudies](http://southern.edu/graduatestudies).

### **Readmission**

A Southern graduate student who has not registered for courses at Southern for three consecutive terms (including summers), or two consecutive terms for summer intensives, must apply for admission. An admission application should be submitted to the Office of Graduate Studies at least two weeks prior to the desired reentry date or the application deadline required by the respective school. An official transcript showing all coursework taken in the interim at other institutions is required. The student is notified when Office of Graduate Studies and the School have taken action.

## Reclassification

A student who wishes to change a program of study must submit a Request for Change of Graduate Program form, available online at [southern.edu/records](http://southern.edu/records). The form requires the signature of the Dean of the School in which admission was previously granted. No signature is needed if a student requests to change from non-degree status to a degree program or from one degree to another within the same School. The student must be in good standing for a revision to be processed. Acceptance into a new degree program is contingent upon review and recommendation by that School. If the student is not accepted into the program requested, he/she remains in the former program. The results of each request for program change are communicated to the student by mail 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; transfer credit does not apply. Each emphasis consists of additional credits totaling at least one-third the amount of credits required for the degree. Refer to the School for clarification. Credit hours may apply to only one emphasis.

## 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

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

## 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.

Requirements for the DNP degree are:

1. No grade below a B is allowed during the DNP program.
2. A course with a grade below B must be repeated.
3. One course may be repeated in the DNP program.

## 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](http://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](http://southern.edu/records) or at the Records and Advisement Office.



# School of Business and Management

**Dean and Program Coordinator:** Mark Hyder

**Graduate Enrollment Counselor:** Lisa Kuhlman

**Faculty:** Michael Cafferky, H. Robert Gadd, Julie Hyde, Mark Hyder, Robert Montague, Braam Oberholster, Cliff Olson, Dennis Steele, Jon Wentworth

**Adjunct Faculty:** Neville Webster, Ben Wygal

## Mission Statement

The mission of the School of Business and Management lies within the mission of Southern Adventist University. The mission of the School of Business and Management is the pursuit of excellence in Christ-centered business education.

## Objectives

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

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

## Online Program

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

## Accreditation

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

- Bachelor of Business Administration degree

- Bachelor of Science degrees in Business Administration, Corporate Community Wellness Management, Long-Term Care Administration, Nonprofit Management, and Sports Studies
- Master of Business Administration
- Master of Science in Administration

## **Prerequisites for Admission**

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

## **Admission Requirements**

The School of Business and Management considers both qualitative and quantitative factors when considering an applicant's acceptance into its graduate programs. While no single formula exists for determining acceptance, the following factors are considered: undergraduate GPA, GMAT score, undergraduate degree, work experience, and the application essay. These factors, as well as additional factors, are considered in determining the applicant's potential for success in our graduate programs as well as success in a business career upon completion of our program.

In addition to the general admission requirements for graduate study, a candidate for a Master of Business Administration or a Master of Science in 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.
2. A cumulative undergraduate grade point average of 3.00 or higher.
3. A Graduate Management Admissions Test (GMAT) taken within the past five years. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related management experience may be admitted without a GMAT score.
4. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 100, having taken the test within the past year or demonstrate proficiency in the use of the English language.

## **Provisional Admission**

A student accepted on academic provisional 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 Programs**

Full-time students may be admitted into the program during fall semester. Part-time students may enter the program at the beginning of fall or winter semester.

## Time Limits

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

## Residence

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

## Transfer Credit and Progression

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

## Second Emphasis

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

## Graduation Requirements

A candidate must:

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

## MASTER OF BUSINESS ADMINISTRATION, M.B.A.

The Master of Business Administration program consists of 36 hours of courses (24 core and 12 emphases). The regular schedule is a three-semester regimen of four courses each. The emphases in the MBA are:

- Accounting
- Customized
- Finance
- Healthcare Administration (Southern Campus, Online)
- Management (Southern Campus, Online)
- Marketing Management
- Nonprofit Leadership
- A dual degree program (Master of Science in Nursing (MSN/MBA) is offered in conjunction with the School of Nursing. This program is offered on campus and online. (see SON section for details.)

Applicants without undergraduate accounting and finance courses will be required to complete prerequisite accounting and finance courses (see Prerequisites for Admission Requirements). Prerequisites can be taken in conjunction with the graduate program.

A customized emphasis is available to students who have a clearly defined academic objective not covered by existing emphases. This program must be worked out with the Dean in advance.

## **Courses for the Master of Business Administration**

### **CORE Courses for all MBA Emphases**

- BUAD 505 - Management in a Changing World **3 hours**
- BUAD 510 - Accounting for Control and Decision Making **3 hours**
- BUAD 520 - Financial Management **3 hours**
- BUAD 530 - Organizational Behavior **3 hours**
- BUAD 540 - Marketing Management **3 hours**
- BUAD 555 - Leadership and Change **3 hours**
- BUAD 562 - Integrating Faith and Business **3 hours**
- BUAD 570 - Strategic Decision Making **3 hours**
- Core Subtotal 24 Hours**

### **EMPHASIS IN ACCOUNTING**

**Select twelve (12) hours from the following courses:**

- ACCT - Accounting Electives 9 hours
- Any ACCT, BEXM, BHRM, BMKT, BUAD, ECON, FNCE, HADM or NPLD 3 hours
- Subtotal 12 Hours**

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

- ACCT 505 - Financial Accounting 3 hours \*
- ACCT 507 - Intermediate Financial Accounting I 3 hours (or equivalent)
- ACCT 508 - Intermediate Financial Accounting II 3 hours (or equivalent) \*
- FNCE 505 - Principles of Finance 3 hours \*
- Subtotal 12 Hours**
- Core Subtotal 24 Hours**
- TOTAL 36-48 HOURS**

### **EMPHASIS IN CUSTOMIZED (MUST BE APPROVED IN ADVANCE WITH THE DEAN)**

**Select twelve (12) hours from the following courses:**

- ACCT, BEXM, BHRM, BMKT, BUAD, ECON, FNCE, HADM or NPLD 12 hours
- Subtotal 12 Hours**

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

- ACCT 505 - Financial Accounting 3 hours \*
- FNCE 505 - Principles of Finance 3 hours \*
- Subtotal 6 Hours**
- Core Subtotal 24 Hours**
- TOTAL 36-42 HOURS**

### **EMPHASIS IN FINANCE**

**Select nine (9) hours from the following courses:**

- FNCE - Finance Electives 9 hours

Any ACCT, BEXM, BHRM, BMKT, BUAD, ECON, FNCE, HADM or NPLD 3 hours

**Subtotal 12 Hours**

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

ACCT 505 - Financial Accounting 3 hours \*

FNCE 505 - Principles of Finance 3 hours \*

**Subtotal 6 Hours**

**EMPHASIS IN HEALTHCARE ADMINISTRATION (ALSO AVAILABLE ONLINE)**

**Select twelve (12) hours from the following courses:**

HADM - Healthcare Administration 9 hours

Any ACCT, BEXM, BHRM, BMKT, BUAD, ECON, FNCE, HADM or NPLD 3 hours

**Subtotal 12 Hours**

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

ACCT 505 - Financial Accounting 3 hours \*

FNCE 505 - Principles of Finance 3 hours \*

**Subtotal 6 Hours**

**Core Subtotal 24 Hours**

**TOTAL 36-42 HOURS**

**EMPHASIS IN MANAGEMENT (ALSO AVAILABLE ONLINE)**

**Select twelve (12) hours from the following courses:**

BEXM 505 - Legal Framework of Decisions 3 hours

BHRM 510 - Human Resource Management 3 hours

BEXM - Management Electives 6 hours

ECON 521 - Managerial Economics 3 hours

**Subtotal 12 Hours**

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

ACCT 505 - Financial Accounting 3 hours \*

FNCE 505 - Principles of Finance 3 hours \*

**Subtotal 6 Hours**

**Core Subtotal 24 Hours**

**TOTAL 36-42 HOURS**

**EMPHASIS IN MARKETING MANAGEMENT**

**Select twelve (12) hours from the following courses:**

BEXM 505 - Legal Framework of Decisions 3 hours

BHRM 510 - Human Resource Management 3 hours

BMKT 520 - Integrated Marketing Communications 3 hours

BMKT 550 - International Marketing Management 3 hours

BMKT 585 - Contemporary Issues in Marketing Management 3 hours

BMKT 595 - Independent Study 3 hours

BMKT 597 - Marketing Research 3 hours

**Subtotal 12 Hours**

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

ACCT 505 - Financial Accounting 3 hours \*

FNCE 505 - Principles of Finance 3 hours \*

**Subtotal 6 Hours**

**Core Subtotal 24 Hours**

**TOTAL 36-42 HOURS**



### **EMPHASIS IN NONPROFIT LEADERSHIP**

**Select twelve (12) hours from the following courses:**

NPLD - Nonprofit Electives 9 hours

Any ACCT, BEXM, BHRM, BMKT, BUAD, ECON, FNCE, HADM or NPLD 3 hours

**Subtotal 12 Hours**

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

ACCT 505 - Financial Accounting 3 hours \*

FNCE 505 - Principles of Finance 3 hours \*

**Subtotal 6 Hours**

**Core Subtotal 24 Hours**

**TOTAL 36-42 HOURS**

### **MASTER OF SCIENCE IN ADMINISTRATION, M.S.A.**

The Master of Science in Administration degree is designed for students with a non-business undergraduate background or who desire further preparation in leadership. Students with an undergraduate degree from an accredited four-year institution may be accepted in the program with minimum prerequisites upon compliance with the admission requirements for graduate study. The emphases in the MSA are:

- Church Administration
- Customized (See below)
- Nonprofit Leadership
- Outdoor Education

### **Admission Requirements**

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

In some instances a Graduate Management Admissions Test (GMAT) taken within the past five years.

### **Admission to the Program**

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

### **Courses for the Master of Science in Administration**

The program consists of 30 hours of courses including six courses (18 hours) in the business area and the emphasis of four courses (12 hours) in the professional area. In addition, students who have not taken undergraduate accounting must take ACCT 505 or equivalent. Select one of the areas of emphasis in Church Administration, Customized, Nonprofit Leadership, or Outdoor Education.

### **The CORE Courses for all MSA Emphases**

BUAD 505 - Management in a Changing World 3 hours

BUAD 540 - Marketing Management 3 hours

BUAD 555 - Leadership and Change 3 hours

BUAD 562 - Integrating Faith and Business 3 hours

NPLD 552 - Christian Missionary Entrepreneurship 3 hours

NPLD 570 - Strategic Management in Nonprofit Organizations 3 hours

**Core Subtotal 18 Hours**

**Required for students who have not taken undergraduate equivalent\***

ACCT 505 - Financial Accounting 3 hours \*

**Subtotal 3 Hours**

#### **EMPHASIS IN CHURCH ADMINISTRATION**

**Select twelve (12) hours of electives from:**

RELB, RELP, or RELT

**Subtotal 12 Hours**

**Required for students who have not taken undergraduate equivalent\***

ACCT 505 - Financial Accounting 3 hours \*

**Subtotal 3 Hours**

**Core Subtotal 18 Hours**

**TOTAL 30-33 HOURS**

#### **EMPHASIS IN CUSTOMIZED**

(Must be approved in advance with the dean)

**Select twelve (12) hours from the following courses:**

ACCT, BEXM, BHRM, BMKT, BUAD, COUN, CPHE, CPTR, ECON, EDAD, EDIL, EDLE, EDOE, EDUC, FNCE, HADM, NPLD, NRSRG, RELB, RELP, RELT or SOCW in consultation with your adviser.

**Subtotal 12 Hours**

**Required for students who have not taken undergraduate equivalent\***

ACCT 505 - Financial Accounting 3 hours \*

**Subtotal 3 Hours**

**Core Subtotal 18 Hours**

**TOTAL 30-33 HOURS**

#### **EMPHASIS IN NONPROFIT LEADERSHIP**

**Select six (6) hours from:**

ACCT, BEXM, BHRM, BMKT, BUAD, FNCE, HADM, NPLD electives.

**Select an additional six (6) hours from:**

ACCT, BEXM, BHRM, BMKT, BUAD, COUN, CPHE, CPTR, EDAD, EDIL, EDLE, EDOE, EDUC, FNCE, HADM, NPLD, NRSRG, RELB, RELP, RELT or SOCW in consultation with your adviser

**Subtotal 12 Hours**

**Required for students who have not taken undergraduate equivalent\***

ACCT 505 - Financial Accounting 3 hours \*

**Subtotal 3 Hours**

**Core Subtotal 18 Hours**

**TOTAL 30-33 HOURS**

#### **EMPHASIS IN OUTDOOR EDUCATION**

**Choose one of the following course combinations:**

EDOE 503 - Principles and Concepts of Outdoor Education 2 hours

EDOE 504 - Field Experience in Principles and Concepts of Outdoor Educ. 1 hour

**or**

EDOE 523 - Leadership in Outdoor Education 2 hours

EDOE 524 - Field Experience in Leadership in Outdoor Education 1 hour

**or**

EDOE 533 - Developing Outdoor Teaching Sites 2 hours

EDOE 534 - Field Experience in Developing Outdoor Teaching Sites 1 hour

**Subtotal 3 Hours**

**Select nine (9) hours from:**

Elective course offerings in EDOE from the School of Education and Psychology

**Subtotal 9 Hours**

**Required for students who have not taken undergraduate equivalent\***

ACCT 505 - Financial Accounting 3 hours \*

**Subtotal 3 Hours**

**Core Subtotal 18 Hours**

**TOTAL 30-33 HOURS**

# School of Computing

**Dean:** Richard L. Halterman

**Program Coordinator:** Tyson S. Hall

**Faculty:** Scot Anderson, Tyson S. Hall, Richard L. Halterman, Timothy D. Korson

## 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.

## Degree Offered

The School of Computing offers a Master of Science in Computer Science with two options:

- Computer Science
- Embedded Systems

## MASTER OF SCIENCE IN COMPUTER SCIENCE, M.S.

- Emphasis in Computer Science
- Emphasis in Embedded Systems

## Prerequisites for Admission

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 or embedded systems prior to admission.

## Admission to the Program

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 TOEFL score of at least 100, 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

## 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.

## 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.

## Time Limits

Graduate students will normally take two courses per semester (6 hours) for four semesters (24 hours). During the second year of the program students will add the project/thesis course to the normal course load giving a total of nine hours per semester (an additional 6 hours). Normal progress of part-time students will be one or more courses per semester. The time allowed from graduate program enrollment to the conferring of the Master of Science in 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 Credit and Progression

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

## Graduation Requirements

A candidate for graduation must:

1. Complete an application to graduate, which must be filed with Records and Advisement 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.

## 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.

## Courses for Master of Science in Computer Science

### CORE Courses for all Computer Science Emphases

- CPHE 533 - Advanced Computer Architecture 3 hours
- CPTR 511 - Testing and Quality Assurance 3 hours
- CPTR 531 - Algorithms 3 hours
- CPTR 542 - Advanced Network Security 3 hours
- CPTR 571 - System Software and Architecture 3 hours
- CPTR 575 - Issues in Computer Science and Religion 3 hours

**Required Core 18 hours**

### EMPHASIS IN COMPUTER SCIENCE

#### Required Core 18 hours

- CPTR Electives 9 hours (CPHE 3 hours allowed)
- CPTR 598 - Project 1-6 hours (6 hours required)
- or CPTR 599 - Thesis 1-6 hours (6 hours required)

**Subtotal 15 hours**

**TOTAL 33**

### EMPHASIS IN EMBEDDED SYSTEMS

#### Required Core 18 hours

- CPHE Electives 6 hours (CPTR 3 hours allowed)
- CPHE 598 - Project 1-6 hours
- or CPHE 599 - Thesis 1-6 hours

**Subtotal 15 hours**

**TOTAL 33**

# School of Education and Psychology

**Dean:** John W. McCoy

**Dir. of MSED Programs & Instructional Leadership Coordinator:** Bonnie Eder

**Literacy Education Coordinator:** Krystal Bishop

**Outdoor Education Program Director & Coordinator:** Douglas Tilstra

**Clinical Mental Health Counseling Program Coordinator:**

**Dir. of Counseling Programs & School Counseling Program Coordinator:**  
Ileanna Freeman

**Graduate Enrollment Counselor:** Mikhaile Spence

**Faculty:** Krystal Bishop, Robert Coombs, Bonnie Eder, Ileanna Freeman, Alfredo Fuentes, Faith Laughlin, John W. McCoy, Carleton L. Swafford, Douglas Tilstra, Tron Wilder, Ruth Williams

## 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 Counseling and a Master of Science in Education degree with three emphases.

The emphases in Counseling are:

- Clinical Mental Health Counseling
- School Counseling

The emphases in Education are:

- Instructional Leadership
- Literacy Education
- Outdoor Education

## Delivery Formats

Most graduate courses in the School of Education and Psychology are offered in a face-to-face format. Certain courses, however, are offered in online, hybrid, and/or intensive seminar formats. The MSED Instructional Leadership program is online, with the exception of one, two-week, on-campus intensive. For online course availability and more information visit [online.southern.edu](http://online.southern.edu) or contact the Southern Online Campus at 423.236.2087.

## Admission

1. **GPA Requirement:** A minimum grade point average of 3.25 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:** 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 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 evidence of having passed a background check 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. **Resumé:** 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 3.25 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 may not extend beyond 9 credit hours, and is not extended to international students.

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.

## Admission to Candidacy

In order to enroll in Clinical Internship, MS in Counseling students must be admitted to candidacy. MEd 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.

## Program Completion

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



## MASTER OF SCIENCE IN COUNSELING, M.S.

### 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 also approved by the Tennessee State Board of Education and the National Council for Accreditation of Teacher Education (NCATE).

### Mission, Goal and Objectives

The mission of the Master of Science in 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 Counseling program are to prepare graduates who demonstrate the following:

- Evidence of personal and professional dispositions 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 to the Program

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 to be admitted in regular standing:

1. **Prerequisite Coursework:** The completion of a minimum of 6 credits in psychology or behavioral sciences on the upper-division undergraduate or graduate level plus one class in research and/or statistics is required. [Note: These courses will not be counted as part of the graduate program.]
2. **Recommendations:** Three letters of recommendation, including one academic and one professional, from recent sources, are required. Additional recommendation forms (to be attached to letters) are available from the Graduate Studies Office or online at [southern.edu/graduatestudies](http://southern.edu/graduatestudies).
3. **Interview:** An interview by Counseling area faculty to assess the candidate's values, commitment to multiculturalism, attitudes, and communication skills is required. 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 16 PF personality test must be on record prior to completion of faculty interview. Contact the School of Education and Psychology Graduate Enrollment Counselor for instructions.

### Progression

Progression in the program may be inhibited by a variety of circumstances. Regular evaluations of students' personal and professional dispositions are conduct-

ed 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 counseling degree.

## Admission to Candidacy

MS in Counseling students cannot progress to Clinical Internship without being admitted to candidacy. MS in Counseling students must complete the following requirements for admission to candidacy.

**Application:** Submit an application 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 Counseling Programs Council.

## Field Experiences

Students must apply for Practicum II and Internship before the end of the semester prior to when they register for the class. (They will not be required to re-submit an application to Internship for each semester in which they register.) Notification of approval/denial of Practicum II/Internship application will be done in writing by the Graduate Enrollment Counselor.

Students must complete Practicum II prior to registering for and/or accruing hours for Internship. No counseling student can accumulate Clinical Internship hours unless they have received written notification of 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 Practicum II or 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.

To register for Internship, a minimum of 38 credits must be completed for School Counseling, and 44 credits for Clinical Mental Health Counseling. 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 internship or practicum must meet the following criteria: (a) three years experience in current position (b) licensure in respective area, and (c) recommendation by the school or agency administration.

## Program Completion

To graduate from a Master of Science program in 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 all components of a comprehensive examination as dictated by the department policy, or successfully defend a Master's thesis.
2. Field Experience Diversity Form (School Counseling candidates only): Submit a completed Field Experience Diversity form. This form is available from the School of Education and Psychology.
3. Program Portfolio: Obtain a score of proficient or better on all sections of the program portfolio.
4. Praxis Exam (School Counseling licensure candidates only): Successfully complete the Praxis Series Specialty Test: Professional School Counselor.

## Courses for Master of Science in Clinical Mental Health Counseling Emphasis

The program includes 60 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.

### The REQUIRED courses are as follows

- COUN 510 - Advanced Lifespan Development 3 hours
- COUN 514 - Drugs and Addictions 3 hours
- COUN 516 - Career Counseling 3 hours
- COUN 520 - Principles of Counseling 3 hours
- COUN 521 - Psychopathology 3 hours
- COUN 526 - Ethics and Legal Aspects of Counseling 2 hours
- COUN 530 - Assessment and Appraisal 3 hours
- COUN 553 - Group Counseling and Procedures 3 hours
- COUN 556 - Theories and Techniques of Counseling 3 hours
- COUN 561 - Multicultural Issues in Counseling 3 hours
- COUN 570 - Counseling in Community Agencies 3 hours
- COUN 575 - Administration of Counseling Services 3 hours
- COUN 582 - Clinical Practicum I 1 hour
- COUN 583 - Clinical Practicum II: Clinical Mental Health Counseling 1-2 hours (2 hours required)
- COUN 584 - Clinical Internship: Clinical Mental Health Counseling 1-6 hours (6 hours required)
- COUN 588 - Statistics 3 hours
- COUN 590 - Marriage and Family Counseling I 3 hours
- COUN 593 - Child and Adolescent Problems and Treatment 3 hours
- COUN 598 - Research and Program Evaluation 3 hours

**Electives**

To be eligible for state LPC licensure (60 credits minimum), candidates must select additional hours from the following courses:

- COUN 507 - Sexuality: Issues in Counseling 2-3 hours
- COUN 565 - Topics in Counseling 1-3 hours
- COUN 591 - Marriage and Family Counseling II 3 hours
- COUN 595 - Independent Study 1-3 hours
- COUN 599 - Master's Thesis 1-6 hours (6 hours required)

**TOTAL 60-62 HOURS**

*NOTE: Availability of courses may vary*

## **Courses for Master of Science in School Counseling Emphasis**

This program includes 50 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.

### **The REQUIRED courses are as follows**

- COUN 503 - Foundations of School Counseling 3 hours
- COUN 510 - Advanced Lifespan Development 3 hours
- COUN 514 - Drugs and Addictions 3 hours
- COUN 516 - Career Counseling 3 hours
- COUN 520 - Principles of Counseling 3 hours
- COUN 526 - Ethics and Legal Aspects of Counseling 2 hours
- COUN 528 - Learning and School Counseling Interventions 3 hours
- COUN 530 - Assessment and Appraisal 3 hours
- COUN 553 - Group Counseling and Procedures 3 hours
- COUN 556 - Theories and Techniques of Counseling 3 hours
- COUN 561 - Multicultural Issues in Counseling 3 hours
- COUN 577 - Administration of School Counseling Services 3 hours
- COUN 582 - Clinical Practicum I 1 hour
- COUN 583 - Clinical Practicum II: School Counseling 1-2 hours (2 hours required)
- COUN 584 - Clinical Internship: School Counseling 1-6 hours (6 hours required)
- COUN 588 - Statistics 3 hours
- COUN 598 - Research and Program Evaluation 3 hours

**TOTAL 50 HOURS**

### **Thesis Option:**

- COUN 599 - Master's Thesis 1-6 hours (6 hours required)

**TOTAL 50-56 HOURS**

*NOTE: Availability of courses may vary*

## MASTER OF SCIENCE IN EDUCATION, M.S.ED.

### Goals and Objectives

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

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

### Admission to the Program

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. **Prerequisite Coursework:** Completion of a minimum of nine semester credits in undergraduate education courses (or in graduate education courses which will not be counted as a part of the graduate program). 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](http://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.

### 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. **Position Paper:** Receive a score of proficient or higher on each of the components of the program-specific position paper. This paper will be completed in EDAD 520 for Instructional Leadership, EDLE 567 for Literacy Education, and EDOE 543 for Outdoor Education.

6. **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.

## Program Completion

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.

## Courses for the Master of Science in Education

One of the following emphases is to be selected:

### EMPHASIS IN INSTRUCTIONAL LEADERSHIP

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.

### The REQUIRED courses are as follows

- EDAD 520 - Foundations of Instructional Leadership 3 hours
- EDIL 547 - Curriculum Development 3 hours
- EDIL 562 - Instructional Leadership 3 hours
- EDUC 588 - Statistics 3 hours
- EDUC 591 - Methods of Educational Research 3 hours

EDIL 594 - Clinical Practice 3 hours  
or EDAD 594 - Clinical Practice 3 hours

**Subtotal 18 Hours**

**Select fifteen (15) hours from an area**

(e.g. EDAD or a content area, such as math, science, English, or history). Individuals interested in pursuing a course of study in administration (e.g. school principal or superintendent) will complete their 15 hours online at Southern in courses with the EDAD prefix. These individuals should also complete the EDAD Clinical Practice. 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. Content area candidates will complete the EDIL Clinical Practice.

**Subtotal 15 Hours**

**TOTAL 33 HOURS**

*Note: Availability of courses varies from year to year.*

**EMPHASIS IN LITERACY EDUCATION**

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. The Literacy Education program focuses on enhancing classroom pedagogy with a goal of teaching differently. Because most courses contain a significant application component, teachers are given ample opportunities to translate theory into practice.

**The REQUIRED courses are as follows**

EDLE 527 - Implementing Reading Workshop 3 hours  
EDLE 537 - Implementing Writing Workshop 3 hours  
EDLE 565 - Critical Thinking in Content Literacy 3 hours  
EDLE 567 - Literacy Instruction in Primary Classrooms 3 hours  
EDLE 573 - The Art of Teaching Writing 3 hours  
EDLE 586 - Professional Applications in Literacy 3 hours  
EDLE 594 - Clinical Practice 3 hours  
EDUC 577 - Reading Assessment and Remediation 3 hours  
EDUC 588 - Statistics 3 hours  
EDUC 593 - Educational Action Research 3 hours

**Subtotal 30 Hours**

**Select three (3) hours of elective from EDAD, EDIL, EDLE, EDOE, or EDUC:**

EDAD, EDIL, EDLE, EDOE, or EDUC.

**Subtotal 3 Hours**

**TOTAL 33 HOURS**

*Note: Availability of courses varies from year to year.*

**EMPHASIS IN OUTDOOR EDUCATION**

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 im-

plementing 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, student must submit and receive approval on a Professional Portfolio containing specific evidences as directed by the guidelines provided.

### **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 ten-day 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 attendance option is designed for K-12 teachers who would like to use outdoor laboratories to enrich the classroom curriculum. Typically the student will attend three consecutive 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.

#### **The REQUIRED courses are as follows**

- EDOE 538 - Technology in Outdoor Education 2 hours
- EDOE 543 - Environmental Ministries 2 hours
- EDOE 593 - Adventure-Based Counseling 2 hours
- EDUC 591 - Methods of Educational Research 3 hours
- EDOE 576 - Outdoor Intensive Lab-Fall 0 hours
- or EDOE 577 - Outdoor Intensive Lab-Winter 0 hours
- or EDOE 578 - Outdoor Intensive Lab-Summer 0 hours

#### **Subtotal 9 Hours**

#### **Select twelve (12) hours from the following courses:**

- EDOE 503 - Principles and Concepts of Outdoor Education 2 hours
- EDOE 504 - Field Experience in Principles and Concepts of Outdoor Ed. 1 hour
- EDOE 513 - Nature Study 2 hours
- EDOE 514 - Field Experience in Nature Study 1 hour
- EDOE 523 - Leadership in Outdoor Education 2 hours
- EDOE 524 - Field Experience in Leadership in Outdoor Education 1 hour
- EDOE 533 - Developing Outdoor Teaching Sites 2 hours



EDOE 534 - Field Experience in Developing Outdoor Teaching Sites 1 hour  
EDOE 535 - Outdoor Therapy: Design and Procedures 2 hours  
EDOE 536 - Field Experience in Outdoor Therapy 1 hour

**Subtotal 12 Hours**

**Electives**

Select a minimum of fifteen (15) hours from any Master's-level Business, Counseling, or Education courses (must have pre-approval of Outdoor Education adviser).  
Eight (8) hours must be EDOE courses.

**Subtotal 15 Hours**

**TOTAL 36 HOURS**

*Note: EDUC 598 Master's Thesis is recommended*

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

## **Suggested Schedules for Outdoor Professional Intensives**

### **Winter Outdoor Site Development Intensive (even years)**

EDOE 513 - Nature Study 2 hours  
EDOE 514 - Field Experience in Nature Study 1 hour  
EDOE 533 - Developing Outdoor Teaching Sites 2 hours  
EDOE 534 - Field Experience in Developing Outdoor Teaching Sites 1 hour  
EDOE 577 - Outdoor Intensive Lab-Winter 0 hours  
EDUC 591 - Methods of Educational Research 3 hours  
Electives (up to 3 credits) 1-3 hours

### **Winter Outdoor Perspectives Intensive (odd years)**

EDOE 503 - Principles and Concepts of Outdoor Education 2 hours  
EDOE 504 - Field Experience in Principles and Concepts of Outdoor Educ. 1 hour  
EDOE 538 - Technology in Outdoor Education 2 hours  
EDOE 577 - Outdoor Intensive Lab-Winter 0 hours  
EDOE 593 - Adventure-Based Counseling 2 hours  
Electives or Internship 2-5 hours

### **Fall Outdoor Leadership Intensive**

EDOE 523 - Leadership in Outdoor Education 2 hours  
EDOE 524 - Field Experience in Leadership in Outdoor Education 1 hour  
EDOE 543 - Environmental Ministries 2 hours  
EDOE 563 - Wilderness Stewardship 2 hours  
EDOE 576 - Outdoor Intensive Lab-Fall 0 hours  
Electives or Internship 2-5 hours

# School of Nursing

**Dean:** Barbara James

**Program Coordinator:** Holly Gadd

**Graduate Enrollment Counselor:** Diane Proffitt

**Faculty:** Ronda Christman, Bonnie Freeland, Holly Gadd, Jeff Gates, Jaclynn Huse, Barbara James, Frances Johnson, Michael Liedke, Lilly Tryon

**Adjunct Faculty:** Stephen Bauer, Michael Cafferky, Ileanna Freeman, H. Robert Gadd, Robert Montague, Cliff Olson, MaryAnn C. Roberts, Dennis Steele, Neville Webster, Jon Wentworth, Ben Wygal

## Mission Statement

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

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

## Degrees Offered

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

- Acute Care Nurse Practitioner - Adult/Gerontology
- Adult/Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator (available on campus and online)
- Psychiatric Mental Health Nurse Practitioner

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

- Master of Science in Nursing/Master of Business Administration (MSN/MBA)-(available on campus and online)

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

- Acute Care Nurse Practitioner - Adult/Gerontology
- Adult/Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator (available on campus and online)
- Psychiatric Mental Health Nurse Practitioner

The School of Nursing offers a post-Master's certificate in the following emphases:

- Acute Care Nurse Practitioner - Adult/Gerontology
- Adult/Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator (available on campus and online)
- Psychiatric Mental Health Nurse Practitioner

The School of Nursing offers a Doctor of Nursing Practice with the following emphases:

- Acute Care - Adult/Gerontology (online)
- Acute Care Specialization (online)
- Lifestyle Therapeutics (online)

## **DOCTOR OF NURSING PRACTICE, D.N.P.**

### **DNP Overview**

The DNP program is designed as an online post-master's in nursing degree program for nurses wishing to expand their scope of practice. Applicants to the acute care emphases must hold certification as a nurse practitioner. Applicants to the lifestyle therapeutics emphasis are not required to be nurse practitioners. The program is based on the Essentials of Doctoral Education for Advanced Nursing Practice guidelines put forth by the American Association of Colleges of Nursing (AACN, 2006).

### **Accreditation**

The Doctor of Nursing Practice (DNP) degree program is approved by the Southern Association of Colleges and Schools (SACS) and the Accreditation Commission for Education in Nursing (ACEN).

### **DNP Admission Requirements**

Admission to the DNP program is achieved in three (3) consecutive steps:

1. General University admission - documents submitted to graduate studies office
  - Graduate Application
  - Official transcripts from undergraduate and graduate schools attended, documenting MSN, a minimum cumulative graduate GPA of 3.00 and evidence of successful completion of an undergraduate or graduate course in statistics (3 credit hours)
  - Three letters of recommendation (2 from a clinical setting; 1 academic)
  - Narrative statement describing the applicant's purpose and goals
  - Curriculum vitae
2. School of Nursing admission to the DNP program - documents submitted to graduate enrollment counselor in the School of Nursing
  - Scholarly writing sample (e.g. previous graduate-level paper)
  - Current RN licensure in state or country of practice

- Current Advanced Practice Certification from a nationally recognized organization (Acute Care emphases only)
  - Current Advanced Practice License in state or location of residence as required by that jurisdiction (Acute Care emphases only)
  - Work experience as an RN. A minimum of two years (4000 hours) is generally expected. Acute care applicants should document acute care skill set. 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.
  - Interview by faculty member(s) - scheduled once all other documents have been submitted
  - International students must submit official transcripts along with an evaluation by an accredited evaluation service. Applicants must achieve a TOEFL score of at least 100 within the past year prior to application.
3. Satisfactory outcome of the health and safety assessments, and completion of basic emergency training requirements of the program - documents submitted to graduate enrollment counselor in the School of Nursing
- Physical exam
  - Criminal background check
  - Drug screen
  - Current immunizations\*
  - CPR / BLS certification\*

*\*currency must be maintained throughout DNP program*

## Admission to the Program

The DNP program is designed as an online five-semester program (fall-winter-summer-fall-winter) with three campus visits of approximately four days each scheduled in the first, third and fifth semesters. Students may lengthen their program to meet their individual needs for a lighter academic load. A new cohort of students is accepted each fall.

Students residing outside of the State of Tennessee should check with the Graduate Studies Office prior to application to determine if there are restrictions related to online education related to their place of residence.

Students pursuing the emphasis in either Acute Care Nurse Practitioner or Acute Care are required to meet MSN and NP certification requirements.

Students pursuing the emphasis in Lifestyle Therapeutics must hold a MSN degree; however, not required to meet NP certification requirements.

## Application Deadlines

All documents for Step 1 and Step 2 of the admission process must be complete by May 1 for fall admission. 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.

## **Applicant Notification of Admission Status**

Applicants will be notified in writing of the DNP Admissions Committee's decision within one month following the published application deadline.

## **Time Limits**

The program is designed to meet the needs of working adults. Students typically complete two to three courses each semester. Course loads range from six to nine hours per semester. Students who are unable to take a full load of classes will be eligible to take a missed class with the next cohort. The total time allowed to complete the program from enrollment in the program to the conferring of the DNP degree may not exceed five years. An application for an extension will be considered on an individual basis.

## **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 and University Health Services. Additional screening may be done at random. Progression may be adversely affected by negative background or drug screen reports.

Student 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 grade below a B is allowed during the DNP program.
2. A course with a grade below B must be repeated.
3. One course may be repeated in the DNP program.

## **Residence**

Of the designated credit hours required to complete the differing tracks of the DNP program, the last 20 semester hours must be taken through the Southern Adventist University School of Nursing. Seventy-five percent of program requirements must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing.

## **DNP Graduation Requirements**

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00.

## **Courses for the Doctor of Nursing Practice**

### **CORE Courses**

- HADM 532 - Healthcare Economics and Finance 3 hours
- NRSG 711 - Healthcare Technology in Advanced Practice 2 hours
- NRSG 714 - Practical Epidemiology and Research 3 hours
- NRSG 716 - Applied Biostatistics in Clinical Research 3 hours
- NRSG 722 - Genetics and Environment in Disease 3 hours

NRSG 723 - Christian Leadership and Management 2 hours

RELT 540 - Christianity and Ethics in Professional Practice 3 hours

**Required Core 19 hours**

### **Scholarly Project Courses**

NRSG 810 - Scholarly Project Development 1 hour

NRSG 815 - Scholarly Project Progression 2 hours

NRSG 820 - Scholarly Project Implementation 3 hours

NRSG 825 - Scholarly Project Evaluation 3 hours

**Required Scholarly Project 9 hours**

## **EMPHASIS IN ACUTE CARE ADULT/GERONTOLOGY**

### **Objectives**

The Acute Care Adult/Gerontology program will prepare graduates nurses who:

1. Expand advanced practice nursing role to encompass care adults of all ages and families experiencing acute, critical, and chronic health problems.
2. Integrate DNP competencies as a guide for acute care practice.
3. Promote wholistic Christ-centered care for adults of all ages and families experiencing acute, critical, and chronic health problems.
4. Translate and develop research evidence knowledge for quality practice outcomes.
5. Lead and guide in various advanced practice roles and settings for improving system functions, professional and patient outcomes.

### **Courses**

Required Core 19 hours

Required Scholarly Project 9 hours

NRSG 730 - Emergency and Disaster Management 2 hours

NRSG 757 - Acute Care Concepts and Skills I 3 hours

NRSG 759 - Acute Care Concepts and Skills II 3 hours

NRSG 772 - Practicum I: Adult/Gerontology Acute Care 2 hours

NRSG 774 - Practicum II: Adult/Gerontology Acute Care 2 hours

NRSG 776 - Practicum III: Adult/Gerontology Acute Care 2 hours

**TOTAL 42**

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

## **EMPHASIS IN ACUTE CARE SPECIALIZATION**

### **Objectives**

The Acute Care Specialization program will prepare graduates nurses who:

1. Expand advanced practice nursing role to encompass care adults of all ages and families experiencing acute, critical, and chronic health problems.
2. Integrate DNP competencies as a guide for acute care practice.
3. Promote wholistic Christ-centered care for adults of all ages and families experiencing acute, critical, and chronic health problems.
4. Translate and develop research evidence knowledge for quality practice outcomes.

5. Lead and guide in various advanced practice roles and settings for improving system functions, professional and patient outcomes.

### **Courses**

Required Core 19 hours  
Required Scholarly Project 9 hours  
NRSNG 730 - Emergency and Disaster Management 2 hours  
NRSNG 761 - Acute Care Specialization I 2 hours  
NRSNG 762 - Acute Care Specialization II 2 hours  
NRSNG 783 - Practicum I: Acute Care Specialization 2 hours  
NRSNG 784 - Practicum II: Acute Care Specialization 2 hours  
**TOTAL 38**

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

### **EMPHASIS IN LIFESTYLE THERAPEUTICS**

#### **Objectives**

The Lifestyle Therapeutics program will prepare graduates nurses who:

1. Expand advanced practice nursing role to encompass care adults of all ages and families experiencing acute, critical, and chronic health problems.
2. Integrate DNP competencies as a guide for acute care practice.
3. Promote wholistic Christ-centered care for adults of all ages and families experiencing acute, critical, and chronic health problems.
4. Translate and develop research evidence knowledge for quality practice outcomes.
5. Lead and guide in various advanced practice roles and settings for improving system functions, professional and patient outcomes.

### **Courses**

Required Core 19 hours  
Required Scholarly Project 9 hours  
NRSNG 728 - Introduction to Lifestyle Therapeutics 2 hours  
NRSNG 734 - Educating and Motivating Patients for Lifestyle Changes 2 hours  
NRSNG 744 - Exercise Modalities for Lifestyle Change 3 hours  
NRSNG 746 - Nutritional Approaches to Disease Prevention and Management 3 hours  
NRSNG 765 - Current Topics in Advanced Practice 1-3 hours  
**TOTAL 39**

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

### **MASTER OF SCIENCE IN NURSING, M.S.N.**

#### **Accreditation**

All Master of Science degree programs are approved by the Tennessee Board of Nursing and fully accredited by the Accreditation Commission for Education in Nursing (ACEN).

## **MSN Admission Requirements**

1. Completed graduate application.
2. A baccalaureate degree with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. Three hours in statistics.
5. An undergraduate GPA of 3.00 or better. If the candidate has previously taken 12 or more graduate credits from another college or university, the graduate GPA may be substituted for the undergraduate GPA.
6. Applicants with less than a 3.00 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
7. Personal interview and two professional references.
8. A minimum of two years (4,000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have substantive experience in critical care or a related area, and submit documentation of critical care skill set with application.
9. Individual 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 while enrolled in the graduate curriculum.
10. International students must have a TOEFL score of at least 100 with testing within the past year.

## **Admission to the Program**

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

## **Application Process**

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to May 1 for fall admission, and by October 1 for winter admission. Priority is given to most qualified applicants based on level of education, work experience, and completion of all items of the application process. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunizations, recent physical examination, and healthcare provider CPR certification to School of Nursing MSN Enrollment Counselor.

## **Applicant Notification of Admission Status**

1. Files of applicants who have completed the application process (steps 1 - 3 above) will be considered for program admission by the School of Nursing Graduate Admissions Committee at scheduled meetings in May and October.



2. 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).

## **Time Limits**

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

## **Progression**

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 MSN Enrollment Counselor and University Health Services. Additional screening may be done at random. Progression may be adversely affected by negative background or drug screen reports.

Student academic standing is monitored regularly for incomplete, in-progress, 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 MSN program.
2. A grade of C- or below must be repeated.
3. Only one course may be repeated in the MSN program.

## **Residence**

The last 30 semester hours must be taken through the Southern Adventist University School of Nursing. Seventy-five percent of program requirements must be completed at Southern Adventist University. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing. Advanced Pathophysiology, Advanced Pharmacology, and Advanced Assessment transfer courses must have been completed within the past five years.

## **MSN Graduation Requirements**

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework with a minimum grade-point-average of 3.00, including no more than 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.
3. For students with dual emphases, all listed coursework for both emphases must be completed. Second emphasis requirements listed in general graduate enrollment policies may be waived as needed.

## Courses for the Master of Science in Nursing

### The CORE courses are as follows

- NRSG 515 - Theoretical Concepts of Nursing 2 hours
- NRSG 520 - Health Promotion Across the Lifespan 3 hours
- NRSG 527 - Nursing Research: Foundations of Evidence-based Practice 4 hours
- NRSG 540 - Health Care Policy 3 hours
  - or HADM 545 - Healthcare Policy 3 hours
- NRSG 594 - MSN Capstone 2 hours

**Core Subtotal 14 Hours**

One of the following emphases is to be selected

### EMPHASIS IN ACUTE CARE NURSE PRACTITIONER - ADULT/GERONTOLOGY\*

#### Objectives

The Acute Care Nurse Practitioner - Adult/Gerontology program will prepare graduate nurses who:

1. Provide primary care for adults of all ages and families experiencing complex acute, critical, and chronic health problems.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote wholistic Christ-centered care for adults of all ages and families experiencing complex acute, critical, and chronic health problems.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

#### Courses

- NRSG 550 - Advanced Pathophysiology 3 hours
- NRSG 552 - Advanced Pharmacology 3 hours
- NRSG 555 - Advanced Health Assessment 4 hours
- NRSG 635 - Role Development for Advanced Practice Nurses 2 hours
- NRSG 640 - Primary Care of Adults I 3 hours
- NRSG 645 - Practicum: Primary Care of Adults I 4 hours
- NRSG 650 - Primary Care of Adults II 3 hours
- NRSG 757 - Acute Care Concepts and Skills I 3 hours
- NRSG 759 - Acute Care Concepts and Skills II 3 hours
- NRSG 671 - Practicum: Acute Care of Adults I 3 hours
- NRSG 673 - Practicum: Acute Care of Adults II 3 hours

**Subtotal 34 Hours**

**Core Subtotal 14 Hours**

**TOTAL 48 HOURS**

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

## **EMPHASIS IN ADULT/GERONTOLOGY NURSE PRACTITIONER\***

### **Objectives**

The Adult/Gerontology Nurse Practitioner program will prepare graduate nurses who:

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

### **Courses**

- NRSNG 550 - Advanced Pathophysiology 3 hours
- NRSNG 552 - Advanced Pharmacology 3 hours
- NRSNG 555 - Advanced Health Assessment 4 hours
- NRSNG 556 - Family and Community Systems 3 hours
- NRSNG 635 - Role Development for Advanced Practice Nurses 2 hours
- NRSNG 640 - Primary Care of Adults I 3 hours
- NRSNG 645 - Practicum: Primary Care of Adults I 4 hours
- NRSNG 650 - Primary Care of Adults II 3 hours
- NRSNG 655 - Practicum: Primary Care of Adults II 4 hours

**Subtotal 29 Hours**

**Core Subtotal 14 Hours**

**TOTAL 43 HOURS**

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

## **EMPHASIS IN FAMILY NURSE PRACTITIONER\***

### **Objectives**

The Family Nurse Practitioner program will prepare graduate nurses who:

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

### **Courses**

- NRSNG 550 - Advanced Pathophysiology 3 hours
- NRSNG 552 - Advanced Pharmacology 3 hours
- NRSNG 555 - Advanced Health Assessment 4 hours
- NRSNG 556 - Family and Community Systems 3 hours
- NRSNG 635 - Role Development for Advanced Practice Nurses 2 hours
- NRSNG 640 - Primary Care of Adults I 3 hours
- NRSNG 650 - Primary Care of Adults II 3 hours
- NRSNG 662 - Primary Care of Children 3 hours

NRSG 665 - Practicum: Primary Care of Families I 5 hours \*\*  
 NRSG 670 - Practicum: Primary Care of Families II 5 hours \*\*

**Subtotal 34 Hours**

**Core Subtotal 14 Hours**

**TOTAL 48 HOURS**

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

*\*\*Substitution of NRSG 645, NRSG 655, NRSG 663 may be made.*

## **EMPHASIS IN NURSE EDUCATOR**

### **Objectives**

The Nurse Educator program will prepare graduates who will:

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

### **Courses**

EDUC 531 - Technology and the Educator 3 hours

NRSG 550 - Advanced Pathophysiology 3 hours

NRSG 552 - Advanced Pharmacology 3 hours

NRSG 555 - Advanced Health Assessment 4 hours

NRSG 581 - Nursing Curriculum Design 3 hours

NRSG 583 - Classroom Instruction and Evaluation 3 hours

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

NRSG 591 - Practicum: Area of Clinical Emphasis 2 hours

**Subtotal 24 Hours**

**Core Subtotal 14 Hours**

**TOTAL 38 HOURS**

## **EMPHASIS IN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER**

### **Objectives**

The Psychiatric Mental Health Nurse Practitioner program will prepare graduates who will:

1. Provide primary mental health care for infants, children, adolescents, adults of all ages and families experiencing psychiatric disorders and mental health problems.
2. Integrate theoretical knowledge as a guide for advance practice.
3. Promote wholistic Christ-centered care for individuals across the lifespan and families experiencing psychiatric disorders and mental health problems.
4. Contribute to nursing knowledge through active involvement in research
5. Influence healthcare policy and the future direction of nursing.

**Courses**

- NRS 550 - Advanced Pathophysiology 3 hours
- NRS 552 - Advanced Pharmacology 3 hours
- NRS 555 - Advanced Health Assessment 4 hours
- NRS 558 - Neuroscience for Mental Health Practitioners 3 hours
- NRS 569 - Psychopharmacology 2 hours
- NRS 635 - Role Development for Advanced Practice Nurses 2 hours
- NRS 651 - Practicum I: Psychiatric Mental Health Care 4 hours
- NRS 653 - Practicum II: Psychiatric Mental Health Care 4 hours
- COUN 521 - Psychopathology 3 hours
- COUN 556 - Theories and Techniques of Counseling 3 hours
- COUN 561 - Multicultural Issues in Counseling 3 hours
- COUN 593 - Child and Adolescent Problems and Treatment 3 hours

**Subtotal 37 Hours****Core Subtotal 14 Hours****TOTAL 51 HOURS****ACCELERATED RN TO MASTER OF SCIENCE IN NURSING**

The accelerated RN to MSN program allows the RN to move more quickly through the nursing requirements toward a professional career goal. In this program 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).

**RN to MSN Admission Requirements**

1. Completed graduate application.
2. An Associate degree or diploma with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. Completion of the following undergraduate 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: Survey of Chemistry - 3 hours
  - Computer: Literacy/skills - 3 hours
  - Communication: Public speaking - 3 hours
  - English: Composition - 6 hours
  - History: Elective - 3 hours
  - General: History/government/economics, philosophy, humanities, fine arts, language, or literature - 3 hours
  - Religion: Elective - 3 hours

5. Completion of the following undergraduate 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
6. A minimum undergraduate GPA of 3.25.
7. Applicants with less than a 3.25 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
8. A minimum of two years (4000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have substantive experience in critical care or a related area, and submit documentation of critical care skill set with application.
9. Individual 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 while enrolled in the graduate curriculum.
10. International students must have a TOEFL score of at least 100 with testing within the past year.

## **Admission to the Program**

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

## **Application Process**

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to May 1 for fall admission, and by October 1 for winter admission. Priority is given to most qualified applicants based on level of education, work experience, and completion of all items of the application process. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunizations, recent physical examination, and healthcare provider CPR certification to School of Nursing MSN Enrollment Counselor.

## **Applicant Notification of Admission Status**

1. Files of applicants who have completed the application process will be considered for program admission by the School of Nursing Graduate Admissions Committee at scheduled meetings in May and October.
2. 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).

## **Time Limits**

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

for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment in the program to conferring of the MSN degrees may not exceed five years. Application for an extension will be considered on an individual basis.

## Progression

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 MSN Enrollment Counselor and University Health Services. Additional screening may be done at random. Progression may be adversely affected by negative background or drug screen reports.

Student academic standing is monitored regularly for incomplete, in-progress, 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 MSN program.
2. A grade of C- or below must be repeated.
3. Only one course may be repeated in the MSN program.

## Residence

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

## Accelerated RN to MSN Graduation Requirements

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Complete all coursework\* with a minimum grade-point-average of 3.00, including no more than 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.
3. For students with dual emphases, all listed coursework for both emphases must be completed. Second emphasis requirements listed in general graduate enrollment policies may be waived as needed.

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

## Courses for Accelerated RN to Master of Science in Nursing

The MSN CORE courses are as follows

- NRSRG 515 - Theoretical Concepts of Nursing 2 hours
- NRSRG 520 - Health Promotion Across the Lifespan 3 hours
- NRSRG 527 - Nursing Research: Foundations of Evidence-based Practice 4 hours
- NRSRG 540 - Health Care Policy 3 hours
  - or HADM 545 - Healthcare Policy 3 hours
- NRSRG 594 - MSN Capstone 2 hours

**Subtotal 14 Hours**

One of the following emphases is to be selected

**EMPHASIS IN ACUTE CARE NURSE PRACTITIONER - ADULT/GERONTOLOGY (ACCELERATED OPTION)\***

**Objectives**

The Acute Care Nurse Practitioner - Adult/Gerontology program will prepare graduate nurses who:

1. Provide acute care for adults of all ages and families experiencing complex acute, critical, and chronic health problems.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote wholistic Christ-centered care for adults of all ages and families experiencing complex acute, critical, and chronic health problems.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

**BS level nursing courses**

NRSG 316 - Applied Statistics for Health Professions 3 hours (or MATH 215)  
 NRSG 328 - Nursing Assessment 3 hours  
 NRSG 340 - Community Health 5 hours  
 NRSG 485 - Nursing Leadership and Management 3 hours  
 NRSG 494 - Transcultural Nursing 3 hours

**MSN level courses**

NRSG 550 - Advanced Pathophysiology 3 hours  
 NRSG 552 - Advanced Pharmacology 3 hours  
 NRSG 555 - Advanced Health Assessment 4 hours  
 NRSG 635 - Role Development for Advanced Practice Nurses 2 hours  
 NRSG 640 - Primary Care of Adults I 3 hours  
 NRSG 645 - Practicum: Primary Care of Adults I 4 hours  
 NRSG 650 - Primary Care of Adults II 3 hours  
 NRSG 757 - Acute Care Concepts and Skills I 3 hours  
 NRSG 759 - Acute Care Concepts and Skills II 3 hours  
 NRSG 671 - Practicum: Acute Care of Adults I 3 hours  
 NRSG 673 - Practicum: Acute Care of Adults II 3 hours

**Subtotal 51 Hours**

**Core Subtotal 14 Hours**

**TOTAL 65 HOURS** (total excluding general education and cognates)

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

**EMPHASIS IN ADULT/GERONTOLOGY NURSE PRACTITIONER (ACCELERATED OPTION)\***

**Objectives**

The Adult/Gerontology Nurse Practitioner program will prepare graduate nurses who:

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



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

### **Emphasis courses**

#### **BS level nursing courses**

- NRSRG 316- Applied Statistics for Health Professions 3 hours (or MATH 215)
- NRSRG 328 - Nursing Assessment 3 hours
- NRSRG 340 - Community Health 5 hours
- NRSRG 485 - Nursing Leadership and Management 3 hours

#### **MSN level courses:**

- NRSRG 550 - Advanced Pathophysiology 3 hours
- NRSRG 552 - Advanced Pharmacology 3 hours
- NRSRG 555 - Advanced Health Assessment 4 hours
- NRSRG 556 - Family and Community Systems 3 hours
- NRSRG 635 - Role Development for Advanced Practice Nurses 2 hours
- NRSRG 640 - Primary Care of Adults I 3 hours
- NRSRG 645 - Practicum: Primary Care of Adults I 4 hours
- NRSRG 650 - Primary Care of Adults II 3 hours
- NRSRG 655 - Practicum: Primary Care of Adults II 4 hours

**Subtotal 43 Hours**

**Core Subtotal 14 Hours**

**TOTAL 57 HOURS** (total excluding general education and cognates)

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

### **EMPHASIS IN FAMILY NURSE PRACTITIONER (ACCELERATED OPTION)\***

#### **Objectives**

The Family Nurse Practitioner program will prepare graduate nurses who:

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

#### **Emphasis courses**

##### **BS level nursing courses**

- NRSRG 316 - Applied Statistics for Health Professions 3 hours (or MATH 215)
- NRSRG 328 - Nursing Assessment 3 hours
- NRSRG 340 - Community Health Nursing 5 hours
- NRSRG 485 - Nursing Leadership and Management 3 hours

##### **MSN level courses**

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

NRSG 556 - Family and Community Systems 3 hours  
 NRSG 635 - Role Development for Advanced Practice Nurses 2 hours  
 NRSG 640 - Primary Care of Adults I 3 hours  
 NRSG 650 - Primary Care of Adults II 3 hours  
 NRSG 662 - Primary Care of Children 3 hours  
 NRSG 665 - Practicum: Primary Care of Families I 5 hours \*\*  
 NRSG 670 - Practicum: Primary Care of Families II 5 hours \*\*

**Subtotal 48 Hours**

**Core Subtotal 14 Hours**

**TOTAL 62 HOURS** (total excluding general education and cognates)

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

*\*\*Substitution of NRSG 645, NRSG 655, NRSG 663 may be made.*

## **EMPHASIS IN NURSE EDUCATOR (ACCELERATED OPTION)**

### **Objectives**

The Nurse Educator program will prepare graduates who will:

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

### **Emphasis courses**

#### **BS level nursing courses**

NRSG 316 - Applied Statistics for Health Professions 3 hours (or MATH 215)  
 NRSG 328 - Nursing Assessment 3 hours  
 NRSG 340 - Community Health Nursing 5 hours  
 NRSG 485 - Nursing Leadership and Management 3 hours  
 NRSG 494 - Transcultural Nursing 3 hours

#### **MSN level courses**

EDUC 531 - Technology and the Educator 3 hours  
 NRSG 550 - Advanced Pathophysiology 3 hours  
 NRSG 552 - Advanced Pharmacology 3 hours  
 NRSG 555 - Advanced Health Assessment 4 hours  
 NRSG 581 - Nursing Curriculum Design 3 hours  
 NRSG 583 - Classroom Instruction and Evaluation 3 hours  
 NRSG 585 - Educator Role Practicum: Area of Clinical Emphasis 3 hours  
 NRSG 591 - Practicum: Area of Clinical Emphasis 2 hours

**Subtotal 41 Hours**

**Core Subtotal 14 Hours**

**TOTAL 55 HOURS** (total excluding general education and cognates)

## **EMPHASIS IN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (ACCELERATED OPTION)\***

### **Objectives**

The Psychiatric Mental Health Nurse Practitioner program will prepare graduate nurses who:

1. Provide primary mental health care for infants, children, adolescents, adults of all ages and families experiencing psychiatric disorders and mental health problems.
2. Integrate theoretical knowledge as a guide for advance practice.
3. Promote wholistic Christ-centered care for individuals across the lifespan and families experiencing psychiatric disorders and mental health problems.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

### **Emphasis courses**

#### **BS level nursing courses**

- NRSG 316 - Applied Statistics for Health Professions 3 hours (or MATH 215)
- NRSG 328 - Nursing Assessment 3 hours
- NRSG 340 - Community Health Nursing 5 hours
- NRSG 485 - Nursing Leadership and Management 3 hours

#### **MSN level courses**

- NRSG 550 - Advanced Pathophysiology 3 hours
- NRSG 552 - Advanced Pharmacology 3 hours
- NRSG 555 - Advanced Health Assessment 4 hours
- NRSG 558 - Neuroscience for Mental Health Practitioners 3 hours
- NRSG 569 - Psychopharmacology 2 hours
- NRSG 635 - Role Development for Advanced Practice Nurses 2 hours
- NRSG 651 - Practicum I: Psychiatric Mental Health Care 4 hours
- NRSG 653 - Practicum II: Psychiatric Mental Health Care 4 hours
- COUN 521 - Psychopathology 3 hours
- COUN 556 - Theories and Techniques of Counseling 3 hours
- COUN 561 - Multicultural Issues in Counseling 3 hours
- COUN 593 - Child and Adolescent Problems and Treatment 3 hours

**Subtotal 51 Hours**

**Core Subtotal 14 Hours**

**TOTAL 65 HOURS** (total excluding general education and cognates)

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

## **MASTER OF SCIENCE IN NURSING/MASTER OF BUSINESS ADMINISTRATION, M.S.N./M.B.A.**

### **Objectives**

Graduates of the MSN/MBA program will:

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

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

### **Prerequisites for Admission**

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

### **MSN/MBA Admission Requirements**

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office.
2. A baccalaureate degree with a major in nursing from a college or university with an accredited nursing program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. Three hours in statistics, equivalent to MATH 215.
5. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula:  $GPA \times 200 + GMAT = 1000$ . An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related experience may be admitted without a GMAT score.
6. A minimum of one year (2000 hours) of current nursing experience.
7. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 100 with testing within the past year.
8. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.

### **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 MSN 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 MSN core courses and MBA courses at the same time or complete one program of study prior to entering the other.

## Time Limits

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

## Progression

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 MSN Enrollment Counselor and University Health Services. Additional screening may be done at random. Progression may be adversely affected by negative background or drug screen reports.

Student academic standing is monitored regularly for incomplete, in-progress, 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 MSN program.
2. A grade of C- or below must be repeated.
3. Only one course may be repeated in the MSN program.

## Residence

The last 30 semester hours must be taken through the Southern Adventist University School of Nursing and/or the School of Business and Management. Seventy-five percent of MSN/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.

## MSN/MBA Graduation Requirements

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

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

### Nursing CORE courses

NRSG 515 - Theoretical Concepts of Nursing 2 hours

NRSG 520 - Health Promotion Across the Lifespan 3 hours

NRSG 527 - Nursing Research: Foundations of Evidence-based Practice 4 hours

NRSG 540 - Health Care Policy 3 hours  
 or HADM 545 - Healthcare Policy 3 hours  
 NRSG 594 - MSN Capstone 2 hours

**Nursing Core Subtotal 14 Hours**

**Prerequisite courses required for students who have not taken undergraduate equivalents\***

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

**Prerequisite Subtotal 6 Hours**

**MBA Core Courses**

BUAD 505 - Management in a Changing World 3 hours  
 BUAD 510 - Accounting for Control and Decision Making 3 hours  
 BUAD 530 - Organizational Behavior 3 hours  
 BUAD 555 - Leadership and Change 3 hours  
 BUAD 562 - Integrating Faith and Business 3 hours  
 BUAD 570 - Strategic Decision Making 3 hours  
 HADM 532 - Healthcare Economics and Finance 3 hours  
 HADM 552 - Healthcare Marketing and Human Resources 3 hours

**MBA Core Subtotal 24 Hours**

**EMPHASIS IN HEALTHCARE ADMINISTRATION**

(See School of Business and Management for course descriptions)

NRSG 578 - Advanced Nursing Leadership and Role Development 3 hours  
 NRSG 587 - Practicum: Advanced Nursing Leadership 2 hours

**Select Nine (9) hours of electives from the following:**

HADM - Healthcare Administration 6 hours  
 ACCT, BEXM, BMKT, BUAD, FNCE, HADM or NPLD 3 hours

**Emphasis Subtotal 14 Hours**

**TOTAL 52-58 HOURS**

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

**POST-MASTER'S CERTIFICATES**

**Prerequisites for Admission**

1. Completed graduate application.
2. A master's degree with a major in nursing from a recognized college or university with an accredited program.
3. Current license as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. A graduate GPA of 3.00 or better.
5. Personal interview and two professional references.
6. A minimum of one year (2,000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have a minimum of two years (4,000 hours) of nursing experience and have substantive experience in critical care or a related area, and submit documentation of critical care skill set with application.

7. International students must have a TOEFL score of at least 100 with testing within the past year.

## **Admission to the Program**

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

## **Application Process**

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to May 1 for fall admission, and by October 1 for winter admission. Priority is given to most qualified applicants based on level of education, work experience, and completion of all items of application process. Enrollment in practitioner emphases is limited.
2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee or multistate RN licensure, current immunization, recent physical examination, and healthcare provider CPR certification to School of Nursing MSN Enrollment Counselor.
4. It is recommended that the applicant make an appointment to meet with a financial aid advisor as part of the application process, as enrollees in post-master's certificate programs are not eligible for federal student loans.

## **Applicant Notification of Admission Status**

1. Files of applicants who have completed the application process will be considered for admission by the School of Nursing Graduate Admissions Committee at scheduled meetings in May and October.
2. 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).

## **Time Limits**

MSN programs are arranged to meet the needs of part-time and full-time students. Normal progression for the full-time student requires registration for 9 to 12 hours per semester. Normal progression for the part-time student requires registration for a minimum of one course per semester. Time permitted from enrollment to completion of post-master's certificate requirements may not exceed three years. Application for an extension will be considered on an individual basis.

## **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 MSN Enrollment Counselor and University Health Services. Additional screening may be done at random. Progression may be adversely affected by negative background or drug screen reports.

Student academic standing is monitored regularly for incomplete, in-progress, 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 within a certificate program:

1. Grades C+ or below must be repeated.
2. One course may be repeated one time during the certificate program.

## Residence

Certificate requirements will vary depending on the student's academic record, clinical experience, and objectives. Equivalent transfer courses may be used to fulfill some program requirements. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing.

## Post-Master's Completion

1. All coursework for an individual certificate must be completed with a minimum grade-point-average of 3.00, and no grades below B-.
2. Students completing post-Master's certificate work are not eligible to participate in University commencement exercises.
3. Official transcripts of coursework may be obtained from the Records Office for certification and credentialing purposes.
4. A certificate of completion is available from the School of Nursing.

## Courses for the Post-Master's Certificate

Programs of study are individually determined, but must include acceptable transfer credits or enrollment at this institution for each of the courses listed within an emphasis. One of the following emphases is to be selected.

### **EMPHASIS IN ACUTE CARE NURSE PRACTITIONER - ADULT/GERONTOLOGY (POST-MASTER'S CERTIFICATE OPTION)\***

#### Objectives

The Acute Care Nurse Practitioner - Adult/Gerontology program will prepare graduate nurses who:

1. Provide primary care for adults of all ages and families experiencing complex acute, critical, and chronic health problems.
2. Integrate theoretical knowledge as a guide for advanced practice.
3. Promote wholistic Christ-centered care for adults of all ages and families experiencing complex acute, critical, and chronic health problems.
4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

#### Courses

NRSG 520 - Health Promotion Across the Lifespan 3 hours

NRSG 550 - Advanced Pathophysiology 3 hours

NRSG 552 - Advanced Pharmacology 3 hours

NRSG 555 - Advanced Health Assessment 4 hours

NRSG 635 - Role Development for Advanced Practice Nurses 2 hours

NRSG 640 - Primary Care of Adults I 3 hours

NRSG 645 - Practicum: Primary Care of Adults I 4 hours

NRSG 650 - Primary Care of Adults II 3 hours



NRSG 757 - Acute Care Concepts and Skills I 3 hours

NRSG 759 - Acute Care Concepts and Skills II 3 hours

NRSG 671 - Practicum: Acute Care of Adults I 3 hours

NRSG 673 - Practicum: Acute Care of Adults II 3 hours

**TOTAL 37 HOURS**

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

### **EMPHASIS IN ADULT/GERONTOLOGY NURSE PRACTITIONER (POST-MASTER'S CERTIFICATE OPTION)\***

#### **Objectives**

The Adult/Gerontology Nurse Practitioner program will prepare graduate nurses who:

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

#### **Courses**

NRSG 520 - Health Promotion Across the Lifespan 3 hours

NRSG 550 - Advanced Pathophysiology 3 hours

NRSG 552 - Advanced Pharmacology 3 hours

NRSG 555 - Advanced Health Assessment 4 hours

NRSG 556 - Family and Community Systems 3 hours

NRSG 635 - Role Development for Advanced Practice Nurses 2 hours

NRSG 640 - Primary Care of Adults I 3 hours

NRSG 650 - Primary Care of Adults II 3 hours

NRSG 645 - Practicum: Primary Care of Adults I 4 hours

NRSG 655 - Practicum: Primary Care of Adults II 4 hours

**TOTAL 32 HOURS**

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

### **EMPHASIS IN FAMILY NURSE PRACTITIONER (POST-MASTER'S CERTIFICATE OPTION)\***

#### **Objectives**

The Family Nurse Practitioner program will prepare graduate nurses who:

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

**Courses**

NRSNG 520 - Health Promotion Across the Lifespan 3 hours  
 NRSNG 550 - Advanced Pathophysiology 3 hours  
 NRSNG 552 - Advanced Pharmacology 3 hours  
 NRSNG 555 - Advanced Health Assessment 4 hours  
 NRSNG 556 - Family and Community Systems 3 hours  
 NRSNG 635 - Role Development for Advanced Practice Nurses 2 hours  
 NRSNG 640 - Primary Care of Adults I 3 hours  
 NRSNG 650 - Primary Care of Adults II 3 hours  
 NRSNG 662 - Primary Care of Children 3 hours  
 NRSNG 665 - Practicum: Primary Care of Families I 5 hours \*\*  
 NRSNG 670 - Practicum: Primary Care of Families II 5 hours \*\*  
**TOTAL 37 HOURS**

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

*\*\*Substitution of NRSNG 645, NRSNG 655, NRSNG 663 may be made.*

**EMPHASIS IN NURSE EDUCATOR (POST-MASTER'S CERTIFICATE OPTION)****Objectives**

The Nurse Educator program will prepare graduates who will:

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

**Courses**

NRSNG 520 - Health Promotion Across the Lifespan 3 hours  
 EDUC 531 - Technology and the Educator 3 hours  
 NRSNG 550 - Advanced Pathophysiology 3 hours  
 NRSNG 552 - Advanced Pharmacology 3 hours  
 NRSNG 555 - Advanced Health Assessment 4 hours  
 NRSNG 581 - Nursing Curriculum Design 3 hours  
 NRSNG 583 - Classroom Instruction and Evaluation 3 hours  
 NRSNG 585 - Educator Role Practicum: Area of Clinical Emphasis 3 hours  
 NRSNG 591 - Practicum: Area of Clinical Emphasis 2 hours  
**TOTAL 27 HOURS**

**EMPHASIS IN PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (POST-MASTER'S CERTIFICATE OPTION)\*****Objectives**

The Psychiatric Mental Health Nurse Practitioner program will prepare graduate nurses who:

1. Provide primary mental health care for infants, children, adolescents, adults of all ages and families experiencing psychiatric disorders and mental health problems.
2. Integrate theoretical knowledge as a guide for advance practice.

3. Promote wholistic Christ-centered care for individuals across the lifespan and families experiencing psychiatric disorders and mental health problems.
4. Contribute to nursing knowledge through active involvement in research
5. Influence healthcare policy and the future direction of nursing.

**Courses**

- NRSNG 520 - Health Promotion Across the Lifespan 3 hours
- NRSNG 550 - Advanced Pathophysiology 3 hours
- NRSNG 552 - Advanced Pharmacology 3 hours
- NRSNG 555 - Advanced Health Assessment 4 hours
- NRSNG 558 - Neuroscience for Mental Health Practitioners 3 hours
- NRSNG 569 - Psychopharmacology 2 hours
- NRSNG 635 - Role Development for Advanced Practice Nurses 2 hours
- NRSNG 651 - Practicum I: Psychiatric Mental Health Care 4 hours
- NRSNG 653 - Practicum II: Psychiatric Mental Health Care 4 hours
- COUN 521 - Psychopathology 3 hours
- COUN 556 - Theories and Techniques of Counseling 3 hours
- COUN 561 - Multicultural Issues in Counseling 3 hours
- COUN 593 - Child and Adolescent Problems and Treatment 3 hours

**TOTAL 40 HOURS**

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

# School of Religion

**Dean:** Greg A. King

**Graduate Program Coordinator:** Edwin Reynolds

**Faculty:** Stephen Bauer, Michael G. Hasel, J. Douglas Jacobs, Greg A. King, Martin G. Klingbeil, Judson Lake, Donn W. Leatherman, Carlos G. Martin, John S. Nixon, Alan Parker, Edwin Reynolds, Philip G. Samaan, Barry Tryon

**Research Faculty:** Norman Gullely

**Adjunct Faculty:** Gordon Bietz, Jack J. Blanco, Ron E.M. Clouzet, A. Ganoune Diop, Mark Finley, Derek Morris, Douglas Tilstra

## 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 Church Leadership and Management, Church Ministry and Homiletics, Evangelism and World Missions, Biblical and Theological Studies, 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:

- Church Leadership and Management
- Church Ministry and Homiletics
- Evangelism and World Mission

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

- Biblical and Theological Studies
- Religious Studies

## General Information

The Master of Ministry program, with emphases in Church Leadership and Management, Church Ministry and Homiletics, and Evangelism and World Mission, is designed to provide quality professional graduate education in church leadership, church ministry, preaching, outreach, evangelism, and world mission. 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 Church Ministry and Homiletics is specifically designed to enrich the preparation of pastors for local church ministry. The emphasis in Evangelism and World Mission is specifically designed to enrich the preparation of workers for gospel outreach to the world.

The Master of Arts program, with emphases in Biblical and Theological Studies and in Religious Studies, is designed to provide quality academic graduate education in biblical, theological, and religious studies. The emphasis in Biblical and Theological Studies is specifically designed to prepare students for entering an academic doctoral program in biblical or theological studies. The emphasis in Religious Studies is specifically designed to provide a flexible graduate program in religion for those who want 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.

## Curriculum

The curriculum for the MMin and MA degrees consists of a minimum of 36 semester credit hours beyond the baccalaureate degree. A maximum of six (6) semester hours of transfer credit may be allowed from other institutions (see Transfer Credit). All degree requirements must be completed within seven 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- or three-week intensive class session in residence, and a post-session writing assignment. All courses require a research paper or major project, which is generally the post-session assignment for the course. No more than three courses may be taken within one summer. The recommended load is two courses per summer.

## 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 into one of the degree programs.
3. Registration for any graduate religion class is by permission of the School of Religion.

## 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 three days of the summer intensive classes. No credit may be given at any later time for courses audited. Courses taken for audit are charged at one-half of the regular graduate tuition charge.

## Guidelines for Pre-Session and Post-Session Assignments

1. Students should expect pre-session assignments for summer graduate intensives. Typical pre-session assignments include approximately 1,000 pages of reading per intensive class for MMin students, and approximately 1,200 pages of reading per intensive for MA students, depending on other pre-session assignments.
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. Post-session assignments for MA students will require approximately 20% more than what is required for MMin students.

## MASTER OF ARTS, M.A.

### Prerequisites for Admission

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. Other prerequisites may apply to the specific emphases.
2. A minimum cumulative undergraduate GPA of 3.25. For an undergraduate GPA of 2.75 to 3.24, the GRE (Graduate Record Examination) is required with a combined verbal and quantitative score of at least 300 and a minimum analytical writing score of 4.5.
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 in which the applicant was employed.
5. Submission of a formal paper of at least 3,000 words that meets the following criteria:
  - It is research-based, demonstrating appropriate use of valid sources.
  - It reflects the ability to write lucidly, with careful organization of ideas.
  - It demonstrates care and consistency in format, style, and mechanics.
  - It meets the standards of at least a B letter-grade paper when compared with other research papers that are completed on the undergraduate level.
6. Upon request, for students for whom English is not the first language, a minimum Test of English as a Foreign Language (TOEFL) score of 100.
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 the Records and Advisement Office 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.
4. 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.

## Project and Thesis Procedure

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

## EMPHASIS IN BIBLICAL AND THEOLOGICAL STUDIES

### Objectives

1. To enhance the student's knowledge of biblical and theological issues.
2. To prepare the student for academic studies at the doctoral level.
3. To increase the student's facility in research and writing.
4. To increase critical thinking skills and enlarge the student's awareness of the trends and secondary literature in biblical and theological studies.

5. To increase the student's ability to interpret the Bible in harmony with sound principles of biblical hermeneutics.
6. To establish a sound theological foundation for Christian faith and practice.

### **Additional Prerequisites for Admission**

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

### **CORE Courses**

#### **Biblical Studies courses**

- RELB 555 - Studies in Daniel 3 hours
- RELB 556 - Studies in Revelation 3 hours
- RELB 510 - Archaeology and Bible Interpretation 3 hours
  - or RELB 530 - Archaeological Fieldwork 1-6 hours (3 hours required)
  - or RELB 565 - Topics in Biblical Studies 3 hours
- RELB 545 - General Epistles 3 hours
  - or RELB 546 - Pauline Epistles 3 hours

**Subtotal 12 Hours**

#### **Theological Studies courses**

- RELT 531 - Hermeneutics and Biblical Interpretation 3 hours
- RELT 542 - Studies in Biblical Doctrines 3 hours
- RELT 581 - Biblical Ethics and Contemporary Society 3 hours
- RELT 546 - Doctrine of Salvation 3 hours
  - or RELT 563 - Contemporary Theological Issues 3 hours

**Subtotal 12 Hours**

#### **Research courses**

- RELG 600 - Research Methods and Writing 3 hours
- RELB 650 - Thesis in Biblical Studies 1-6 hours (6 hours required)
  - or RELT 650 - Thesis in Theological Studies 1-6 hours (6 hours required)

**Subtotal 9 Hours**

#### **Electives**

Select three (3) semester hours from graduate courses in biblical or theological studies offered by the School of Religion

**Subtotal 3 Hours**

**TOTAL 36 HOURS**

### **EMPHASIS IN RELIGIOUS STUDIES**

#### **Objectives**

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



## **CORE Courses**

### **Biblical and Theological courses**

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

#### **Subtotal 21 Hours**

### **Research courses**

- RELG 600 - Research Methods and Writing 3 hours
- RELB 620 - Project in Biblical Studies 3 hours
  - or RELT 620 - Project in Theological Studies 3 hours
  - or RELB 650 - Thesis in Biblical Studies 1-6 hours (6 hours required)
  - or RELT 650 - Thesis in Theological Studies 1-6 hours (6 hours required)

#### **Subtotal 6-9 Hours**

### **Electives**

Select six (6) to nine (9) semester hours from graduate courses offered by the School of Religion

#### **Subtotal 6-9 Hours**

#### **TOTAL 36 HOURS**

## **MASTER OF MINISTRY, M.MIN**

### **Prerequisites for Admission**

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. 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 the GRE (Graduate Record Examination) is required with a combined verbal and quantitative score of at least 295 and a minimum analytical writing score of 4.
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. Submission of a formal paper of at least 3,000 words that meets the following criteria:
  - It is research-based, demonstrating appropriate use of valid sources.
  - It reflects the ability to write lucidly, with careful organization of ideas.
  - It demonstrates care and consistency in format, style, and mechanics.
  - It meets the standards of at least a B letter-grade paper when compared with other research papers that are completed on the undergraduate level.
6. Upon request, for students for whom English is not the first language, a minimum Test of English as a Foreign Language (TOEFL) score of 100.
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 the Records and Advisement Office 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. Pass a written comprehensive examination with a minimum score of 80%. The examination will consist of writing essays for two hours on major issues from one key area of the student's emphasis which has been determined in advance by the Graduate Studies Committee. The exam should be completed not less than one month or more than three 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. In case of failure, the exam may be repeated only once. A second failure will disqualify the student for graduation from the MMin program.

## EMPHASIS IN CHURCH LEADERSHIP AND MANAGEMENT

### Objectives

1. To develop a sound Christian leadership philosophy.
2. To provide a broad knowledge of leadership and management theory skills.
3. To provide 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.

### CORE Courses

#### Ministry courses

- REL P 513 - Effective Church Leadership 3 hours
- REL P 521 - Time and Life Management 3 hours
- REL P 532 - Principles and Strategies for Church Growth 3 hours
- REL T 520 - Spirituality in Ministry 3 hours
- REL P 515 - Equipping Laity for Ministry 3 hours
  - or REL T 581 - Biblical Ethics and Contemporary Society 3 hours

**Subtotal 15 Hours**

### **Management courses**

- BUAD 505 - Management in a Changing World 3 hours
- BHRM 510 - Human Resource Management 3 hours
- BUAD 555 - Leadership and Change 3 hours
  - or ACCT 505 - Financial Accounting 3 hours
- BUAD 530 - Organizational Behavior 3 hours
  - or NPLD 570 - Strategic Management in Nonprofit Organizations 3 hours
- BEXM 585 - Contemporary Issues in Management 3 hours
  - or NPLD 585 - Contemporary Issues in Church and Nonprofit Leadership 3 hours

#### **Subtotal 15 Hours**

### **Electives**

Select six (6) semester hours from graduate courses offered by the School of Religion.

#### **Subtotal 6 Hours**

#### **TOTAL 36 HOURS**

## **EMPHASIS IN CHURCH MINISTRY AND HOMILETICS**

### **Objectives**

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

### **Additional Prerequisites for Admission**

1. A minimum of three years of pastoral experience or its equivalent as approved by the School of Religion.
2. At least one introductory undergraduate course in biblical preaching. Students lacking preaching credits must take RELP 401 - Fundamentals of Biblical Preaching or an equivalent course to meet the necessary requirement.

### **Biblical and Theological courses**

- RELT 520 - Spirituality in Ministry 3 hours
- RELT 525 - Theology of Ministry 3 hours
- RELT 531 - Hermeneutics and Biblical Interpretation 3 hours
- RELT 581 - Biblical Ethics and Contemporary Society 3 hours
- RELB 541 - Preaching from the Old Testament Text 3 hours
  - or RELB 551 - Preaching from the New Testament Text 3 hours

#### **Subtotal 15 Hours**

### **Professional courses**

- RELP 513 - Effective Church Leadership 3 hours
- RELP 515 - Equipping Laity for Ministry 3 hours
- RELP 521 - Time and Life Management 3 hours
- RELP 501 - Advanced Preaching Methods 3 hours
  - or RELP 508 - Expository Preaching 3 hours
- RELP 561 - Preaching to the Secular Mind 3 hours
  - or RELP 591 - Evangelistic Preaching Practicum 3 hours

#### **Subtotal 15 Hours**

**Electives**

Select six (6) semester hours from graduate courses offered by the School of Religion

**Subtotal 6 Hours**

**TOTAL 36 HOURS**

**EMPHASIS IN EVANGELISM AND WORLD MISSION****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.

**Additional Prerequisites for Admission**

1. A written list of church offices which the applicant has held (e.g., elder, deaconess, Sabbath School teacher, etc.) and outreach activities in which the applicant has engaged (e.g., conducted Bible studies, worked in Revelation seminars, assisted with health education seminars).
2. At least one introductory undergraduate course in biblical preaching. Students lacking preaching credits must take RELP 401 - Fundamentals of Biblical Preaching or an equivalent course to meet the necessary requirement.

**CORE Courses****Biblical and Theological courses**

RELT 531 - Hermeneutics and Biblical Interpretation 3 hours

RELT 552 - Theology of Mission and Evangelism 3 hours

RELT 568 - World Religions 3 hours

RELB 555 - Studies in Daniel 3 hours

or RELB 556 - Studies in Revelation 3 hours

**Subtotal 12 Hours**

**Professional courses**

RELP 534 - Personal Soul-Winning Skills 3 hours

RELP 542 - Urban Ministry and Evangelism 3 hours

RELP 570 - World Mission 3 hours

RELP 591 - Evangelistic Preaching Practicum 3 hours

RELP 524 - Evangelistic Preaching 3 hours

or RELP 561 - Preaching to the Secular Mind 3 hours

RELP 532 - Principles and Strategies for Church Growth 3 hours

or RELP 537 - Church Planting Strategies 3 hours

**Core Subtotal 18 Hours**

**Electives**

Select six (6) semester hours from graduate courses offered by the School of Religion

**Subtotal 6 Hours**

**TOTAL 36 HOURS**

# School of Social Work

**Dean:** Kristie Wilder

**MSW Program Director:** Lorri Merchant

**MSW Field Director:** Evie Nogales Baker

**Graduate Enrollment Counselor:** Tricia Foster

**Faculty:** Evie Nogales Baker, Annette Heck, Lorri Merchant, Magdana Philos-saint, D. Laura Racovita-Szilagyi, 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.

## Degree 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:

- Child and Family Advocacy and Treatment
- Entrepreneurship in Social Services
- International Social Work
- Mental Health and Practice in Social Work
- Military Social Work and Veteran Services
- Spiritual Care in Nontraditional Settings
- Trauma and Emergency Management

## MASTER OF SOCIAL WORK, M.S.W.

### 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 three or 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 an overall GPA of at least 3.00 (on a 4.00 scale) in undergraduate coursework. 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. Resumé: Submit a professional resumé.

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**

Applicants seeking admission to the Advanced 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 in social work from a recognized college or university program accredited by the Council on Social Work Education. Maximum time allowed for BSW degree to transfer for Advanced Placement Admission is six years.
3. Transcript(s): Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. GPA Requirement: Possess an overall GPA of at least 3.00 (on a 4.00 scale) in undergraduate coursework with no more than one grade of C in a core social work course. 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, 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. Resumé: Submit a professional resumé.

Applicants are notified of their acceptance status via email 3-6 weeks after all application materials are submitted to the School of Social Work.

### **Non-refundable Deposit**

A non-refundable deposit of \$250 is required once the applicant is accepted into the MSW program. This money is credited to the student's account once school is in session. Students who fail to make the deposit may risk losing their acceptance status.

### **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. An accepted student ensures a spot in the incoming cohort when the \$250 deposit is received.

### **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. Transfer students may be required to extend their time in the program because some social work courses follow a prescribed sequence.

### **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.

### **Progression in the MSW Program**

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:
  - a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
  - b. 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:
  - a. Academic honesty breaches
  - b. Failing the field practicum
  - c. 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.

## **MSW Graduation Requirements**

1. Students must complete and submit a Graduation Contract, with the Records and Advisement Office, a minimum of two months prior to the expected graduation date. The form is located on Southern's records webpage: [southern.edu/records](http://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.

## **Time Limit**

The time limit for completing the MSW program is a maximum of five years.

## **Courses for the Master of Social Work**

### **The FOUNDATION CORE courses are as follows**

- SOCW 509 - Social Work Practice With Individuals and Families 3 hours
- SOCW 511 - HBSE (Human Behavior and the Social Environment) I: Biological and Psychological Development 3 hours
- SOCW 512 - HBSE (Human Behavior and the Social Environment) II: Sociological and Spiritual Development 3 hours



- SOCW 513 - Foundation Portfolio Seminar I 1 hour
  - SOCW 514 - Social Work Practice With Groups, Organizations, and Communities 3 hours
  - SOCW 516 - Foundation Portfolio Seminar II 1 hour
  - SOCW 533 - Social Welfare Issues and Policies 3 hours
  - SOCW 541 - Integration of Faith and Foundation Practice: Seminar I 1 hour
  - SOCW 542 - Integration of Faith and Foundation Practice: Seminar II 1 hour
  - SOCW 547 - Foundation Practicum 1-6 hours (6 hours required before matriculating to Advanced Placement)
  - SOCW 597 - Research Methods 3 hours
- Foundation Core Subtotal 28 Hours\***

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work six (6) years prior to acceptance into the MSW program.*

**The ADVANCED CORE courses are as follows**

- SOCW 610 - Advanced Practice Theories 3 hours
- SOCW 611 - Advanced Clinical Practice: Clinical Interventions 3 hours
- SOCW 612 - Advanced Administrative Practice: Program Development 3 hours
- SOCW 617 - Advanced Clinical Practice: Clinical Assessment, Psychopathology & Psychotherapeutic Skills 3 hours
- SOCW 618 - Advanced Administrative Practice: Administrative and Leadership Skills 3 hours
- SOCW 620 - Advanced Portfolio Seminar I 1 hour
- SOCW 621 - Advanced Portfolio Seminar II 1 hour
- SOCW 641 - Integration of Faith and Advanced Practice: Seminar I 1 hour
- SOCW 642 - Integration of Faith and Advanced Practice: Seminar II 1 hour
- SOCW 647 - Advanced Practicum 1-5 hours (5 hours required to complete MSW degree)

**Advanced Core Subtotal 24 Hours\***

*\*Students who have a Bachelor's degree in Social Work, and students who have completed the Foundation Core courses.*

**Foundation Subtotal 28 Hours**

**CORE FOUNDATION AND ADVANCED COURSES TOTAL 52 HOURS\***

*\*In consultation with your adviser select an emphasis to complete degree.*

**EMPHASIS IN CHILD AND FAMILY ADVOCACY AND TREATMENT**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Required nine (9) hours:**

- SOCW 654 - Child and Family Advocacy and Treatment: Emphasis Foundation 3 hours
- SOCW 655 - Child and Family Advocacy and Treatment: Emphasis I 3 hours
- SOCW 656 - Child and Family Advocacy and Treatment: Emphasis II 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work six (6) years prior to acceptance into the MSW program must complete Foundation Core courses.*

### **EMPHASIS IN ENTREPRENEURSHIP IN SOCIAL SERVICES**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Select nine (9) hours from the following:**

- ACCT 505 - Financial Accounting 3 hours
- BEXM 520 - Corporate Intrapreneurship 3 hours
- BEXM 585 - Contemporary Issues in Management 3 hours
- BUAD 505 - Management in a Changing World 3 hours
- BUAD 540 - Marketing Management 3 hours
- BUAD 570 - Strategic Decision Making 3 hours
- HADM 552 - Healthcare Marketing and Human Resources 3 hours
- NPLD 560 - Nonprofit Governance and Ethics 3 hours
- NPLD 570 - Strategic Management in Nonprofit Organizations 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work 6 years prior to acceptance into the MSW program must complete Foundation Core courses.*

### **EMPHASIS IN INTERNATIONAL SOCIAL WORK**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Required nine (9) hours:**

- SOCW 657 - International Social Work: Emphasis Foundation 3 hours
- SOCW 658 - International Social Work: Emphasis I 3 hours
- SOCW 659 - International Social Work: Emphasis II 3 hours
- or SOCW 660 - International Social Work: Study Tour 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work 6 years prior to acceptance into the MSW program must complete Foundation Core courses.*

### **EMPHASIS IN MENTAL HEALTH PRACTICE IN SOCIAL WORK**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Required nine (9) hours:**

- COUN 521 - Psychopathology 3 hours

SOCW 676 - Mental Health Practice in Social Work: Evolving Perspectives and Advance Contemporary Practice Emphasis I 3 hours

SOCW 677 - Mental Health Practice in Social Work: Evolving Perspectives and Advance Contemporary Practice Emphasis II 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work 6 years prior to acceptance into the MSW program must complete Foundation Core courses.*

## **EMPHASIS IN MILITARY SOCIAL WORK AND VETERAN SERVICES**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Required nine (9) hours:**

SOCW 673 - Military Social Work and Veteran Services: Emphasis Foundation I 3 hours

SOCW 674 - Military Social Work and Veteran Services: Emphasis I 3 hours

SOCW 675 - Military Social Work and Veteran Services: Emphasis II 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work 6 years prior to acceptance into the MSW program must complete Foundation Core courses.*

## **EMPHASIS IN SPIRITUAL CARE IN NONTRADITIONAL SETTINGS**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Select nine (9) hours from the following:**

REL P 515 - Equipping Laity for Ministry 3 hours

REL P 519 - Church and Community Health Education 3 hours

REL T 520 - Spirituality in Ministry 3 hours

REL T 568 - World Religions 3 hours

REL T 581 - Biblical Ethics and Contemporary Society 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work 6 years prior to acceptance into the MSW program must complete Foundation Core courses.*

**EMPHASIS IN TRAUMA AND EMERGENCY MANAGEMENT**

**Foundation Core - 28 Hours**

**Advanced Core - 24 Hours**

**Emphasis - 9 Hours**

**Required nine (9) hours:**

SOCW 670 - Trauma and Emergency Management: Emphasis Foundation 3 hours

SOCW 671 - Trauma and Emergency Management: Emphasis I 3 hours

SOCW 672 - Trauma and Emergency Management: Emphasis II 3 hours

**Subtotal 9 Hours**

**TOTAL 61\*/33**

*\*Students who have a Bachelor's degree other than Social Work, and students who have completed a Bachelor's degree in Social Work 6 years prior to acceptance into the MSW program must complete Foundation Core courses.*

# Global Community Development

**Dean:** Carleton L. Swafford

**Director:** Sharon Pittman

## Mission Statement

The mission of the Master of Science in Global Community Development (MGCD) Program lies within the mission of Southern Adventist University. The unique mission of this program is to provide experiential, project-based learning opportunities for graduate students to competently facilitate transformational, results-oriented abundant life and sustainable capacity building for at-risk global communities.

## Program Objectives

In order to carry out this mission, the MGCD Program seeks to accomplish the following goals/objectives to:

1. Influence professionals with a passion for sustainable, Christ-centered, holistic mission.
2. Equip professionals with experiential, evidence-based skill sets acquired in a global classroom.
3. Assist philanthropic entrepreneurs in the design of profitable, community-owned projects benefitting marginalized people.
4. Infuse professionals with a desire to share value-added methods and results through scholarly research.
5. Empower missionaries with tools to leverage compassion into community development.

## MASTER OF SCIENCE IN GLOBAL COMMUNITY DEVELOPMENT

### Program Delivery Format

This program is designed to offer both career and executive students a flexible and hybrid learning environment that includes online, knowledge-building, rotation-based coursework integrated with intensive, field-based, face-to-face skills taught within a global community context. To be successful in this program, a student will need a personal computer and/or full-time access to a computer with ongoing and reliable Internet access. Students and/or their families will also need to be able to travel internationally and stay in a field-based project site for a minimum of one semester. Due to the intense nature of graduate school, students are expected to work out a functional plan with their job, family, and other responsibilities as to leave adequate time for school-related duties.

### Admission Requirements

Both qualitative and quantitative factors are considered for an applicant's acceptance into this graduate program. A candidate for this degree will comply with the following requirements:

Submit an official transcript from the accredited institution granting your four-year baccalaureate degree, or equivalent.

1. A cumulative undergraduate grade point average of 3.00 or higher.
2. Two professional references.
3. Personal statement.
4. Readiness assessment.
5. Program readiness interview with leadership team may be required.
6. An applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency TOEFL score of at least 100.

## **Provisional Admission**

A student accepted on provisional basis may be admitted to regular status upon the completion of 12 credit hours taken through Southern with a minimum grade point of 3.0 and no grade below a 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.

## **Admission to the Program**

Students will be admitted into the program during the fall, winter and summer semesters.

## **Time Limit**

This program is 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 is outlined in the curricular plan. 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 Global Community Development degree may not exceed five years. Application for an extension will be considered on an individual basis.

## **Transfer Credit**

All course credits for this program must be completed within this program. Since this curriculum is very unique and applied in a global context, no transfer credits will be allowed.

## **Student Handbook**

Students should remain informed about program requirements and emerging changes by reading the online Student Handbook that can be found on the MGCD program web site.

## **Graduation Requirements**

A MGCD candidate must:

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

## Global Community Development Curriculum

There are nine (9) core competencies in this 33-credit graduate degree in Global Community Development. The program is designed to include both on-line-learning and face-to-face, project-centered applied learning. The four to five (4-5) semester full-time program consists of four (4) integral coursework rotations-Knowledge Building Rotation 1, Experiential Learning Rotation 2, Extended Internship Rotation 3, Learning Defense Rotation 4-each of which is described below.

### Core Competencies

Upon completion of this graduate program students will demonstrate the following competencies:

1. Christian Witness and Professionalism
  - Ethical behavior
  - Development values
  - Integration of faith and practice
  - Professional decorum
2. Advanced Communication
  - Public speaking/presenting
  - Technical writing (proposals & reports)
  - Cross-cultural sensitivity
  - Productivity promoting (meeting minutes, emails, etc.)
3. Use of Technology
  - Social media communication
  - Geographical information systems (GIS)
  - Data processing
  - ePortfolio building
4. Safety (Personal & Team)
  - Security
  - Self-care
  - Health and wellness
5. Community Empowerment
  - Engagement
  - Organizer
  - Civil society building
  - Advocacy
  - Governance building
  - Policy analysis
  - Social marketing
  - Training planning and implementation
  - Activity innovation, design, execution and budgeting
  - Sustainable transition
6. Leadership
  - Strategic visioning/planning

- HR management
  - Volunteer management
  - Teambuilding
  - Time management/work organization
  - Conflict mediation
  - Empowering vulnerable and special populations
  - Critical and independent thinking
7. Evident-based Practice
    - Research methodology (quantitative and qualitative)
    - Assessment and capacity mapping
    - Monitoring
    - Evaluation
    - Standards and best practices
  8. Networking
    - Government relations
    - Partnerships (public/private)
    - Donor relations
  9. Innovative Entrepreneurship
    - Business enterprise
    - Social enterprise (crowd-funding, fundraising)
    - Resource acquisition
    - Value chain mobilization
    - Supply chain and logistics

## Knowledge Building Rotation 1

Knowledge Building Rotation 1 courses are required and are taken during the first coursework rotation. They are taught fully online using a variety of e-learning tools. All of this coursework should be done in one (full-time) or two semesters (part-time). These courses must be successfully completed prior to students being cleared for travel to the second Experiential Learning Rotation 2 project site.

### Required Courses

GCDP 505 - Foundations of Christian Values and Witness in Development/Relief 2 hours

GCDP 510 - Theories of Global Community Development/Relief 2 hours

GCDP 515 - Principles of Development Entrepreneurship 2 hours

GCDP 520 - Techniques for Project Planning and Capacity Building 2 hours

GCDP 525 - Methods of Scholarship in Development/Relief 2 hours

GCDP 528 - Preparation for Global Service 1 hour

### **Subtotal 11 Hours**

*Note: students entering the M.S. Global Community Development program who have taken the undergraduate bridge course sequence will be exempt from Rotation 1. They may enter the program at Rotation 2 but will be required to take additional GCD course electives to total 30 semester hours for graduation.*



## Experiential Learning Rotation 2

This Experiential Learning Rotation 2 offers a one-semester project-based global learning experience. Required for all students in the program, it is taught in discrete skills modules by faculty and field experts, supplemented with online e-learning support and resources. All of this coursework should be done in one semester. To apply these core skills, students will select a personal development sector area of passion and calling. This rotation must be successfully completed prior to students beginning their third Extended Internship Rotation 3.

### Required Courses

- GCDP 535 - Sector Review of Best Practices in Development 2 hours
- GCDP 550 - Community Training and Assessment 2 hours
- GCDP 560 - Politics and Legal Issues in Community Development 2 hours
- GCDP 570 - Community Organizing and Mobilization 2 hours
- GCDP 575 - Community-Owned Project Management 2 hours
- GCDP 580 - Evidence-based Project Monitoring and Evaluation 2 hours

**Subtotal 12 Hours**

## Extended Internship Rotation 3

This Extended Internship Rotation 3 offers a two-semester internship in a global learning project context. The focus for this will be on practicing all the skills learned during the Knowledge Building Rotation 1 and Experiential Learning Rotation 2. Working with a program team leader, each student will develop a Program Skill Assessment (PSA) linked to their unique sector of interest. Internships will have routine technical mentor supervision. A minimum of 700 documented hours of community practice (100 hours per credit hour) will be completed in this two-semester internship. This rotation must be successfully completed prior to the ePortfolio defense Learning Defense Rotation 4.

### Required Courses

- GCDP 565 - Special Topics Seminar 1 hour (2 hours required)
- GCDP 592 - Field Practice Internship 1-7 hours (7 hours required)

**Subtotal 9 Hours**

## Learning Defense Rotation 4

This final Learning Defense Rotation 4 is a portfolio capstone wrap-up semester. Students will evidence their graduate learning in an online ePortfolio. Students will evidence their graduate learning in an online ePortfolio. This can be done in conjunction with or done after Extended Internship Rotation 3 or done after successful completion of Extended Internship Rotation 3. Using the processes outlines when cleared by their advisor, students will present a professional oral defense of the ePortfolio. During one semester, students will also complete all of their graduation paperwork. If a student chooses to extend this defense process beyond one semester, they must register for this class again each additional semester until their defense is successfully completed. This rotation must be successfully completed prior to students being cleared for graduation.

### Required Course

- GCDP 599 - Learning Documentation and Defense 1 hour

**Subtotal 1 Hour**

**TOTAL 33 HOURS**

# 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.)

### **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.) Prerequisite(s): ACCT 221, 222 or ACCT 505.

### **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.) Prerequisite(s): ACCT 311, ACCT 507 or equivalent.

### **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. Prerequisite(s): Acct 221, 222, ACCT 505 or equivalent.

### **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: Lab Fee 10 will be assessed for this course. Prerequisite(s): permission of the School of Business.

### **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. This course is cross-listed with ACCT 450 in the BBA program. Prerequisite(s): ACCT 312, ACCT 508 or equivalent.

### **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. Prerequisite(s): ACCT 312, ACCT 508 or equivalent.

### **ACCT 556 - Federal Taxation—3 hours**

A student may receive credit for this course from only one program. This course is a study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to individuals. A study of other federal taxes and the taxation of other entities is included. This course is cross-listed with ACCT 456 in the BBA program. Prerequisite(s): ACCT 221, 222 or ACCT 505.

### **ACCT 557 - Advanced Federal Taxation—3 hours**

A student may receive credit for this course from only one program. This course is a continued study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to for-profit and not-for-profit entities other than individuals. A study of other Federal taxes is included. This course is cross-listed with ACCT 457 in the BBA program. Prerequisite(s): ACCT 456, ACCT 556 or equivalent.

### **ACCT 558 - Federal Tax Problems/Research—3 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. Prerequisite(s): ACCT 457, ACCT 557 or equivalent.

**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: 10 (\$210). Prerequisite(s): permission of the School 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: 10 (\$210). Prerequisite(s): permission of the School 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: 10 (\$210). Prerequisite(s): permission of the School 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. This course is cross-listed with FNCE 564. Prerequisite(s): ACCT 312 or ACCT 508; FNCE 510 or BUAD 520.

**ACCT 585 - Contemporary Issues of Professional Practice—3 hours**

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

**ACCT 595 - Independent Study—3 hours**

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

**ACCT 597 - Accounting Research—3 hours**

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

## Management

**BEXM 505 - Legal Framework of Decisions—3 hours**

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

**BEXM 520 - Corporate Intrapreneurship—3 hours**

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

**BEXM 560 - Seminar in Entrepreneurship—3 hours**

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

**BEXM 585 - Contemporary Issues in Management—3 hours**

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

**BEXM 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. Lab Fee: 33 (\$3,000). Note: An additional fee may be required to cover additional travel expenses. Prerequisite(s): permission of the instructor.

**BEXM 595 - Independent Study—3 hours**

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

**BEXM 597 - Management Research—3 hours**

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

## Human Resource Management

**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.

**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. Prerequisite(s): BHRM 510.

**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. This course is cross-listed with MGNT 460. Prerequisite(s): BHRM 510.

**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.

**BHRM 595 - Independent Study—3 hours**

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

**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.

## Marketing Management

**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. Prerequisite(s): BUAD 540.

**BMKT 550 - International Marketing Management—3 hours**

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

**BMKT 585 - Contemporary Issues in Marketing Management—3 hours**

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

**BMKT 595 - Independent Study—3 hours**

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

**BMKT 597 - Marketing Research—3 hours**

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. Prerequisite(s): BUAD 540 and Statistics.

## Business Administration

**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).

**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.

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

A student may receive credit for this course from only one program. Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting techniques for budgeting, pricing, and decision making. This course is cross-listed with ACCT 510. Prerequisite(s): ACCT 505 or a course in Principles of Accounting.

**BUAD 520 - 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. This course is cross-listed with FNCE 510. Prerequisite(s): FNCE 315, ACCT 505 or equivalent.

**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.

**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.

**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.

**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.

**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. This course may be repeated for credit with permission. Prerequisite(s): permission of instructor.

**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. Prerequisite(s): BUAD 505, BUAD 510, BUAD 520, BUAD 540. Permission of dean or program coordinator if taken before completion of core curriculum.

**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 (\$2,500).

**BUAD 595 - Independent Study—3 hours**

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

**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. Prerequisite(s): ECON 224; ECON 225.

## 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. Prerequisite(s): COUN 520 and COUN 526.

**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.

**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.

**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. Prerequisite(s): COUN 520.

**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. Prerequisite(s): COUN 520 and COUN 556.

**COUN 520 - Principles of Counseling—3 hours**

Fundamental aspects and principles of professional counseling are studied. Personal characteristics of the counselor, including self-care, basic counseling skills, and the principles of crisis intervention are examined as they apply to the practice of counseling in the clinical mental health and school counseling fields. Course content is examined from the perspective of Christian values and beliefs as they apply to the counseling profession.

**COUN 521 - Psychopathology—3 hours**

This course emphasizes diagnostic criteria for the disorders included in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Revised Text (DSM-IV-TR). Mental disorders are defined and categorized in terms of their manifestations and symptoms. Cultural variations in symptoms and gender and age-related features of the disorders are also considered, as well as empirically-based treatments currently available for each condition. Prerequisite(s): COUN 520 and COUN 556 or having obtained regular admission to the PMHNP program or MSW Mental Health Practice in Social Work.

**COUN 526 - Ethics and Legal Aspects of Counseling—2 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.

**COUN 528 - Learning and School Counseling Interventions—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 designed to improve the personal, social, and academic functioning of students with exceptionalities and/or emotional and behavioral difficulties are also examined and practiced. Prerequisite(s): COUN 503, COUN 520 and COUN 526.

**COUN 530 - Assessment and Appraisal—3 hours**

Provides an understanding of the theoretical principles and practical applications of standardized instruments used in counseling and education. This course covers the selection, administration, interpretation and reporting of the results of appropriate instruments of counseling assessment used in clinical mental health settings and PreK-12 schools as it applies to Master's-level professional counselors. Prerequisite(s): COUN 520.

**COUN 553 - Group Counseling and Procedures—3 hours**

Provides understanding of group counseling processes from both theoretical and experiential perspectives. Group counseling, leadership, and facilitation styles are studied. Contains a requirement for direct experience in which students participate as group members and leaders in small group activities for a minimum of 10 clock hours over the course of the semester. Group leadership responsibilities may extend into the following semester. Prerequisite(s): COUN 556.

**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 background, key concepts, the counseling process, counseling techniques and procedures, multicultural perspectives, and evaluation are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice a variety of techniques that are commonly used in counseling practice. Students also begin the process of developing their own personal model of counseling. Each theory is evaluated from the Christian perspective and the relevance of such a perspective when choosing personal models is studied.

**COUN 558 - Crisis Counseling—2 hours**

A study of major theories and strategies for identifying and treating crises which affect individuals in both clinical mental health agencies and PreK-12 schools. Prerequisite(s): COUN 520.

**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. Prerequisite(s): COUN 520, COUN 526 and COUN 556 or having obtained regular admission to the PMHP program.

**COUN 565 - Topics in Counseling—1-3 hours**

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

**COUN 570 - Counseling in Community Agencies—3 hours**

This course examines the history, philosophy, and current trends of counseling in community agencies. Roles and functions of clinical mental health counselors and professional issues, such as credentialing, core provider status, expert witness status, and practice privileges within managed care systems are studied. This course emphasizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Prevention, intervention, consultation, education, and advocacy in community agencies are also studied. Prerequisite(s): COUN 520 and COUN 526.

**COUN 575 - Administration of Counseling Services—3 hours**

The management of mental health services and programs, including areas such as administration, finance, accountability, public mental health policy, and regulatory processes, is examined. Students become familiar with the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare, and the operation of programs and networks that promote mental health in a multicultural society. As the capstone course, this includes the completion of a position paper. Prerequisite(s): COUN 570 and completion of at least 52 semester hours in CMHC program.

**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. Prerequisite(s): COUN 503, COUN 528, COUN 584 and completion of at least 40 semester hours in the SC program.

**COUN 582 - Clinical Practicum I—1 hour**

This course is an orientation to field experience. The student will be oriented through the use of books, videos, presentations, discussion, observation, and practice sessions.

**COUN 583 - Clinical Practicum II: Clinical Mental Health Counseling—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. Prerequisite(s): COUN 520, COUN 521 (taken concurrently), COUN 526, COUN 570 (taken concurrently), COUN 556, COUN 582; having obtained regular admission status in the Clinical Mental Health Counseling Program.

**COUN 583 - Clinical Practicum II: School Counseling—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. Prerequisite(s): COUN 503 (taken concurrently), COUN 520, COUN 526, COUN 528 (taken concurrently), COUN 556, COUN 582; having obtained regular admission status in the School Counseling Program.

**COUN 584 - Clinical Internship: Clinical Mental Health Counseling, 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 certified or licensed professional and will also include consultation with an assigned faculty supervisor, research on clinical issues, and attendance at a weekly supervision group. Applications for Summer or Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship experience must be submitted for approval by October 15. 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. Prerequisite(s): COUN 583; Completion of 40 semester hours in degree program; admission to candidacy.

**COUN 584 - Clinical Internship: School Counseling, 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, research on clinical issues, and attendance at a weekly supervision group. Applications for Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship 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. Prerequisite(s): COUN 583; completion of 29 semester hours in degree program; admission to candidacy.

**COUN 588 - Statistics—3 hours**

This course provides the student with the necessary skills to understand, evaluate, and analyze quantitative research in the field of counseling. The course is an introduction to descriptive and inferential statistics as applied to research in the behavioral sciences. Topics covered include methods of organizing data, measures of central tendency and variability, correlation and regression, tests of hypotheses with parametric and nonparametric statistical methods. Prerequisite(s): having obtained regular admission into CMHC or SC program.



**COUN 590 - Marriage and Family Counseling I—3 hours**

This course provides an overview of major family counseling models and their application utilizing case studies. Issues of marriage and family will be explored in the context of family systems. Applications will be geared toward the clinical mental health setting and counseling in schools. Prerequisite(s): COUN 520 and COUN 556.

**COUN 591 - Marriage 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. Prerequisite(s): COUN 590.

**COUN 592 - Marriage 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. Prerequisite(s): COUN 591 and completion of at least 30 semester hours in degree program.

**COUN 593 - Child and Adolescent Problems and Treatment—3 hours**

Emphasizes the etiology, symptomatology, assessment, and treatment of psychological problems that children and adolescents present in clinical mental health agencies. The matrix of factors (i.e., constitutional, environmental, cultural) that may lead to the derailment of children's/adolescents' progressive maturational trajectory is considered. Interview techniques, counseling approaches, and community prevention programs that provide an environment responsive to the needs of children/adolescents with various clinical disorders are included. Prerequisite(s): COUN 521 and COUN 526 or having obtained regular admission to the PMHNP program.

**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.

**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. Prerequisite(s): COUN 588.

**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. Prerequisite(s): COUN 598 and regular admission to CMHC or SC program and completion of at least 37 hours in degree program.

## Hardware and 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.

**CPHE 533 - 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-perfor-

mance 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. Prerequisite(s): CPHE 222 or equivalent. WINTER | ODD YEARS

**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. Prerequisite(s): CPHE 310 or equivalent. WINTER | ODD YEARS

**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. Prerequisite(s): CPHE 410 or equivalent. WINTER | EVEN YEARS

**CPHE 593 - Topics—3 hours**

Topics of current significance in computer science embedded systems.

**CPHE 595 - Independent Study—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.

**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.

**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.

## Computer Science

**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.

**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 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. Prerequisite(s): CPTR 319, MATH 280 or equivalent. FALL | EVEN YEARS

**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. Prerequisite(s): CPTR 318, MATH 191, MATH 280 or equivalents. FALL | EVEN 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. Prerequisite(s): CPTR 328, MATH 191, MATH 280 or equivalents. FALL | ODD YEARS

**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. Prerequisite(s): CPTR 365, CPTR 318. WINTER | EVEN YEARS

**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. Prerequisite(s): CPTR 209 or equivalent. FALL | EVEN YEARS

**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. Prerequisite(s): CPTR 365, CPTR 318 or equivalents. WINTER | ODD YEARS

**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.

**CPTR 593 - Topics—3 hours**

Topics of current significance in computer science.

**CPTR 595 - Independent Study—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.

**CPTR 598 - Project—1-6 hours (6 hours required)**

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.

**CPTR 599 - Thesis—1-6 hours (6 hours required)**

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.

## 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.

**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.

**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.

**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.

**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.

**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.

**EDAD 594 - Clinical Practice—3 hours**

Candidates are immersed in the learning community and provided opportunities to demonstrate competence in the professional role of instructional leadership as administrators. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative evaluation. The action 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. Prerequisite(s): EDUC 591.

**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. Prerequisite(s): consent of the School 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.

**EDCI 516 - Psychological Foundations of Education—3 hours**

The study of psychological information and its application to the processes of teaching and learning. The course covers subjects such as theories of learning, pupil characteristics, pupil variability, culture and community, motivation, creating learning environments, and student assessment.

**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.

**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.

**EDCI 522 - Methods for Teaching Bible—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.

**EDCI 523 - Methods for Teaching Social Studies—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.

**EDCI 524 - Health Methods—2 hours**

A study of the theoretical and scientific basis of health education with emphasis on the development and organization of the school health instruction program. The ability to locate, evaluate, and use appropriate resources is a focus.

**EDCI 525 - Methods for Teaching Language Arts—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. 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.

**EDCI 526 - Methods for Teaching Math—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.

**EDCI 527 - Methods for Teaching Science—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.

**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.

**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.

**EDCI 531 - Technology in Education—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.

**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.

**EDCI 535 - Philosophy of Christian 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, educational practice, and probes current issues and reforms. Scriptural frameworks and Christian education principles as expounded by E.G. White are incorporated.

**EDCI 538 - Reading and Writing in the Content Area—3 hours**

This course will help teachers focus on those literacy skills essential to differentiate for the needs of each student. It will include modeling the process necessary for literacy and learning concepts in a subject area and instructing students so they can become independent learners. The development of vocabulary, comprehension and study/reference skills in grades 7-12 will be covered. Causes of literacy problems, assessment procedures, and organization of a sound literacy program are stressed. Principles learned will be applied in classroom settings. This course meets secondary reading methods requirements. Students should be working in a K-6 classroom or be able to arrange for comparable field experience.

**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. (Meets NAD certification requirements for Exceptional Child in the Classroom).

**EDMM 543 - Multiage Classroom—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 administrative duties they carry in addition to teaching. Topics include leadership qualities, budgeting and finance, working with the School Board, marketing the school, building maintenance, and safety issues, among others. Topics will include the specialized needs of the multi-grade teacher in administration, record keeping, curriculum management, and organization in small schools.

## **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.

**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.

**EDIL 562 - Instructional Leadership—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.

**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.

**EDIL 570 - Educational Assessment—3 hours**

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

**EDIL 594 - 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 action 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. Prerequisite(s): EDUC 591.

**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. Prerequisite(s): consent of the School of Education and Psychology.

## Literacy Education

**EDLE 527 - Implementing Reading Workshop—3 hours**

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

**EDLE 537 - Implementing Writing Workshop—3 hours**

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

**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.

**EDLE 567 - Literacy Instruction in Primary Classrooms—3 hours**

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

**EDLE 573 - The Art of Teaching Writing—3 hours**

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

**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. Prerequisite(s): completion of at least 9 hours of EDLE courses.

**EDLE 594 - 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 literacy education. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative

evaluation. The action 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 593. Prerequisite(s): EDUC 593.

**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. Prerequisite(s): consent of the School of Education and Psychology.

## 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. Corequisite(s): EDOE 504.

**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. Corequisite(s): EDOE 503.

**EDOE 513 - Nature Study—2 hours**

A field course for teachers and outdoor leaders to increase their knowledge, confidence, and awareness of nature. Interpretation of urban and rural wildlife that could be encountered by the teacher and students in the outdoor classroom will be covered. Must be taken concurrently with Outdoor Intensive Lab. Corequisite(s): EDOE 514.

**EDOE 514 - Field Experience in Nature Study—1 hour**

The experiences in this course are designed to support and supplement the lectures presented in Nature Study (EDOE 513) and provide practical field experiences to help outdoor teachers use field keys, observe nature, and acquire skills needed for studying plants and animals in a variety of habitats. Corequisite(s): EDOE 513.

**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. Corequisite(s): EDOE 524.

**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. Corequisite(s): EDOE 523.

**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.

**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. Corequisite(s): EDOE 534.

**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. Corequisite(s): EDOE 533.

**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: Lab fee 8 will be assessed for this course. Corequisite(s): EDOE 536.



**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. Corequisite(s): EDOE 535.

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

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

**EDOE 538 - Technology in Outdoor Education—2 hours**

This course will provide participants with knowledge 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.

**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.

**EDOE 553 - Ecology Education—2 hours**

A study of the interrelationships of plants, animals, and their environment. Field work will introduce the teacher to actual activities and simple sampling techniques that can be reproduced in the classroom and outdoor teaching site. Must be taken concurrently with Outdoor Intensive Lab.

**EDOE 563 - Wilderness Stewardship—2 hours**

An intensive backcountry camping course to be taught entirely in the field. It will provide the student with basic knowledge and understanding of minimal environmental impact while pursuing outdoor recreational activities. Professional reading will be required prior to the trip from writers such as Thoreau, Leopold, Muir, Carson, and other voices of stewardship. Must be taken concurrently with Outdoor Intensive Lab.

**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.

**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. Lab Fee: 4 (\$30).

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

A theoretical and practical study of photography as a means of communicating and recording nature. Topics will include outdoor lighting, composition, exposure, color, and choosing equipment and film for nature photography. Students need their own cameras. Lab Fee: 3 (\$20).

**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).

**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).

**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.

**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: 19 (\$800).

**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: 15 (\$400).

**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: 12 (\$300).

**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. Lab Fee: 2 (\$15). Note: additional lab fees may be assessed depending on credits.

**EDOE 593 - Adventure-Based Counseling—2 hours**

A survey course introducing teachers, camp professionals, and outdoor professionals to adventure-based counseling activities. Theoretical perspectives/foundations, activity implementation, and assessments will be the core of the instruction. Specific attention will be given to issues in group diversity including age, gender, ethnicity, and socioeconomics. Must be taken concurrently with Outdoor Intensive Lab.

**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. Prerequisite(s): EDOE 503 and consent of the School of Education and Psychology.

## Education

**EDUC 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. 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.

**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).

**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.

**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.

**EDUC 565 - Topics in Education—1-3 hours**

Selected topics in education. This course may be repeated with an appropriate change in topic.

**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.

**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.

**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.

**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.

**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.

**EDUC 593 - Educational Action 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 an action research proposal. Students transferring this credit must submit an approved action research proposal. Recommended for Literacy Education students. EVEN YEARS

**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. Prerequisite(s): Consent of the School 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.

## 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. Corequisite(s): ACCT 505 or equivalent.

**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. This course is cross-listed with BUAD 520. Prerequisite(s): FNCE 315, FNCE 505 or equivalent.

**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. Prerequisite(s): BUAD 520 or FNCE 510.

**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. Prerequisite(s): BUAD 520 or FNCE 510.

**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. Prerequisite(s): BUAD 520 or FNCE 510.

**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. This course is cross-listed with A student may receive credit for this course from only one program. Prerequisite(s): ACCT 505 or ACCT 221, 222.

**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. This course is cross-listed with FNCE 450. Prerequisite(s): FNCE 315 or FNCE 505.

**FNCE 552 - Financial Markets, Rates, and Flows—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. This course is cross-listed with FNCE 452. Prerequisite(s): FNCE 315, FNCE 505 or equivalent.

**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. Prerequisite(s): FNCE 510 or equivalent.

**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.

**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. Prerequisite(s): FNCE 315, FNCE 505 or equivalent.

**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. Prerequisite(s): FNCE 315, FNCE 505 or equivalent.

**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. This course is cross-listed with ACCT 564. Prerequisite(s): BUAD 520 or FNCE 510.

**FNCE 585 - Contemporary Issues in Finance—3 hours**

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

**FNCE 595 - Independent Study—3 hours**

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

**FNCE 597 - Finance Research—3 hours**

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

**Global Community Development****GCDP 505 - Foundations of Christian Values and Witness in Development/Relief—2 hours**

In this Knowledge Building Rotation 1 course students will assimilate Biblical perspectives for abundant life, transformation, servanthood, and the role of Christian witness in sustainable development missiology.

**GCDP 510 - Theories of Global Community Development/Relief—2 hours**

In this Knowledge Building Rotation 1 course students will examine diverse theoretical approaches for planning, conducting and evaluating community-owned development/relief projects.

**GCDP 515 - Principles of Development Entrepreneurship—2 hours**

In this Knowledge Building Rotation 1 course students will identify resource generation opportunities and craft entrepreneurship strategies that ensure sustainable community change.

**GCDP 520 - Techniques for Project Planning and Capacity Building—2 hours**

In this Knowledge Building Rotation 1 course students will explore and define how they will train community leaders to plan, propose, budget and staff results-oriented development/relief projects.

**GCDP 525 - Methods of Scholarship in Development/Relief—2 hours**

In this Knowledge Building Rotation 1 course students will demonstrate research scholarship skills necessary for facilitating evidenced-based and results-oriented community practice outcomes.

**GCDP 528 - Preparation for Global Service—1 hour**

In this Knowledge Building Rotation 1 course students will prepare for their deployment to the project site of their Experiential Learning rotation. Logistical, safety, and practical preparedness will be addressed.

**GCDP 535 - Sector Review of Best Practices in Development—2 hours**

In this Experiential Learning Rotation 2 course students will review cutting edge community-owned best practices across a variety of development sectors such as health and nutrition, agriculture and food security, emergencies and human migration, faith and development, micro enterprise, peace-building, advocacy, water and sanitation among other emergent topics. Prerequisite(s): successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

**GCDP 550 - Community Training and Assessment—2 hours**

In this Experiential Learning Rotation 2 course students will practice participatory leadership while engaging, training, and supporting key stakeholders as they conduct their community-owned baseline assessments. Prerequisite(s): successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

**GCDP 560 - Politics and Legal Issues in Community Development—2 hours**

In this Experiential Learning Rotation 2 course students will engage local communities to advocate with local, government, and national key stakeholder groups. Additionally, they will identify legal issues that could impact their projects. Prerequisite(s): successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525, and GCDP 528 coursework.

**GCDP 565 - Special Topics Seminar—1 hour**

In this seminar, students will explore topics of current significant and/or professional interest for a specific sector in global community development/relief. Students will do one credit during each Extended Internship Rotation 3 semester in which they are enrolled for internship. Two hours of credit are required to graduate. VARIABLE

**GCDP 570 - Community Organizing and Mobilization—2 hours**

In this Experiential Learning Rotation 2 course students will organize and mobilize community members as they do strategic planning, project design, and proposal development for their multi-sector community change interventions. Prerequisite(s): successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

**GCDP 575 - Community-Owned Project Management—2 hours**

In this Experiential Learning Rotation 2 course students will train and mentor community members in leadership development, project implementation, and management cycle. Prerequisite(s): successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

**GCDP 580 - Evidence-based Project Monitoring and Evaluation—2 hours**

In this Experiential Learning Rotation 2 course student will share, use, and document best practices and data that encourage accountability in project efficiency and effectiveness while fostering honest and transparent use of project and community resources. Prerequisite(s): successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

**GCDP 592 - Field Practice Internship—1-7 hours**

In this Extended Internship Rotation 3 practice internship, advanced graduate students develop an Individual Internship Learning Plan (ILLP) with a program mentor. Two semesters of practice experience building (approximately 32 weeks) at a project-based internship with a minimum of 700 total hours (100 hours per credit) are required to evidence competency of knowledge, values, and skills as outlined in the degree curriculum. This course will be graded pass/fail. Seven hours of credit are required to graduate. Prerequisite(s): consent of the program director and successful completion of GCDP 550, GCDP 560, GCDP 570, GCDP 575 and GCDP 580. VARIABLE

**GCDP 595 - Independent Study—1-4 hours**

This course option facilitates individual research/study project in global community development under the supervision of a degree faculty mentor. A maximum of six independent study hours are allowed to apply toward a student's degree. Prerequisite(s): consent of the program director. VARIABLE

**GCDP 599 - Learning Documentation and Defense—1 hour**

This Learning Defense Rotation 4 course hosts the capstone event for evidencing candidacy degree competencies via ePortfolio completion, administrative clearances, and successful oral defense. If a student chooses to extend this defense process beyond one semester, they must register for this class again each additional semester until their defense is successfully completed. Prerequisite(s): consent of the program director and successful completion of all program coursework.

## Healthcare Administration

**HADM 520 - Operations Management and the Clinical Professional—3 hours**

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

**HADM 530 - Healthcare Administration—3 hours**

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

**HADM 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.

**HADM 536 - Advanced Nursing Leadership and Role Development—3 hours**

A student may receive credit for this course from only one program. See NRSRG 578 for course description. This course is cross-listed with NRSRG 578 in the School of Nursing. 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. This course is cross-listed with NRSRG 540 in the School of Nursing. A student may receive credit for this course from only one program.

**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.

**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.

**HADM 585 - Contemporary Issues in Healthcare Administration—3 hours**

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

**HADM 595 - Independent Study—3 hours**

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

**HADM 597 - Healthcare Administration Research—3 hours**

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

## Nondepartmental

**NOND 500 - Facilities Use—0 hours**

Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is completed. Credit Restriction: May not be used toward degree requirements. Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated.

## 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.

**NPLD 552 - Christian Missionary Entrepreneurship—3 hours**

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

**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.

**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.

**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.

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

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

**NPLD 595 - Independent Study—3 hours**

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

**NPLD 597 - Nonprofit Leadership Research—3 hours**

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

## Nursing

**NRSNG 500 - Individual Study and Clinical Practice—1-3 hours**

Personalized study designed to make up deficiencies in a student's undergraduate program. Hours do not count towards MSN degree. Prerequisite(s): permission of dean or program coordinator. Required of students with limited work experience.

**NRSNG 505 - Directed Study and Research—1-3 hours**

Directed study and/or research in nursing designed to meet the needs of the individual student. Prerequisite(s): permission of dean or program coordinator.

**NRSNG 515 - Theoretical Concepts of Nursing—2 hours**

A survey of the theories and concepts of nursing science as applied to the increase in substantive nursing knowledge. A holistic Christian perspective is taken on major issues involved in the development of nursing knowledge. Critique of theory is applied to the Neuman Systems Model and other selected models and theories. Lab Fee: 5 (\$60). Prerequisite(s): admission to the program or permission of dean or program coordinator.

**NRSNG 520 - Health Promotion Across the Lifespan—3 hours**

A course emphasizing use of developmental psychological, sociocultural, physiological, and spiritual approaches to attain and maintain optimal health in the face of stressors inherent in a sinful world. Biblical principles and SDA-specific approaches to healthy lifestyle are examined. Change theory, nursing theories, learning theories, and health promotion principles and frameworks are used to design and evaluate interventions that enhance client's flexible line of defense. Lab Fee: 3 (\$20). Prerequisite(s): admission to the program or permission of dean or program coordinator.

**NRSNG 527 - Nursing Research: Foundations of Evidence-based Practice—4 hours**

Focuses on the steps of ethical quantitative and qualitative research and on understanding and utilizing research studies as the basis for advanced practice. Application and interpretation of descriptive and inferential statistics are included. Emphasizes integration of research (evidence) into care of individuals, families, and communities with potential or actual stressors and threats to wellbeing. Lab Fee: 5 (\$60). Prerequisite(s): NRSNG 316 or equivalent basic statistics.

**NRSNG 540 - Health Care Policy—3 hours**

Examines health care policy issues affecting nursing education, administration, advanced clinical practice, clients, and client systems. This course reviews the policy analysis process, the push and pull of specific health care goals, the constraining effects of resource limitations, and the resulting health care system in the United States. Benefits and drawbacks associated with the American health care systems as compared to other countries will be considered. This course is cross-listed with HADM 545 in the School of Business and Management. A student may receive credit for this course from only one program.

**NRSNG 550 - Advanced Pathophysiology—3 hours**

A study of alterations in physiologic systems frequently encountered in primary care, with in-depth analysis of risk factors, pathophysiologic changes, and associated clusters of signs/symptoms. Pathophysiologic theories and research are presented as a basis for advanced practice. Lab Fee: 1 (\$10).

**NRSNG 552 - Advanced Pharmacology—3 hours**

Focuses on the appropriate clinical use of medications in the maintenance and strengthening of the client system's lines of resistance and defense. Emphasis is placed on therapeutic prescription/use of medications in common recurrent health problems. Lab Fee: 1 (\$10). Pre- or co-requisite: NRSNG 550.

**NRSNG 555 - Advanced Health Assessment—4 hours**

In-depth focus on history taking and assessment of the five variables of the client system. Builds on basic assessment skills through didactic and clinical applications. Includes advanced preparation in obtaining and interpreting ECGs and analyzing radiologic films. Includes a minimum of 60 hours clinical



practice. Lab Fee: 10 (\$180). Prerequisite(s): enrollment in core courses or permission of dean or program coordinator.

**NRSNG 556 - Family and Community Systems—3 hours**

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

**NRSNG 558 - Neuroscience for Mental Health Practitioners—3 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. The latest neurologic, psychiatric, cognitive, and functional assessments will be explored.

**NRSNG 565 - Graduate Studies - 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. Prerequisite(s): permission of dean or program coordinator.

**NRSNG 569 - Psychopharmacology—2 hours**

This course covers advanced psychopharmacology for the treatment of various psychiatric disorders commonly seen in primary mental health care settings. It builds on the knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Prerequisite(s): NRSNG 552.

**NRSNG 578 - Advanced Nursing Leadership and Role Development—3 hours**

A student can receive credit for this course from only one program. Examines the role of the nurse executive or manager within the managed care system through analyses of selected leadership, management, and nursing theories. The concepts derived from these analyses are applied to the various role functions (leader, strategic planner, organizer, facilitator, evaluator). Leadership principles, continuous quality improvement, human resources management, negotiation skills, marketing, and strategic planning are emphasized. This course is cross-listed with HADM 536 in the School of Business and Management. Prerequisite(s): Permission of program coordinator.

**NRSNG 579 - 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) Prerequisite(s): Registration for one semester for any of the following practicum courses: NRSNG 585, NRSNG 587 or NRSNG 591, NRSNG 645, NRSNG 655, NRSNG 663, NRSNG 665, NRSNG 670, NRSNG 671, NRSNG 673.

**NRSNG 581 - 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. Prerequisite(s): enrollment in core courses or permission of dean or program coordinator. FALL | ODD YEARS

**NRSNG 583 - 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. Pre- or co-requisite: NRSNG 581. WINTER | EVEN YEARS

**NRSNG 585 - 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) Pre- or co-requisite: NRSNG 581, NRSNG 583.

**NRSNG 587 - 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). Prerequisite(s): NRSNG 578.

**NRSG 591 - Practicum: Area of Clinical Emphasis—2 hours**

An individualized clinical practicum in the specific area of clinical emphasis chosen by the student designed to foster growth in clinical expertise and enrich the nurse educator role. Ninety clock hours of practice. (Pass/Fail) Lab Fee: 5 (\$60).

**NRSG 594 - 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. Lab Fee: 6 (\$90). Prerequisite(s): NRSG 527.

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

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

**NRSG 635 - Role Development for Advanced Practice Nurses—2 hours**

This course focuses on professional issues, advanced practice roles, relationships, legal and ethical frameworks for advanced practice, professional practice management, and preparation for advanced practice nurse practitioner certification. Lab Fee: 7 (\$120). Pre- or co-requisite: NRSG 655, NRSG 670 or NRSG 673.

**NRSG 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 NRSG 650. Lab Fee: 1 (\$10). Prerequisite(s): NRSG 550, NRSG 552, NRSG 555.

**NRSG 645 - Practicum: Primary Care of Adults I—4 hours**

Clinical practicum in the differential diagnosis and management of common and chronic adult and gerontologic health problems. Includes intensives for clinical procedures and wound management. 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: 9 (\$180).

**NRSG 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 NRSG 640. Lab Fee: Lab fee 1 will be assessed for this course. Prerequisite(s): NRSG 550, NRSG 552, NRSG 555.

**NRSG 651 - 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: 9 (\$180).

**NRSG 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: 9 (\$180). Prerequisite(s): NRSG 651.

**NRSG 655 - Practicum: Primary Care of Adults II—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: 9 (\$180). Prerequisite(s): NRSG 645

**NRSG 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.

**NRSRG 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 NRSRG 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.

**NRSRG 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: 1 (\$10). Prerequisite(s): NRSRG 550, NRSRG 555. Pre- or co-requisite: NRSRG 552, NRSRG 556

**NRSRG 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 120 hours of clinical practice. May be used in combination with adult practicum courses to fulfill practicum requirements for FNP emphasis. Prerequisite(s): NRSRG 662.

**NRSRG 665 - Practicum: Primary Care of Families I—5 hours**

Clinical practicum that promotes application of theoretical concepts and development of skills in primary, secondary, and tertiary prevention and healthcare across the lifespan from infancy to old age. Diagnosis and therapeutic management of common acute and chronic health problems is precepted by nurse practitioners and other healthcare providers in a variety of adult, family, pediatric, outpatient, acute, and long-term care settings. Includes intensive for clinical procedures and wound management. A minimum of 300 hours clinical practice is required. Lab Fee: 9 (\$180). Prerequisite(s): NRSRG 662 and NRSRG 640 or NRSRG 650.

**NRSRG 670 - Practicum: Primary Care of Families II—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: 9 (\$180). Prerequisite(s): NRSRG 665.

**NRSRG 671 - Practicum: Acute Care of Adults I—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 physical, psychological, sociocultural, spiritual, and developmental 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: 9 (\$180). Prerequisite(s): NRSRG 645, NRSRG 757. Pre- or co-requisite: NRSRG 640, NRSRG 650.

**NRSRG 673 - Practicum: Acute Care of Adults II—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 physical, psychological, sociocultural, spiritual, and developmental 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: Lab fee 9 (\$180) will be assessed for this course Prerequisite(s): NRSRG 645, NRSRG 757, NRSRG 671. Pre- or co-requisite: NRSRG 640, NRSRG 650.

**NRSRG 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.

**NRSRG 711 - 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.

**NRSB 714 - Practical Epidemiology and Research—3 hours**

This course is designed to introduce epidemiologic reasoning and research strategies that can be used by the advanced practice nurse to identify and evaluate patterns and determinants of disease frequency in human populations. Students will acquire an understanding of the influence of cultural beliefs and traditional healthcare systems on epidemiology, and the varying roles of the clinician in local, regional, and national public health emergencies.

**NRSB 716 - Applied Biostatistics in Clinical Research—3 hours**

This course covers practical concepts of descriptive and inferential statistical methods that will be useful for the advanced practice nurse in analyzing and interpreting clinical practice research. Particular emphasis is given to those issues and skills that are relevant to the development of the Scholarly Project.

**NRSB 722 - Genetics and Environment in Disease—3 hours**

This course introduces the advanced practice nurse to basic 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: 6 (\$90).

**NRSB 723 - Christian Leadership and Management—2 hours**

This course explores the role of the DNP 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.

**NRSB 728 - Introduction to Lifestyle Therapeutics—2 hours**

This course explores the biological basis and clinical evidence for the use of various evolving lifestyle therapeutics in the context of acute and chronic disease, distinguishing between traditional/conventional and lifestyle management of risk factors. Eight essentials of optimum health as integral components of a healthy lifestyle are examined through use of the CREATION Health model.

**NRSB 730 - 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.

**NRSB 734 - Educating and Motivating Patients for Lifestyle Changes—2 hours**

This course is designed to ensure the advanced practice nurse is able to effectively educate and motivate patients for lifestyle change utilizing a variety of resources and considering legal, cultural, and ethical issues.

**NRSB 744 - Exercise Modalities for Lifestyle Change—3 hours**

This course introduces the advanced practice nurse to basic concepts of exercise physiology, metabolism, energy, and the science of kinesiology. 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: 6 (\$90).

**NRSB 746 - Nutritional Approaches to Disease Prevention and Management—3 hours**

This course is designed to provide an advanced-level review of the underlying biological basis and clinical translation of evidence-based dietary regimens, nutraceuticals, and phytopharmaceuticals in the prevention and management of disease. Discussions will include the evaluation of common and emerging laboratory tests used in the functional assessment of biochemical pathways of nutrients, and an evaluation of potential drug-nutrient interactions. Lab Fee: 7 (\$120).

**NRSB 757 - 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.

**NRSB 759 - 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 NRSB 757. Emphasis is placed on use of evidence-based

guidelines and development of advanced understanding and clinical judgment for management of specific complex disease processes.

**NRSRG 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.

**NRSRG 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. Prerequisite(s): NRSRG 761.

**NRSRG 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.

**NRSRG 772 - Practicum I: Adult/Gerontology Acute Care—2 hours**

This clinical course provides opportunity for students to synthesize and integrate advanced practice knowledge and skills in providing competent care for adult and gerontologic patients with acute, critical, and multisystem health disorders. Students complete a minimum of 200 hours of clinical practice, precepted by expert clinicians. Lab Fee: 9 (\$180). Prerequisite(s): NRSRG 757 NRSRG 759.

**NRSRG 774 - Practicum II: Adult/Gerontology Acute Care—2 hours**

This clinical course provides opportunity for students to continue to develop clinical judgment in providing evidence-based care for adult and gerontologic patients with acute, critical, and multisystem health disorders. Students complete a minimum of 200 hours of clinical practice, precepted by expert clinicians. Lab Fee: 9 (\$180). Prerequisite(s): NRSRG 772.

**NRSRG 776 - Practicum III: Adult/Gerontology Acute Care—2 hours**

This clinical course provides opportunity for students to demonstrate increasing autonomy in clinical decision-making for adult and gerontologic patients with acute, critical, and multisystem health disorders. Students complete a minimum of 200 hours of clinical practice, precepted by expert clinicians. Lab Fee: 9 (\$180). Prerequisite(s): NRSRG 774.

**NRSRG 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.

**NRSRG 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.

**NRSRG 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.

**NRSRG 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). Prerequisite(s): NRSRG 810.

**NRSRG 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. Prerequisite(s): NRSRG 815.

**NRSRG 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). Prerequisite(s): NRSB 820.

## Biblical Studies

### **RELB 500 - Directed Study—1-3 hours**

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

### **RELB 510 - Archaeology and Bible Interpretation—3 hours**

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

### **RELB 520 - Middle East Study Tour—1-3 hours**

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

### **RELB 530 - Archaeological Fieldwork—1-6 hours**

In conjunction with the archaeological expeditions sponsored by Southern Adventist University, qualified students obtain practical experience and training in archaeological fieldwork by assisting with the supervising of excavations, drawing, registering, reading of pottery, and related work. Lab Fee: 33 (\$3,000).

### **RELB 540 - Old Testament Themes—3 hours**

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

### **RELB 541 - Preaching from the Old Testament Text—3 hours**

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. Prerequisite(s): at least one introductory course in biblical preaching.

### **RELB 545 - General Epistles—3 hours**

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

### **RELB 546 - Pauline Epistles—3 hours**

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

### **RELB 551 - Preaching from the New Testament Text—3 hours**

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. Prerequisite(s): at least one introductory course in biblical preaching.

### **RELB 553 - Studies in Romans—3 hours**

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

### **RELB 555 - Studies in Daniel—3 hours**

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

### **RELB 556 - Studies in Revelation—3 hours**

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

### **RELB 565 - Topics in Biblical Studies—3 hours**

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

### **RELB 595 - Independent Study—1-3 hours**

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

**RELB 620 - Project in Biblical Studies—3 hours**

Requires the writing of a major paper in the area of biblical studies. Project is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the project adviser.

**RELB 650 - Thesis in Biblical Studies—1-6 hours**

Requires the writing of a master's thesis in the area of biblical studies. Thesis is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the thesis adviser.

## Religion—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.

## Religion—Professional Studies

**RELP 401 - Fundamentals of Biblical Preaching—3 hours**

This introductory course focuses on the preparation and delivery of expository sermons. The student learns and implements a ten-step method in preparing an expository sermon. This sermon is preached and analyzed in a peer-review setting. Only available to students with no formal preaching training. Credit will not be given towards a master's degree.

**RELP 500 - Directed Study—1-3 hours**

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

**RELP 501 - Advanced Preaching Methods—3 hours**

An exploration of various models of biblical preaching, with an emphasis on inductive method and extemporaneous delivery. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting. Prerequisite(s): at least one introductory course in biblical preaching.

**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. 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.

**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.

**RELP 517 - Pastoral Counseling—3 hours**

Counseling theory and practice in church-related settings. Mental health programs and follow-up are studied.

**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.

**RELP 521 - Time and Life Management—3 hours**

This course is a comprehensive study of time and life management. It explores the fundamentals of time and its management within a theological and pastoral context. Special consideration is given to articulating personal values, achieving goals, evaluating and implementing a time-management system, overcoming personal time-management weaknesses, and applying strategies of efficiency and effectiveness to everyday life.

**RELP 524 - Evangelistic Preaching—3 hours**

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. 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 age groups of children and youth in the local church and how each age level grows spiritually. The purpose of the course is to demonstrate how to develop effective youth leaders and to enable them to minister to, retain, and engage youth in the mission of the church.

**RELP 532 - Principles and Strategies for Church Growth—3 hours**

This course focuses on the application of biblical principles of church growth to the North American church, as well as practical evangelistic strategies for the local Adventist congregation. These include year-long planning for community outreach, church planting, evangelistic preparation, and membership training.

**RELP 534 - Personal Soul-Winning Skills—3 hours**

A study of the importance, principles, and methods of personal evangelism. The course focuses on the development of skills to help individuals make favorable decisions for Jesus Christ through one-on-one small group evangelism. Practical experience is gained in laboratory exercises and in the field.

**RELP 537 - Church Planting Strategies—3 hours**

The course focuses on planting churches in a Seventh-day Adventist context. Biblical and historical models, various methods of church planting, and the current state of Adventist church planting is surveyed. Students learn how to develop a strategy for starting and multiplying congregations, how to integrate discipleship with church planning, and how to protect the personal life of the church pastor.

**RELP 542 - Urban Ministry and Evangelism—3 hours**

A study of the city as the locus of mission and ministry. The course considers the forces which create cities, their development, and their ethos, with emphasis on the process of secularization and the church's holistic approach to the urban setting. Special attention is given to evangelism and church planting in the urban context. Students are exposed to various ministries dealing with the hungry, homeless, addicted, and the alienated.

**RELP 561 - Preaching to the Secular Mind—3 hours**

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. Prerequisite(s): at least one introductory course in biblical preaching.

**RELP 565 - Topics in Professional Studies—3 hours**

This course deals with selected topics of interest in the area of pastoral studies.

**RELP 569 - Sermon Designs for Biblical Preaching—3 hours**

The student explores a variety of sermon designs, such as inductive, narrative plots, and other audience-centered preaching forms. Delivery focus is on youth, secular people, and various ethnic congregations. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting. 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.

**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. Prerequisite(s): at least one introductory course in biblical preaching and must be officially accepted into a School of Religion graduate program.

**RELP 595 - Independent Study—1-3 hours**

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



## Theological Studies

### **RELT 500 - Directed Study—1-3 hours**

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

### **RELT 520 - Spirituality in Ministry—3 hours**

An examination of a biblical model for spiritual leadership and its implications for personal spiritual life and development. The objective of this course is to discover how to experience life and ministry that is "full of God's grace and power."

### **RELT 525 - Theology of Ministry—3 hours**

An in-depth study of the theology of ministry in the context of the church, clergy-laity roles, and the mission of the local congregation.

### **RELT 531 - Hermeneutics and Biblical Interpretation—3 hours**

An investigation into fundamental hermeneutical presuppositions and the formulation of both sound principles of biblical interpretation and proper methods of interpreting the writings of Ellen G. White, for use in preaching and ministry. Particular attention is paid to contemporary methods of interpretation and their impact on the authority and trustworthiness of Scripture.

### **RELT 538 - Prophetic Guidance in the Adventist Church—3 hours**

An in-depth study of the gift of prophecy as seen in the life and ministry of Ellen G. White. Controversial issues in revelation and inspiration are explored. An assignment answering objections is required.

### **RELT 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.

### **RELT 542 - Studies in Biblical Doctrines—3 hours**

An in-depth study of key biblical doctrines, such as salvation, the nature of God and man, the Great Controversy, and the final destiny of God's people. A significant research assignment is required.

### **RELT 546 - Doctrine of Salvation—3 hours**

The central purpose of this class is to study the plan of salvation and righteousness by faith. It focuses on building a biblically based understanding of salvation through the sanctuary and key soteriological books like Romans, Galatians, and John. Some time is also spent in examining and critiquing varying views of salvation from theologians such as Abelard, Calvin, Arminius, and Wesley. The significance of these views for Seventh-day Adventism is also explored.

### **RELT 552 - Theology of Mission and Evangelism—3 hours**

The biblical foundation for evangelism. A theological reflection of its essence, goals, motives, and strategies, with special emphasis on the mission of the SDA Church. The course provides a theological foundation for all courses in the area of evangelism, ministry, and missions.

### **RELT 563 - Contemporary Theological Issues—3 hours**

A study of contemporary theological issues that impact the Seventh-day Adventist Church with a view to assisting inquirers to respond appropriately.

### **RELT 565 - Topics in Theological Studies—3 hours**

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

### **RELT 568 - World Religions—3 hours**

A study of several major representative Christian and non-Christian religions, including a survey of the history and the distinctive characteristics of each. This course also compares and contrasts these religions, considers areas of commonality between these religions and biblical Christianity, and provides insights as to how to share Christianity with practitioners of these religions.

### **RELT 571 - Renewal and Mission of the Church—3 hours**

A biblical study of ecclesiology as it relates to the mission of the church. Emphasis is placed on church renewal through worship, small groups, missional focus, and the empowering baptism of the Holy Spirit.

### **RELT 573 - Biblical Eschatology—3 hours**

A biblical evaluation of end-time movements, teachings, and events to prepare the church for Christ's soon return.

### **RELT 581 - Biblical Ethics and Contemporary Society—3 hours**

An examination of the major ethical teachings of the Bible in light of their cultural and historical setting and in relation to contemporary moral issues. This course deals with how to approach ethical problems in ministry, as well as Christian strategies dealing with basic matters such as confidentiality, church-state relations, racism, sexual vulnerability, and marriage/divorce/remarriage.

**RELT 595 - Independent Study—1-3 hours**

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

**RELT 620 - Project in Theological Studies—3 hours**

Requires the writing of a major paper in the area of theological studies. Project is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the project adviser.

**RELT 650 - Thesis in Theological Studies—1-6 hours**

Requires the writing of a master's thesis in the area of theological studies. Thesis is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the thesis adviser.

## 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 in the context of a Christian worldview, values, and ethics. Work with individuals and families, primarily the micro and mezzo dimensions of social work practice, are emphasized. FALL

**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 study empirically-based theories and gain knowledge of biological and psychological development of individuals in the context of a Christian worldview. FALL | ONLINE

**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 | ONLINE

**SOCW 513 - Foundation Portfolio Seminar 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

**SOCW 516 - Foundation Portfolio Seminar 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: 5 (\$60). 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. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. Prerequisite(s): Admission to the MSW program FALL

**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. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. Prerequisite(s): Admission to the MSW program Corequisite(s): SOCW 547. WINTER

**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: 8 (\$150). Prerequisite(s): field-readiness clearance. Pre- or co-requisite: SOCW 509, SOCW 514, SOCW 541, SOCW 542. VARIABLE

**SOCW 565 - 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 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.

**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 610 - Advanced Practice Theories—3 hours**

This course lays the theoretical foundation for advanced generalist social work practice. Students learn how to apply theoretical underpinnings and biblical principles across the micro, mezzo, and macro levels of practice. Prerequisite(s): acceptance into Advanced Standing or completion of Foundation curriculum. FALL | ONLINE

**SOCW 611 - Advanced Clinical Practice: Clinical Interventions—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. Prerequisite(s): acceptance into Advanced Standing or completion of Foundation curriculum. FALL

**SOCW 617 - Advanced Clinical Practice: Clinical Assessment, Psychopathology & 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. Prerequisite(s): acceptance into Advanced Standing, or completion of Foundation curriculum. WINTER

**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. Prerequisite(s): acceptance into Advanced Standing, or completion of Foundation curriculum. WINTER

**SOCW 620 - Advanced Portfolio Seminar I—1 hour**

Students demonstrate readiness to practice social work at the advanced level through the creation of a professional portfolio, meaningfully integrating skills and knowledge acquired throughout the curriculum and personal practice. Pass/Fail. Prerequisite(s): acceptance into Advanced Standing or completion of Foundation curriculum. FALL

**SOCW 621 - Advanced Portfolio Seminar II—1 hour**

Students demonstrate readiness to practice social work at the advanced level through the completion and defense of a professional portfolio. It will culminate in portfolio defense. Pass/Fail. Prerequisite(s): acceptance into Advanced Standing or completion of Foundation curriculum. 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.

**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. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. Corequisite(s): SOCW 647. FALL

**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. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. Corequisite(s): SOCW 647. WINTER

**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—1-6 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: 8 (\$150). Prerequisite(s): acceptance into Advanced Standing or completion of Foundation curriculum. Corequisite(s): SOCW 612, SOCW 617, SOCW 618 or equivalent, field-readiness clearance. VARIABLE

**SOCW 654 - Child and Family Advocacy and Treatment: Emphasis Foundation—3 hours**

This course provides advanced theoretical knowledge in the emphasis area of child and family social work. Best-practice models will be emphasized throughout. WINTER | ONLINE

**SOCW 655 - Child and Family Advocacy and Treatment: Emphasis I—3 hours**

This course highlights skill-building in the advanced emphasis of child and family social work. Pre- or co-requisite: SOCW 654. SUMMER

**SOCW 656 - Child and Family Advocacy and Treatment: Emphasis II—3 hours**

This course continues skill-building in the advanced specialization area of child and family advocacy and treatment. Skills spanning the micro to macro continuum in the specialization area are emphasized. Pre- or co-requisite: SOCW 655. SUMMER

**SOCW 657 - International Social Work: Emphasis Foundation—3 hours**

This course provides advanced theoretical knowledge in the emphasis area of international social work. Best-practice models will be emphasized throughout. WINTER | ONLINE

**SOCW 658 - International Social Work: Emphasis I—3 hours**

This course highlights skill-building in the advanced emphasis area of international social work. Pre- or co-requisite: SOCW 657. SUMMER

**SOCW 659 - International Social Work: Emphasis II—3 hours**

This course continues skill-building in the advanced emphasis area of international social work. Pre- or co-requisite: SOCW 658. SUMMER

**SOCW 660 - International Social Work: Study Tour—3 hours**

This course highlights skill-building in the international advanced emphasis area. It can be used interchangeably with SOCW 659. Lab Fee: 33 (\$3,000). Pre- or co-requisite: SOCW 657. SUMMER

**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 - Trauma and Emergency Management: Emphasis Foundation—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. WINTER

**SOCW 671 - Trauma and Emergency Management: Emphasis I—3 hours**

This course highlights skill-building in the advanced emphasis area of trauma and emergency management social work. Pre- or co-requisite: SOCW 670. SUMMER

**SOCW 672 - Trauma and Emergency Management: Emphasis II—3 hours**

This course continues skill-building in the advanced emphasis area of trauma and emergency management social work. Pre- or co-requisite: SOCW 671. SUMMER

**SOCW 673 - Military Social Work and Veteran Services: Emphasis Foundation I—3 hours**

This course provides advanced theoretical knowledge in the emphasis area of military social work and veteran services social work. Best-practice models will be emphasized throughout. WINTER | ONLINE

**SOCW 674 - Military Social Work and Veteran Services: Emphasis I—3 hours**

This course continues skill-building in the advanced emphasis area of military social work and veteran services social work. Pre- or co-requisite: SOCW 673. SUMMER

**SOCW 675 - Military Social Work and Veteran Services: Emphasis II—3 hours**

This course continues skill-building in the advanced emphasis area of military social work and veteran services social work. Pre- or co-requisite: SOCW 674. SUMMER

**SOCW 676 - Mental Health Practice in Social Work: Evolving Perspectives and Advance Contemporary Practice Emphasis I—3 hours**

This course highlights skill-building in the advanced emphasis area of psychopharmacology social work. Pre- or co-requisite: COUN 521. SUMMER

**SOCW 677 - Mental Health Practice in Social Work: Evolving Perspectives and Advance Contemporary Practice Emphasis II—3 hours**

This course continues skill-building in the advanced emphasis area of psychopharmacology. Pre- or co-requisite: SOCW 676 SUMMER

**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 (\$3,000).

**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.

# Faculty Directory

## The Registry

### Board of Trustees

- |                            |                      |
|----------------------------|----------------------|
| * Ron Smith, Chair         | Jack McClarty        |
| Tim Bainum                 | Todd McFarland       |
| * Gordon Bietz             | * Bill McGhinnis     |
| John Boskind               | * Chris McKee        |
| Michael Cauley             | + Ellsworth McKee    |
| Donald Chase               | Barbara McKinney     |
| Bert Coolidge              | + James Ray McKinney |
| * Jim Davidson, Vice Chair | Hubert Morel         |
| Ken DeFoor                 | + Gordon Retzer      |
| Faith Durkin               | * Randy Robinson     |
| Dana Edmond                | Mark Schiefer        |
| Mel Eisele                 | Kathy Schleier       |
| * Franklin Farrow          | Terry Shaw           |
| Debra Fryson               | * David Smith        |
| Steve Haley                | * Jeanette Stepanske |
| Heather Hilliard           | Dan Turk             |
| Danny Houghton             | Christine Waldrop    |
| + Bill Hulse               | Jeff White           |
| David Jimenez              | Bill Winston         |
| * Ruth Liu                 | * Ed Wright          |
| Leslie Louis               | Doug Zinke           |
- \* *Executive Board*  
+ *Emeriti*

## Administrators

Gordon Bietz, D.Min. (1997), President

\_\_\_\_\_, Vice President, Advancement

Marc Grundy, M.B.A. (1996), Vice President, Enrollment Services

Martin Hamilton, B.A., (1998), Associate Vice President, Financial Administration

Volker Henning, Ph.D. (1989), Associate Vice President, Academic Administration

Carleton Swafford, Ph.D. (1992), Dean, Graduate Studies

Tom Verrill, M.B.A. (2008), Senior Vice President, Financial Administration

Dennis Negron, M.A. (1993), Vice President, Student Services

Robert Young, Ph.D. (2007), Senior Vice President, Academic Administration

## **Other Officials**

Jeffrey Erhard, M.A.T. (1997), Director, On-Campus Housing

Pegi Flynt, Ed.D. (2007), Director, Online Campus

Laurie Gauthier M.B.A. (2008), Director, Graduate Marketing

Melodie Lopez, B.A. (2006), Director, Graduate Admissions

Kevin Penrod, B.S. (2007), Director, Campus Safety

Gary Sewell, B.S. (2012), Associate Vice President, Information Systems

David Smith, Ph.D. (2011), Senior Pastor, University Church

Joni Zier, M.S.Ed. (1993), Director, Records and Advisement

*\* Dates in parentheses indicate the beginning year of employment at Southern Adventist University.*

## **Graduate Council**

Carleton Swafford, Dean, Graduate Studies

Pegi Flynt, Director, Online Campus

Richard Halterman, Dean, School of Computing

Ryan Herman, Associate Vice President, Enrollment Services

Mark Hyder, Dean, School of Business and Management

Barbara James, Dean, School of Nursing

Greg King, Dean, School of Religion

John McCoy, Dean, School of Education and Psychology

Dan Maxwell, Director, Library

Sharon Pittman, Director, Global Community Development

Kristie Wilder, Dean, School of Social Work

Robert Young, Senior Vice President, Academic Administration

Joni Zier, Director, Records and Advisement

## Graduate Program Coordinators

Lorri Merchant, School of Social Work

Holly Gadd, School of Nursing

Tyson Hall, School of Computing

Mark Hyder, School of Business

John McCoy, School of Education and Psychology

Sharon Pittman, Global Community Development

Edwin Reynolds, School of Religion

## Graduate Instructional Faculty

*Dates in parentheses indicate the beginning year of employment at Southern Adventist University.*

### **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. and B.S.W., 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)

### **Krystal Bishop-Ed.D., Professor of Education**

B.S., Southern Adventist University; M.A., University of South Florida, Tampa; Ed.D., University of South Florida, Tampa. (1996)

### **Michael Cafferky-D.B.A., F.A.C.H.E., Professor of Business and Management**

B.A., Atlantic Union College; M.Div., Andrews University; M.P.H., Loma Linda University; D.B.A., Anderson University. (2003)

### **Ronda Christman-Ph.D., Associate Professor of Nursing**

B.S., M.A., M.Sc., and Ph.D., Andrews University. (2009)

### **Robert Coombs-Ph.D., Professor of Psychology and Counseling**

B.A., Carson-Newman College; M.Div. and D.Min., The Southern Baptist Theological Seminary; Ph.D., University of Tennessee, Knoxville. (2004)

### **Bonnie Eder-Ed.D., Professor of Education**

B.S., University of Wyoming; M.S., Berry College; Ed.S., University of West Georgia; Ed.D., University of Tennessee, Knoxville. (2011)

### **Pegi Flynt-Ed.D., Associate Professor and Director of Online Learning**

B.A., Washington Adventist University; M.S., Andrews University; Ed.D., Nova University. (2007)

### **Bonnie Freeland-D.N.P., Professor of Nursing**

B.S., Southern Adventist University; M.S.N., University of Tennessee at Chattanooga; D.N.P., University of Tennessee Health Science Center. (1998)



**Ileanna Freeman-Ph.D., Professor of Psychology and Counseling**

B.A. and M.A., Andrews University; Ph.D., Ball State University. (2005)

**Alfredo Fuentes-Ed.D., Professor of Education**

B.A., Antillian Adventist University; M.A.Ed. and Ed.D., University of Hartford. (2008)

**H. Robert Gadd-Ph.D., C.P.A., Professor of Business and Management**

B.S., Southern Adventist University; M.B.A., University of Maryland at College Park; Ph.D. University of Texas at Arlington. (2000)

**Holly Gadd-Ph.D., F.N.P., Professor of Nursing**

B.S., Andrews University; M.S.N., Loma Linda University; F.N.P., Midwestern State University, Ph.D., Texas Woman's University. (2000)

**Jeff Gates-Dr.PH, Professor of Nursing**

M.Ph. and Dr.P.H., Loma Linda University. (2011)

**Norman Gulley-Ph.D., Research Professor of Religion**

Diploma in Theology, Newbold College; B.A., Southern Adventist University; M.A. And M.Div., Andrews University; Ph.D., University of Edinburgh. (1978)

**Tyson S. Hall-Ph.D., Professor of Computing**

B.S., M.S., and Ph.D., Georgia Institute of Technology, Atlanta. (2005)

**Richard L. Halterman-Ph.D., Dean and Professor of Computing**

B.S., Florida Southern College, Lakeland; M.S., Florida Atlantic University, Boca Raton; Ph.D., University of Tennessee, Knoxville. (1987)

**Michael G. Hasel-Ph.D., Professor of Religion**

B.A. and M.A., Andrews University; M.A. and Ph.D., University of Arizona. (1998)

**Annette Heck-D.S.W., Associate Professor of Social Work**

B.S.W., Southern Adventist University; M.S.W., Andrews University. D.S.W., University of Tennessee, Knoxville. (2010)

**Jaclynn Huse-Ph.D., Professor of Nursing**

B.S.N. and M.S.N., Southern Adventist University; Ph.D., University of Northern Colorado. (2003)

**Julie Hyde-Ph.D., C.P.A., Professor of Business and Management**

B.S. and M.Acc., University of Tennessee, Chattanooga; Ph.D., University of Memphis. (2005)

**Mark Hyder-J.D., Dean and Associate Professor of Business and Management and Chair of Technology**

B.S., Southern Adventist University; M.S., University of Maryland University College; J.D., Emory University. (2013)

**J. Douglas Jacobs-D.Min., Professor of Religion**

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2002)

**Barbara James-Ph.D., Dean and Professor of Nursing**

B.S., Southern Adventist University; M.S.N., University of Texas at Arlington; D.S.N., University of Alabama at Birmingham. (1991)

**Frances Johnson-D.N.P., N.N.P., Professor of Nursing**

B.S., University of Texas at Arlington; M.S., Andrews University; D.N.P., Rush University. (2008)

**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)

**Timothy D. Korson-Ph.D., Professor of Computing**

B.A., Atlantic Union College; M.S., Ohio University; Ph.D., Georgia State University. (1995)

**Judson Lake-D.Min., 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 and Psychology**

B.A., Andrews University; M.A. Pacific Union College; Ed.D., Shenandoah University. (2009)

**Donn W. Leatherman-Ph.D., Professor of Religion**

B.Th., Canadian Union College; M.Div., Andrews University; Ph.D., McGill University. (1992)

**Michael Liedke-D.N.P., Assistant Professor of Nursing**

B.S., Southern Adventist University; M.S.N., Emory University; D.N.P., University of Alabama. (2009)

**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. (2001)

**John W. McCoy-Ed.D., Dean and Professor of Education and Psychology**

B.S., Atlantic Union College; M.A., University of North Carolina; Ed.D., State University of New York at Buffalo. (2011)

**Lorri Merchant-M.S.W., Associate Professor of Social Work**

B.S.W., Southern Adventist University; M.S.W., University of Kansas. (2012)

**Robert Montague-Ph.D., CPA, Professor of Business and Management**

B.S., Loma Linda University; M.B.A., University of Missouri; Ph.D., University of Iowa. (1999)

**John S. Nixon-D.Min., Professor of Religion**

B.A., Oakwood College; M.A., Fuller Theological Seminary; D.Min., Andrews University.

**Braam Oberholster-D.B.A., Professor of Business and Management**

B.B.A., Helderberg College; M.B.A., Andrews University; D.B.A., Nova South-eastern University. (2003)

**Cliff Olson-Ph.D., Professor of Business and Management**

B.A., University of Northern Colorado; M.S., Colorado State University; Ph.D., Colorado State University. (1989)

**Alan Parker-Th.D., Professor of Religion**

B.A., Andrews University; M.Th. and Th.D., Stellenbosch University. (2007)

**Magdana Philossaint-Ph.D., Assistant Professor of Social Work**

B.S.W., Southwestern Adventist University; M.S.W. and Ph.D., Andrews University. (2013)

**Sharon Pittman-Ph.D., C.S.W.M., Associate Professor and Director of Global Community Development**

B.S.W. and M.S.W., University of Missouri; Ph.D., University of Illinois. (2010)

**D. Laura Racovita-Szilagyi-M.S.W., Assistant Professor of Social Work**

B.A., B.S.W., and M.S.W. Andrews University. (2013)

**Edwin Reynolds-Ph.D., Professor of Religion**

B.A., B.S., and M.A., Pacific Union College; M.A. and Ph.D., Andrews University. (2004)

**Cornel Rusu-M.S.W., Associate Professor of Social Work**

B.A., Babes-Bolyai University, Romania; M.A., Newbold College; M.S.W., Andrews University. (2009)

**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. (1998)

**Dennis Steele-Ph.D., C.P.A., Professor of Business and Management**

B.B.A., Southern Adventist University; M.B.A., Kennesaw State University; Ph.D., Mississippi State University. (1999)

**Carleton L. Swafford-Ph.D., Graduate Dean and Professor of Education**

B.A., Southern Adventist University; M.S. and Ph.D., University of Tennessee, Knoxville. (1992)

**Douglas Tilstra-Ph.D., Professor of Outdoor Education**

B.A., Pacific Union College; M.Div., Andrews University; Ph.D., Capella University. (2000)

**Barry Tryon-D.Min., Professor of Religion**

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2011)

**Lilly Tryon-D.N.P., Assistant Professor of Nursing**

B.S.N. and M.S.N., Drexel University; D.N.P., Southern Adventist University. (2013)

**Jon Wentworth-M.Tx., CPA, Associate Professor of Business and Management**

B.A., B.S., Southern Adventist University; M.B.A., University of Tennessee, Nashville; M.Tx., Georgia State University. (1996)

**Kristie Wilder-J.D., Dean and Associate 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., Associate Professor of Psychology and Counseling**

B.A., Southern Adventist University; Ed.S., University of Tennessee, Chattanooga; Ph.D., Tennessee State University. (2013)

**Ruth Williams-Ph.D., Professor of Psychology**

B.A., Oakwood University; M.A., Andrews University; Ph.D., University of Minnesota. (2000)

**Adjunct Faculty****Gordon Bietz-D.Min., President, Southern Adventist University**

B.A., Loma Linda University-La Sierra; M.Div. and D.Min, Andrews University; Merrill Fellow at Harvard University Divinity School.

**Jack J. Blanco-Th.D., Professor Emeritus of Theology, Southern Adventist University**

B.A., Union College; M.A. and M.Div., Andrews University; M.Th., Princeton Theological Seminary; Th.D., University of South Africa.

**Kelly Bock-Ph.D., Adjunct Professor of Education, Southern Adventist University**

B.S. and M.A., Loma Linda University; Ed.S. and Ph.D., University of Idaho.

**Randall Burks-Ph.D.,J.D., Private Practice Attorney; Adjunct Professor of Education, Southern Adventist University**

B.A., Southern Adventist University; M.Ed., Florida Atlantic University; J.D., Nova Southeastern University; Ph.D., University of Nebraska-Lincoln.

**Ron E. M. Clouzet-D.Min., Director, North American Division Evangelism Institute; Professor of Christian Ministry and Theology, Andrews University SDA Theological Seminary**

B.A., Loma Linda University-La Sierra; M.Div., Andrews University; D.Min., Fuller Theological Seminary. Th.D. Candidate, University of South Africa.

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# Index

Ability to Benefit	13	Master of Arts, M.A.	77
Academic Calendar	2	Master of Business Administration, M.B.A.	29
Academic Credit for Life Experience	86	Master of Ministry, M.Min	80
Academic Grievances	24	Master of Science in Administration, M.S.A.	32
Academic Integrity	24	Master of Science in Computer Science, M.S.	35
Academic Policies	19	Master of Science in Counseling, M.S.	40
Accelerated RN to MSNursing	60	Master of Science in Education, M.S.Ed.	44
Accounting	97	Master of Science in Global Community Development	92
Accreditation and Memberships	6	Master of Science in Nursing/Master of Business Administration, M.S.N./M.B.A.	66
Adjunct Faculty	139	Master of Science in Nursing, M.S.N.	54
Administrators	133	Master of Social Work, M.S.W.	84
Admission Categories	10	Medical Records	22
Admission of International Students	11	Minimum Grades	24
Admissions	9	MSN Admission Requirements	55
Advisement	22	MSN Graduation Requirements	56
Attendance	22	MSN/MBA Admission Requirements	67
Biblical Studies	125	MSN/MBA Graduation Requirements	68
Board of Trustees	133	MSW Admission Levels	84
Books and Supplies	18	MSW Graduation Requirements	87
Business Administration	100	Non-degree Admission	10
Church and Nonprofit Leadership	118	Nondepartmental	118
Computer Science	105	Non-refundable Deposit	86
Core Values	4	Nursing	119
Counseling	101	Online Programs	22
Course Descriptions	97	Other Officials	134
Course Load for Intensive Classes	22	Outdoor Education	111
Curriculum and Instruction	107	Payment Methods	17
Disability Services	25	Payment Plans	15
DNP Admission Requirements	50	Permission to Take Classes	36
DNP Graduation Requirements	52	Petition and Academic Grievance Procedures	24
DNP Scholarly Project	21	Petitions	25
Doctor of Nursing Practice, D.N.P.	50	Post-Master's Certificates	69
Education	113	Provisional Admission	10
Educational Admin. and Supervision	106	Readmission	22
Educational Philosophy	4	Reclassification	23
English Proficiency	12	Refunds	16
Enrollment	22	Registration	23
Enrollment Status	22	Registrations	10
Estimated Expenses	16	Regular Admission	10
Facilities	7	Reinstatement Policy	23
Faculty Directory	133	Release of Transcripts or Diplomas	18
Fall Outdoor Leadership Intensive	48	Religion—General Studies	126
Federal Direct Loan Requirements and Disbursements	13	Religion—Professional Studies	126
Fees and Charges 2015-2016	14	Repeated Courses	23
Financial Aid Budget 2014-2015	16	Requirements	14
Financing Your Education	13	Responsibilities of the Student	20
General Requirements for a Master's Degree	19	RN to MSN Admission Requirements	60
Global Community Development	92	Satisfactory Academic Progress Policy for Receiving Federal Financial Aid	13
Grade Policies	23	School of Business and Management	27
Grading System	23	School of Computing	35
Graduate Council	134	School of Education and Psychology	38
Graduate Instructional Faculty	135	School of Nursing	49
Graduate Program Coordinators	135	School of Religion	75
Graduate Studies	1	School of Social Work	84
Guiding Principles for Graduate Programs	5	Second Emphasis	23
History	6	Second Master's Degree	20
Institutional Goals	4	Setting	6
Instructional Leadership	109		
International Evaluations	12		
International Student Deposit	17		
International Transcripts	12		

Social Work	129
Student Handbook	93
Student Insurance	17
Student Learning Goals	5
Student Records Privacy Policy	20
Summer Residence Hall	18
The Mission	4
Theological Studies	128
The Registry	133
This is Southern Adventist University	4
Time Frame for Receiving Financial Aid	14
Time Limit for Degree Completion	21
Transfer Credit	21
University Apartments	18
Validation Examinations	19
Veterans Educational Benefits	21
Vision	4
Withdrawal from a Course	21