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Graduate Catalog

2010-2011



Power for Mind & Soul

Southern Adventist University



Graduate Catalog 2010-2011

ADMISSIONS INFORMATION GRADUATE STUDIES

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

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4 Degrees Offered

Graduate Studies

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

School of Business and Management

Master of Business Administration

- Accounting
- Church and Nonprofit Leadership
- Customized
- Healthcare Administration (Southern campus, online)
- Management (Southern campus, online)
- Marketing Management

Dual Degree—MSN and MBA (available online)

Master of Financial Management

Master of Science in Administration

- Church Administration
- Customized
- Leadership
- Outdoor Education

School of Education and Psychology

Master of Science

- Clinical Mental Health Counseling
- School Counseling

Master of Science in Education

- Inclusive Education (hybrid)
- Instructional Leadership
- Literacy Education
- Outdoor Education (hybrid)

School of Nursing

Master of Science in Nursing

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

Accelerated RN to MSN

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

Accelerated RN to MSN and MBA

Dual Degree—MSN and MBA (available online)

Post Master's Certificate

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

School of Religion

Master of Arts

- Biblical and Theological Studies
- Religious Studies

Master of Ministry

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

School of Social Work

*Master of Social Work

- Child and Family Advocacy and Treatment
- International Social Work
- Marital Therapy and Stability
- Older Adult Enrichment
- Trauma and Emergency Response

*See page 91 for accreditation status

Academic Calendar



Academic Calendar

2010-2111

Summer 2010

Online registration for summer opens April 26, 2010*.

School of Business & Management

May 3 – Jun 10

Jun 14 – Jul 22

School of Nursing

May 3 – Jun 25 (Online)

May 3 – Jul 9 (Online)

School of Religion

Jun 1 – 18

Jul 6 – 23

School of Education & Psychology

Counseling

May 3 – 27

Jun 1 - 24

Jun 28 – Jul 23

Education

Jun 1 - 24

Jul 6 - 23

First Semester, Fall 2010

Aug 26-Dec 15 School of Education & Psychology—Counseling classes begin and end

Aug 29-Dec 13 School of Social Work classes begin and end

Aug 30-Nov 18 School of Business & Management classes begin and end

Aug 30-Dec 15 School of Nursing classes begin and end

Aug 31-Oct 27 Begin ordering December graduation regalia—www.cbgrad.com

Sep 5-16 School of Education & Psychology—Outdoor Educ classes begin and end

Oct 21-24 Mid-Semester Break

Oct 29 Deadline to request Dec/May graduation at Records & Advisement Office

Nov 9-19* Online Registration for Winter 2011

Nov 24-28 Thanksgiving Break

Dec 13-15 Semester Examination

Dec 15 Commencement 7:00 p.m. Iles Auditorium

Dec 16-Jan 3 Christmas Vacation

Second Semester, Winter 2011

Jan 3-Mar 31 School of Business & Management classes begin and end

Jan 3-Apr 18 School of Social Work classes begin and end

Jan 4-Apr 27 School of Nursing classes begin and end

Jan 4-Apr 27 School of Education & Psychology—Counseling classes begin and end

Jan 16-27 School of Education & Psychology—Outdoor Educ classes begin and end

Jan 17 Martin Luther King Jr. Day/no classes/Community Services Day

Jan 7-Mar 25 Begin ordering May graduation regalia—www.cbgrad.com

Feb 25-Mar 6 Spring Break

Mar 22-Apr 1* Online Registration for Fall 2011

Apr 25-27 Semester Exams and Registration for First Summer Session

May 1 Commencement 9:30 a.m. Chattanooga Convention Center

**Late registration fee applies the first day of class, and the last day to add a course is two weeks for semester classes and two days for intensives*

This is Southern Adventist University



This is Southern Adventist University

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

The Mission

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

Vision

Southern Adventist University, responsive to its diverse constituencies, will provide high quality 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.

Setting

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

Accreditation and Memberships

Southern Adventist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award one-year certificates, associate degrees, baccalaureate degrees, and master's 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. The School of Business and Management is accredited through the International Assembly for Collegiate Business Education (Olathe, KS 66221, telephone number, 913.631.3009). The School of Education and Psychology teacher education program is accredited by the National Council for Accreditation of Teacher Education. The University is approved by the Tennessee State Board of Education for the preparation of secondary and elementary teachers, and has received preliminary approval for Administrator PreK-12 licensure. The Associate of Science, Bachelor of Science, and Master of Science degree programs in nursing are accredited by the National League for Nursing Accrediting Commission (3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326). 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 is pending accreditation status (see page 91).

Facilities

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

- Brock Hall—Business and Management, English, History, Journalism and Communication, Visual Art and Design, WSMC FM90.5
- Daniels Hall—Social Work
- Hackman Hall—Religion
- Hickman Science Center—Biology, Chemistry, Computing, Mathematics, Physics
- 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
- Mazie Herin 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



Admissions

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

Application for admission to graduate study, with the exception of the RN to MSN program, is open to any person with a four-year bachelor's degree from 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 GPA of 3.00 (on a 4.00 scale) is required for regular admission to a master's program.

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

1. Graduate application form (available online at www.graduatestudies.southern.edu).
2. Non-refundable application fee of \$25.
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.
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 once an action is taken.

Deadlines

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

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

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School of Nursing application deadlines are as follows:

TERM	U.S. RESIDENTS	INTERNATIONAL STUDENTS
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 is granted once this requirement is met; students not meeting the GPA requirement are not eligible to take additional classes.

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, p. 15).

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. International students on student visas are not eligible for non-degree status.

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 of \$25.
- Official transcript 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 www.southern.edu, click on Current Students and under Academics, click on Register for Courses. Follow the directions of Registration.

Late Registration and Withdrawal

Late registration and withdrawal include:

- A late-registration fee applied the first day of each semester. Courses may be added up to two weeks after the first day of the semester. Intensive courses may be added up to two days after the first day of class.
- Withdrawals during the first two-thirds of the class days automatically receive a “W”.
- Withdrawals after the first two-thirds of the class days receive an “F”.

Admission of International Students

International applicants must have a four-year 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 fee of \$25.
2. Official or attested university records (including proof of all degrees received), with certified translations and evaluations if the records are not in English.
3. Certification of English proficiency. 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.
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.

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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 sessions 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 to one of the following approved evaluation services:

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

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



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, Education, Counseling, 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 Stafford Loan Requirements and Disbursements

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

Graduate students may borrow up to \$20,500 per year (\$8,500 Subsidized, \$12,000 Unsubsidized Stafford Loan) or the cost of attendance, whichever is less, at an annual interest rate that will not exceed 6.8 percent. Principal repayment begins six months after the student ceases to be enrolled in a minimum of five credit hours. Students receiving a Federal Stafford Loan must complete and mail the Free Application for Federal Student Aid (FAFSA) and a loan application six to eight weeks prior to registration. Student borrowers may not receive anticipated loan funds unless the amount borrowed exceeds the direct costs, and the funds have been received by Southern. If extenuating circumstances 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 those for which a student registers and attends at least two class periods. Aid is awarded based on these credits. Incompletes, withdrawals, and failed classes count toward the total attempted credits. A repeated course counts as attempted credit each time it is taken.

Completed credits 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 2010-2011

Effective May 1, 2010, graduate tuition is \$504 per credit hour.

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

Add/Drop Fee.....	\$ 20.00
Application fee	25.00
Graduation fee.....	50.00
Insufficient funds check fee and penalty	25.00
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

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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
Late registration.....	50.00
Parking fee.....	15.00
Replacement of ID card.....	15.00
Transcript fees:	
1-5 copies first class mail	Free
Each additional 5 copies.....	10.00
FEDEX service.....	25.00
International fax service.....	15.00
Validation exam recording fee	35.00

Payment Plans

Southern Adventist University offers a three-percent discount for students enrolled at least half-time who pay with cash or check their full expenses prior to the start of classes; or a one-percent discount to those enrolled at least half-time who pay by credit card their full expenses prior to the start of classes. Southern offers a monthly payment plan option for any charges that are not paid in full before the semester begins or that are not already covered by federal loans. Students receiving federal loans that are equal to or greater than their tuition expenses and are guaranteed by the lender prior to registration are not required to pay until the loan proceeds are received by Southern.

Financial Aid Budget 2010-2011

Program Length	
Degree Programs(# of months/acad. yr.)	
Business and Management (all emphases)	12
Education and Psychology	
• Counseling emphases	12
• Education emphases.....	12

- Outdoor Education emphasis.....12
- Nursing (all emphases)12
- Religion (all emphases).....4
- Social Work (all emphases)12

Estimated Expenses

	(12 mos.)	(8 mos.)	(4 mos.)
Tuition (9 credit hrs)	\$13,608	\$9,072	\$4,536
Housing	9,000	6,000	3,000
Board	3,000	2,000	1,000
Books and Supplies	1,500	1,000	500
Personal/Transportation	<u>6,000</u>	<u>4,000</u>	<u>2,000</u>
Financial Aid Budget*	\$33,108	\$22,072	\$11,036

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

Refunds

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

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

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

International Student Deposit

In addition to regular University charges, 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.

Credit Cards

The Cashier’s Office honors VISA, MasterCard, Discover, and American Express cards 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.

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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, and 4) expiration date.

Summer Residence Hall

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

The rental charge per person for dual occupancy is \$14 per day. When available, single occupancy is permitted at \$21 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. Rental arrangements are made in Financial Administration (423.236.2529). The first month's rent and a \$250 housing deposit is required before a rental agreement is issued. An additional \$5 deposit for each key is required before apartment keys are issued. 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 to be paid monthly. Rates are subject to change without notice.

Books and Supplies

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

Release of Transcripts or Diplomas

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 Stafford 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



Academic Policies

General Requirements for 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 earning a minimum grade of C in no more than one course.

Credit and Course Requirements and Limitations

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

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

Credit obtained by validation examination is considered earned credit and maybe permitted only as part of an established course of study by validation exam. A maximum of 12 hours of credit may be obtained by validation exam. Credit for experiential learning, credit by challenge examination, and other categories of non-traditional credit may not apply to a graduate degree. Students may demonstrate proficiency by waiver examinations but must also complete a commensurable number of hours in approved courses to meet the minimum requirements for graduation.

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 maybe 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. A minimum of two-thirds of the credits (including independent study) required for a second degree 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 from a U.S. accredited institution.

Thesis Requirement

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

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

Time Limit for Degree Completion

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

YEARS	SCHOOL/DEGREE
7	Religion
7	Education and Psychology
6	Business and Management, Nursing (MSN/MBA)
5	Business and Management
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 for courses with a minimum grade of B may be applied toward the degree requirements 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 during the first two-thirds of the class days automatically receive a "W". Withdrawals after the first two-thirds of the class days receive an "F".

Enrollment

Advisement

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

Attendance

Students must comply with the attendance policies for courses in which they are enrolled.

Course Load for Intensive Classes

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

Enrollment Status

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

Independent Study

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

Medical Records

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

Online Programs

Graduate programs are available online from the School of Business and Management and the School of Education and Psychology. Course offerings and their information are available at online.southern.edu or by calling Southern Online Office at 423.236.2087.

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. 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, which is available online at graduatestudies.southern.edu. 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	0.00	CR—Credit
3.70	A-	0.00	I—Incomplete
3.30	B+	0.00	IP—In Progress
3.00	B	0.00	NR—Not Reported
2.70	B-	0.00	P—Pass
2.30	C+	0.00	S—Satisfactory
2.00	C	0.00	W—Withdrawal
0.00	F		

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.

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 according to the policies of the Employee Handbook. The decision of the Grievance Committee shall be final.

Academic Integrity

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

1. Receive a failing grade on the exam, assignment, or project.
2. Receive a failing grade in the class.
3. Resubmit the assignment with a reduced value for the completed work.
4. Complete a paper, project, or activity that improves the student's understanding of the value and nature of academic integrity.
5. Dismissal from the University.

Disability Services

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

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

Students with physical or academic disabilities that could impact their learning experiences at Southern must contact DSS, by phone (423.236.2574) or in person (LWH 308), to schedule an appointment with the DSC. Students are to make this contact no later than the first three weeks of the semester. Otherwise, the process of certifying eligibility and arranging for reasonable accommodations might not be completed in time

to meet their needs before mid-term. Students who make initial contact with DSS after the first month of the semester should not expect to receive accommodations for that semester.

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

Petitions

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

School of Business and Management



School of Business and Management

Accredited by International Assembly for Collegiate Business Education

Dean: Don Van Ornam

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

Adjunct Faculty: John Hunnicutt, Harry W. Miller III, Doug Tilstra, 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 to develop Christ-centered business leaders who integrate knowledge and application with high moral values.

Objectives

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

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

Degrees Offered

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

Online Program

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

Accreditation

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

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

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

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

Provisional Admission

An applicant with a combined GPA/GMAT score of less than 1000 may be admitted as scholastic provisional. 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 Programs

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

Time Limits

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

Residence

The last 30 semester hours (24 hours for the MFM) 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

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
- Church and Nonprofit Leadership
- Customized
- Healthcare Administration (Southern Campus, Online)
- Management (Southern Campus, Online)
- Marketing Management

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

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 **Credit**

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

Core Subtotal **24**

Emphasis in ACCOUNTING

Select twelve (12) hours from the following courses:

ACCT Accounting Electives

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

ACCT 505*	Financial Accounting	3
ACCT 507, 508*	Intermediate Financial Accounting I, II or equivalent	6
FNCE 505*	Principles of Finance	3

Subtotal **12**

Core Subtotal **24**

Total **36-48**

Emphasis in CHURCH AND NONPROFIT LEADERSHIP

Select twelve (12) hours from the following courses:

BEXM 505 Legal Framework of Decisions
 BHRM 510 Human Resource Management
 NPLD Nonprofit Electives

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

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

Subtotal **6**

Core Subtotal **24**

Total **36-42**

Emphasis in Customized (must be approved in advance with the dean)

Select twelve (12) hours from the following courses:
ACCT, BEXM, BMKT, BUAD, FNCE, HADM or NPLD

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting 3

FNCE 505* Principles of Finance 3

Subtotal **6**

Core Subtotal **24**

Total **36-42**

Emphasis in HEALTHCARE ADMINISTRATION (also available online)

Select twelve (12) hours from the following courses:

BEXM 505 Legal Framework of Decisions

HADM Healthcare Administration Electives

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting 3

FNCE 505* Principles of Finance 3

Subtotal **6**

Core Subtotal **24**

Total **36-42**

Emphasis in MANAGEMENT (also available online)

Select twelve (12) hours from the following courses:

BEXM 505 Legal Framework of Decisions

BHRM 510 Human Resource Management

BEXM Management Electives

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting 3

FNCE 505* Principles of Finance 3

Subtotal **6**

Core Subtotal **24**

Total **36-42**

Emphasis in MARKETING MANAGEMENT

Select twelve (12) hours from the following courses:

BEXM 505	Legal Framework of Decisions
BHRM 510	Human Resource Management
BMKT	Market Management Electives

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

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

Subtotal **6**

Core Subtotal **24**

Total **36-42**

Master of Financial Management

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

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

Admission Requirements

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

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

Admission Requirements for Dual BBA-FM/MFM Degree Applicants (five-year program)

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

Courses for the Master of Financial Management

The program consists of 30 hours of courses.

Core Courses

	Credit
ACCT 510 Accounting for Control and Decision Making	3
BUAD 505 Management in a Changing World	3
BUAD 562 Integrating Faith and Business	3
FNCE 510 Financial Management	3
ACCT 564/ FNCE 564 Financial Statement Analysis	3

Core Subtotal

15

Select fifteen (15) hours from the following courses:

ACCT 520 Accounting Theory	3
ACCT 530 Controllership	3
ACCT 550 Advanced Accounting	3
ACCT 552 Auditing	3
ACCT 556 Federal Taxation	3
ACCT 557 Advanced Federal Taxation	3
ACCT 558 Federal Tax Problems/Research	3
ACCT 585 Contemporary Issues of Professional Practice	3
ACCT 587 Accounting and Reporting in the SEC Environment	3
FNCE 515 Applied Corporate Finance	3
FNCE 525 International Finance	3
FNCE 550 Working Capital Management	3
FNCE 552 Financial Markets, Rates, and Flows	3
FNCE 553 Financial Institutions	3
FNCE 555 Fundamentals of Investments	3
FNCE 561 Portfolio Management	3
FNCE 562 Derivatives	3

Subtotal

15

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting	3
ACCT 507, 508* Intermediate Financial Accounting I, II	6
FNCE 505* Principles of Finance	3

Subtotal

12

Total

30-42

Master of Science in Administration

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

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The emphases in the MSA are:

- Church Administration
- Customized (See below)
- 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 requirement:

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

Admission to the Program

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

Courses for the Master of Science in Administration

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

The CORE Courses for all MSA Emphases

		Credit
BHRM 510	Human Resource Management	3
BUAD 505	Management in a Changing World	3
BUAD 510	Accounting for Control and Decision Making	3
BUAD 540	Marketing Management	3
BUAD 555	Leadership and Change	3
BUAD 562	Integrating Faith and Business	3
NPLD 550	Leadership in Organizations	3
NPLD 570	Strategic Management in Nonprofit Organizations	3

Core Subtotal

24

Emphasis in CHURCH ADMINISTRATION

Select twelve (12) hours of electives from RELB, RELP, or RELT

Subtotal

12

Required for students who have not taken undergraduate equivalents*

ACCT 505*	Financial Accounting	3
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Subtotal

3

Core Subtotal

24

Total

36-39

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, EDAD, EDCl, EDIE, EDLE, EDOE, EDUC, FNCE, HADM, NPLD, NRSg, RELB, RELP, or RELT

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting 3

Subtotal **3**

Core Subtotal **24**

Total **36-39**

Emphasis in 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, EDAD, EDCl, EDIE, EDLE, EDOE, EDUC, FNCE, HADM, NPLD, NRSg, RELB, RELP, or RELT in consultation with your adviser

Subtotal **12**

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting 3

Subtotal **3**

Core Subtotal **24**

Total **36-39**

Emphasis in OUTDOOR EDUCATION

Choose one of the following course combinations:

EDOE 503/504 Principles and Concepts of Outdoor Education/Field Exp 3

EDOE 523/524 Leadership in Outdoor Education/Field Experience 3

EDOE 533/534 Developing Outdoor Teaching Sites/Field Experience 3

Subtotal **3**

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

Subtotal **9**

Required for students who have not taken undergraduate equivalents*

ACCT 505* Financial Accounting 3

Subtotal **3**

Core Subtotal **24**

Total **36-39**

School of Education and Psychology



School of Education and Psychology

Dean: John Wesley Taylor V

Faculty: Risper Awuor, Krystal Bishop, Charles D. Burks, Myrna Colón, Robert Coombs, Ileana Freeman-Gutierrez, Colleen Mitchell, Carleton L. Swafford, John Wesley Taylor V, Ruth WilliamsMorris

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 four emphases.

The emphases in Counseling are:

- Clinical Mental Health Counseling
- School Counseling

The emphases in Education are:

- Inclusive Education (hybrid)
- Instructional Leadership
- Literacy Education
- Outdoor Education (hybrid)

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. For online course availability and more information visit <http://online.southern.edu> or contact the Southern Online office at 423.236.2087.

General Information

Admission

1. **GPA Requirement:** A minimum of 3.25 grade point average 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 600 on the paper-based test, 250 on the computer-based test, or 100 on the internet-based test is required for regular admission.
3. **Statement of Purpose Requirement:** Prior to the faculty interview (see program-specific requirements), candidates are to complete a written “Statement of Purpose”

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regarding their motivation for joining the particular graduate program and what they hope to gain from the program. Guidelines are available from the School of Education and Psychology.

4. **Self-Assessment:** Applicants are to complete a self-assessment of the proficiencies embedded in the Conceptual Framework. This form is available from the School of Education and Psychology.
5. **Background Check:** Applicants must submit evidence of having passed a Tennessee Bureau of Investigation (TBI) background check and affirm that they are not registered sex offenders on the Tennessee Sex Offender Registry. Legal declaration and waiver forms are available from the School of Education and Psychology. If the applicant is currently working in a state other than Tennessee, a TBI-comparable background check from that state must be submitted.
6. **Admission Approval:** Receive program admission approval from the SEP Graduate Council.

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 average 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” will be counted as “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. In order to be admitted to candidacy, a graduate student must fulfill the following requirements:

1. **Application:** Submit an application to candidacy.
2. **GPA:** Maintain a minimum graduate grade point average of 3.00.
3. **Self-Assessment:** Submit a completed Candidacy Admission Self-Assessment of the proficiencies embedded in the Conceptual Framework. This form is available from the School of Education and Psychology.
4. **Program Survey:** Submit a completed Program Survey. This form is available from the School of Education and Psychology.
5. **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.

6. **Research Proposal:** Receive a score of proficient or higher on each of the components of the research proposal developed in the corresponding graduate research course.
7. **Professional Membership:** Present documentation of membership in a professional organization.
8. **Admission Approval:** Receive approval for Admission to Candidacy from the SEP Graduate Council.

Program Completion

In addition to general Southern graduate admission requirements and any program-specific requirements, candidates must fulfill the following School of Education and Psychology requirements in order to attain program completion:

1. **Application:** Complete an application to graduate, which must be filed with the Records and Advisement Office two months prior to anticipated graduation date.
2. **GPA:** Complete all coursework with a minimum GPA of 3.00, including no more than two classes with a grade below B-. Classes with a grade below C will not be counted for credit toward the Master's degree.
3. **Self-Assessment:** Submit a completed Program Completion Self-Assessment of the proficiencies embedded in the Conceptual Framework. This form is available from the School of Education and Psychology.
4. **End of Program Survey:** Submit a completed End of Program Survey. This form is available from the School of Education and Psychology.
5. **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.
6. **Position Paper:** Receive a score of proficient or higher on each of the components of the program-specific position paper.
7. **Internship Evaluation:** Receive a score of proficient or higher on each of the components of the Fieldwork/Internship Evaluation.

Master of Science

Clinical Mental Health Counseling and School Counseling

Goal and Objectives

The goal of the Master of Science in counseling program is to facilitate the comprehensive development of counselors as servant leaders in their communities. This goal is further 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.

The objectives of the Master of Science in counseling program are to:

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

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

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 in order 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: If taken at the graduate level, 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. Letters are required and additional recommendation forms (to be attached to letters) are available from the Graduate Studies Office.
3. **Interview:** An interview by Counseling area faculty to assess the candidate's values, commitment to multiculturalism, attitudes, and communication skills. This interview will be conducted prior to the candidate's regular admission.
4. **Dispositions Assessment:** Obtain from the area of emphasis coordinator an evaluation of each of the core areas identified on the Dispositions Assessment form.
5. **Personality Test:** Results from the 16 PF must be on record prior to completion of faculty interview.

Progression

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

Should any aspect of an evaluation indicate that a student needs improvement in a given area, the student is subject to advisement and consideration regarding program progression. 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.

Candidacy Requirements

MS in Counseling students cannot progress to Clinical Practicum II without being admitted to candidacy. In addition to the general requirements for admission to candidacy listed in the School of Education and Psychology section of the *Graduate Catalog*, the applicant to candidacy must receive a passing score in the MS Counseling case study.

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 chair of the SEP Graduate Council.

Students must complete Practicum II prior to registering for and/or accruing hours for Internship. No counseling students can accumulate clinical internship hours unless they have received written notification of approval from the SEP Graduate Council, are registered for internship, and have received corresponding approval from the faculty supervisor. If students need to extend sessions with clients and have completed the necessary Practicum II requirements and prerequisites for Internship, they may, however, register for 1 credit of Internship and begin collecting hours toward completion of Internship, provided that the appropriate supervision is available.

To register for internship, a minimum of 29 credits must be completed for School Counseling, and 42 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.

Program Completion

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

1. **Comprehensive Exam/Thesis Defense:** Pass a written comprehensive examination designed by the faculty, or successfully defend a Master's thesis. If a comprehensive exam, the responses will be evaluated in terms of accuracy of information, breadth and depth of knowledge, and written communication skills. Note: All comprehensive exams must be written on-campus, as scheduled (once each semester). Students with a double emphasis will need to perform two sittings of the comprehensive—one for each area of emphasis.
2. **Field Experience Diversity (School Counseling candidates only):** Submit a completed Field Experience Diversity form. This form is available from the School of Education and Psychology.
3. **Praxis Exam (School Counseling licensure candidates only):** Successfully complete the Praxis Series Specialty Test: School Guidance and Counseling.

Courses for Master of Science in Clinical Mental Health Counseling Emphasis

The program includes 56 semester hours of courses and field practice. Additional semester hours may be required for candidates who need to remove deficiencies or who have particular interests. Candidates who wish to meet the requirements for state licensure (LPC) exam will need to take additional hours in order to meet the required 60 hours.

The REQUIRED courses are as follows:

Courses	Credit
COUN 510 Advanced Lifespan Development	3
COUN 514 Drugs and Addictions	3
COUN 516 Career Counseling	3
COUN 520 Principles of Counseling	3
COUN 521 Psychopathology	3
COUN 526 Ethics and Legal Aspects of Counseling	2
COUN 530 Assessment and Appraisal	3
COUN 553 Group Therapy and Procedures	3
COUN 556 Theories and Techniques of Psychotherapy	3
COUN 561 Multicultural Issues in Counseling	3
COUN 570 Counseling in Community Agencies	3
COUN 575 Administration of Counseling Services	3
COUN 582 Clinical Practicum I	1
COUN 583 Clinical Practicum II: Clinical Mental Health Counseling	2
COUN 584 Clinical Internship: Clinical Mental Health Counseling	6
COUN 588 Statistics	3
COUN 590 Marriage and Family Therapy I	3
COUN 593 Child and Adolescent Problems and Treatment	3
COUN 598 Research and Program Evaluation	3
Subtotal	56

Electives

To be eligible for state LPC licensure (60 credits minimum), candidates *must select additional hours from the following courses* (courses in bold are offered regularly):

Courses	Credit
COUN 507 Sexuality: Issues in Therapy	2-3
COUN 551* Psychology of the Exceptional Child	3
COUN 565 Topics in Counseling	1-3
COUN 591 Marriage and Family Therapy II	3
COUN 595 Independent Study	1-3
COUN 599 Master's Thesis	6
Subtotal	4
Total	60

*COUN 551 is offered in summer only

NOTE: Availability of courses may vary

Courses for Master of Science in School Counseling Emphasis

The Master of Science degree in School Counseling is approved by the Tennessee State Board of Education. This program includes 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 a semester-long orientation experience, including observation of, participation in, and analysis of classroom teaching in a school setting as an early part of their academic program. Candidates who wish to meet the requirements for School Counselor certification in Tennessee must complete their degree and pass the designated PRAXIS II exam.

The REQUIRED courses are as follows:

Courses		Credit
COUN 503	Foundations of School Counseling	3
COUN 510	Advanced Lifespan Development	3
COUN 514	Drugs and Addictions	3
COUN 516	Career Counseling	3
COUN 520	Principles of Counseling	3
COUN 526	Ethics and Legal Aspects of Counseling	2
COUN 528	Learning and School Counseling Interventions	3
COUN 530	Assessment and Appraisal	3
COUN 553	Group Therapy and Procedures	3
COUN 556	Theories and Techniques of Psychotherapy	3
COUN 561	Multicultural Issues in Counseling	3
COUN 577	Administration of School Counseling Services	3
COUN 582	Clinical Practicum I	1
COUN 583	Clinical Practicum II: School Counseling	2
COUN 584	Clinical Internship: School Counseling	6
COUN 588	Statistics	3
COUN 598	Research and Program Evaluation	3
Total		50

Optional courses (courses in bold are offered regularly):

Courses		Credit
COUN 507	Sexuality: Issues in Therapy	2-3
COUN 551*	Psychology of the Exceptional Child	3
COUN 565	Topics in Counseling	1-3
COUN 591	Marriage and Family Therapy II	3
COUN 595	Independent Study	1-3
COUN 599	Master's Thesis	6
Total		50-56

*COUN 551 is offered in summer only

NOTE: Availability of courses may vary

Master of Science in Education

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 a graduate education courses which will not be counted as a part of the graduate program). Applicants to the Master of Science in Education 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.
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. In addition to the requirements for admission to candidacy are listed in the general section of the graduate School of Education and Psychology, the applicant to candidacy must receive an overall score of proficient or higher on the Professional Portfolio.

Field Experiences

Candidates in the MSEd programs are required to conduct research as a component of an internship or practicum. 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.

Candidates engaged in a MSEd internship or practicum 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 Diversity Form, available from the School of Education and Psychology.

External supervisors of internship or practicum must meet the following criteria: (a) three years experience, (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 Southern and School of Education and Psychology requirements. In addition, the candidate must:

1. **Portfolio:** Submit and receive approval on a Professional Portfolio containing specific evidences as indicated in the Professional Portfolio Handbook for Advanced Programs. In order to be approved, the portfolio must receive a score of proficient or higher on each element of the Advanced Professional Portfolio Evaluation.
2. **Research Implementation:** Receive a score of proficient or higher on each of the components of the Research Implementation Evaluation.
3. **Field Experience Diversity:** Submit a completed Field Experience Diversity form. This form is available from the School of Education and Psychology.
4. **Comprehensive Questions:** Successfully respond to comprehensive questions. Candidates will respond to a general question, as well as three questions specific to the area of emphasis. The responses to the comprehensive questions are incorporated into the Professional Portfolio and 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 INCLUSIVE EDUCATION

This Master of Science emphasis in Inclusive Education is designed to give classroom teachers expertise in differentiating instruction so that all learners will experience success. Students in this program will learn to recognize and respond in a sensitive manner to the differentiated needs of all learners. Skill will be developed in using assessments that will inform appropriate interventions, remediation, and strategies for addressing a broad range of student exceptionalities in the inclusive classroom.

The REQUIRED courses are as follows:

Courses		Credit
EDIE 502	Inclusive Education: History and Foundations	3
EDIE 531	Behavior Management of Exceptional Individuals	3
EDIE 541	Assessment of Exceptional Individuals	3
EDIE 557	Leadership in Inclusive Education	3
EDIE 567	Curriculum and Strategies for Children with Learning Differences	3
EDUC 531	Technology and the Educator	3
EDIE 584	Internship	3
EDUC 588	Statistics	3
EDUC 592	Educational Research	3
Subtotal		27

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

EDAD 545	Supervision of Instruction*	3
EDIE 512	Counseling & Psychology of Exceptional Individuals & Their Families	3
EDIE 595	Independent Study in Inclusive Education	1-3
EDUC 577	Reading Assessment and Remediation	3
Subtotal		2-3

Select six to seven (6-7) hours of electives from EDAD, EDCI, EDIE, EDLE, EDOE, or EDUC.

Subtotal **6-7**

Total **36-37**

NOTE: Availability of courses varies from year to year.

Emphasis in INSTRUCTIONAL LEADERSHIP

The emphasis in Instructional Design and Delivery 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 REQUIRED courses are as follows:

Courses		Credit
EDAD 520	Foundations of Instructional Leadership	3
EDCI 584	Internship OR	3
EDAD 584	Internship	
EDCI 546	Improving Instruction	3
EDCI 561	Instructional Design	3
EDUC 531	Technology and the Educator	3
EDUC 588	Statistics	3
EDUC 592	Educational Research	3
Subtotal		21

Select eighteen (18) hours from an area (e.g. EDAD, EDIE, EDLE, EDOE, or other content area, such as math, science, English, or history). This program allows the transfer of up to 18 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 program coordinator.

The EDAD area is recommended for prospective superintendents and school principals. These individuals should also complete the EDAD, rather than the EDCI, internship.

Subtotal **18**

Total **39**

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 No Child Left Behind. 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:

Courses		Credit
EDLE 527	Implementing Reading Workshop	3
EDLE 537	Implementing Writing Workshop	3
EDLE 565	Critical Thinking in Content Literacy	3
EDLE 567	Literacy Instruction in Primary Classrooms	3
EDLE 581	Literacy Internship	3
EDLE 586	Professional Applications in Literacy	3
EDUC 531	Technology and the Educator	3
EDUC 577	Reading Assessment and Remediation	3
EDUC 588	Statistics	3
EDUC 592	Educational Research	3
Subtotal		30

Select six (6) hours of electives from EDAD, EDCL, EDIE, EDLE, EDOE, or EDUC.

Subtotal		6
Total		36

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 implementing outdoor education programs. Activities, such as canoeing, kayaking, backpacking, and rock climbing, are included as part of many of the courses, but are not the primary focus. Students can complete their coursework in three to four semesters, and may choose from two attendance options.

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:

Courses		Credit
EDOE 538	Technology in Outdoor Education	2
EDOE 543	Environmental Ministries	2
EDOE 593	Adventure-Based Counseling	2
EDOE 576	Outdoor Intensive Lab—Fall OR	0
EDOE 577	Outdoor Intensive Lab—Winter OR	
EDOE 578	Outdoor Intensive Lab—Summer	
EDUC 592	Educational Research	3
Subtotal		9
Select twelve (12) hours from the following courses:		
EDOE 503	Principles and Concepts of Outdoor Education	2
EDOE 504	Field Experience in Principles and Concepts of Outdoor Education	1
EDOE 513	Nature Study	2
EDOE 514	Field Experience in Nature Study	1
EDOE 523	Leadership in Outdoor Education	2
EDOE 524	Field Experience in Leadership in Outdoor Education	1
EDOE 533	Developing Outdoor Teaching Sites	2
EDOE 534	Field Experience in Developing Outdoor Teaching Sites	1
EDOE 535	Outdoor Therapy: Design and Procedures	2
EDOE 536	Field Experience in Outdoor Therapy	1
Subtotal		12
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
Total		36

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
EDOE 514	Field Experience in Nature Study	1
EDOE 533	Developing Outdoor Teaching Sites	2
EDOE 534	Field Experience in Developing Outdoor Teaching Sites	1
EDOE 577	Outdoor Intensive Lab—Winter	0
EDUC 592	Educational Research	3
	Electives (up to 3 credits)	1-3

Winter Outdoor Perspectives Intensive (odd years)

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

Fall Outdoor Leadership Intensive

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

School of Nursing



School of Nursing

Dean: Barbara James

Graduate Program Coordinator: Holly Gadd

Faculty: Desiree Batson, Holly Gadd, Barbara James, Frances Johnson

Adjunct Faculty: Michael Cafferky, H. Robert Gadd, Jan Haluska, John Hunnicutt, Harry W. Miller III, Robert Montague, Cliff Olson, Dennis Steele, Douglas Tilstra, Don Van Ornam, 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 needs of individuals, families, and communities.

The School of Nursing's graduate program is designed to provide opportunities for advanced practice and upward mobility within healthcare. The purpose of the graduate program is to provide an SDA Christian graduate nursing education for individuals who desire to serve 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 Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

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

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

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

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

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

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner

- Family Nurse Practitioner
- Nurse Educator

Master of Science in Nursing

MSN Admission Requirements

1. Completed graduate application.
2. A baccalaureate degree with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is recommended for nurse practitioner students.
4. Three hours in statistics.
5. An undergraduate GPA of 3.00 or better. If the candidate has previously taken 12 or more graduate credits from another college or university, the graduate GPA may be substituted for the undergraduate GPA.
6. Applicants with less than a 3.00 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
7. Personal interview and two professional references.
8. 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 (4000 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.
9. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.

Admission to the Program

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

Application Process

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

Progression

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.

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

Courses for the Master of Science in Nursing

The **CORE** courses are as follows:

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

One of the following emphases is to be selected

Emphasis in ACUTE CARE NURSE PRACTITIONER*

Objectives

The Acute Care Nurse Practitioner program will prepare graduate nurses who:

1. Provide primary care for adults 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 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		Credit
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 555	Advanced Health Assessment	4
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 567	Acute Care Concepts and Skills	4
NRSG 568	Acute Care Role Development	3
NRSG 574	Practicum: Acute Care of Adults	5
Subtotal		32
Core Subtotal		15-16
Total		47-48

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

Emphasis in ADULT NURSE PRACTITIONER*

Objectives

The Adult Nurse Practitioner program will prepare graduate nurses who:

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

Courses		Credit
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 555	Advanced Health Assessment	4
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 563	Primary Care Role Development	3
NRSG 566	Practicum: Primary Care of Adults II	4
Subtotal		27
Core Subtotal		15-16
Total		42-43

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

Courses		Credit
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 555	Advanced Health Assessment	4
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 563	Primary Care Role Development	3
NRSG 570	Primary Care of Children	3

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NRSG 571	Practicum: Primary Care of Families I**	5
NRSG 573	Practicum: Primary Care of Families II**	5
Subtotal		32
Core Subtotal		15-16
Total		47-48

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

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

Emphasis in NURSE EDUCATOR

Objectives

The Nurse Educator program will prepare graduates who will:

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

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

Courses		Credit
EDUC 521	Theories of Learning	3
EDUC 531	Technology and the Educator	3
NRSG 550	Advanced Pathophysiology	3
NRSG 556	Family and Community Systems	3
NRSG 576	Assessment for Advanced Practice	2
NRSG 581	Nursing Curriculum Design	3
NRSG 583	Classroom Instruction and Evaluation	3
NRSG 585	Educator Role Practicum: Area of Clinical Emphasis	3
NRSG 591	Practicum: Area of Clinical Emphasis	2
Subtotal		25
Core Subtotal		15-16
Total		40-41

Master of Science in Nursing/Master of Business Administration

Objectives

Graduates of the MSN/MBA program will:

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

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 prior to May 1 for fall admission, and by October 1 for winter admission.
2. A baccalaureate degree with a major in nursing from a college or university with an accredited nursing program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee.
4. Three hours in statistics, equivalent to MATH 215.
5. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula: $GPA \times 200 + GMAT = 1000$. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related experience may be admitted without a GMAT score.
6. 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 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.
8. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.

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

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

Nursing CORE courses:

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

Nursing Core Subtotal **15-16**

Prerequisite courses required for students who have not taken undergraduate equivalents

ACCT 505	Financial Accounting	3
FNCE 505	Principles of Finance	3

Prerequisite Subtotal **6**

MBA Core Courses

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

MBA Core Subtotal **24**

Emphasis in HEALTHCARE ADMINISTRATION

(See School of Business and Management for course descriptions)

NRSG 578	Advanced Nursing Leadership and Role Development	3
Select Nine (9) hours of electives from the following:		9
BEXM 505	Legal Framework of Decisions	
HADM	Healthcare Administration Elective	

Emphasis Subtotal **12**

Total **51-58**

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

Accelerated RN to Master of Science in Nursing

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

in nursing only by completing the regular BS program requirements (see undergraduate catalog).

RN to MSN Admission Requirements

1. Completed graduate application.
2. An Associate degree or diploma with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is recommended for nurse practitioner students.
4. Completion of all Southern Adventist University general education and cognate course requirements for the BS degree with a major in nursing, or an approved plan for concurrent completion of these requirements.
5. A minimum undergraduate GPA of 3.25.
6. Applicants with less than a 3.25 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
7. A minimum of one year (2000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have a minimum of two years (4000 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.
8. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.

Admission to the Program

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

Application Process

1. Submit completed 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.

- 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:

- No more than one C or C+ grade is allowed during the MSN program.
- A grade of C- or below must be repeated.
- 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

- Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
- 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.
- Successful completion of NRS 598 with a minimum of four credit hours or NRS 596 with a minimum of three hours.

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

Substitutions for RN to MSN

BS level courses

NRS 316**** Applied Statistics for Health Professions
 May substitute MATH 215, Statistics (3 hrs) or equivalent

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NRS 322****	Transitions in Professional Nursing <i>Substitute MSN core</i>	3
NRS 328	Nursing Assessment	3
NRS 340	Community Health Nursing	5
NRS 364**	Transcultural Nursing <i>Substitute NRS 556, Family and Community Systems</i>	2
NRS 389*	Nursing Pharmacology <i>Substitute NRS 552, Advanced Pharmacology</i>	3
NRS 434**	Pathophysiology <i>Substitute NRS 550, Advanced Pathophysiology</i>	4
NRS 485***	Nursing Leadership and Management <i>Substitute NRS 578, Advanced Nursing Leadership & Role Development</i>	3
NRS 497****	Research Methods in Nursing <i>Substitute NRS 527, Nursing Research, Foundations of Evidence-based Practice and NRS 531, Research Seminar</i>	3
NRS****	Nursing Electives <i>Substitute MSN emphasis course</i> <i>*Acute Care Nurse Practitioner, Adult Nurse Practitioner and Family Nurse Practitioner emphases only</i> <i>**Acute Care Nurse Practitioner, Adult Nurse Practitioner, Family Nurse Practitioner, and Nurse Educator Emphases only</i> <i>***MSN/MBA only</i> <i>****All emphases (Acute Care Nurse Practitioner, Adult Nurse Practitioner, Family Nurse Practitioner, Nurse Educator, and MSN/MBA)</i>	3

Courses for Accelerated RN to Master of Science in Nursing

The Nursing CORE courses are as follows:

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

One of the following emphases is to be selected

Emphasis in ACUTE CARE NURSE PRACTITIONER*

Objectives

The Acute Care Nurse Practitioner program will prepare graduate nurses who:

1. Provide primary care for adults 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 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

NRS 316	Applied Statistics for Health Professions (or MATH 215)	3
NRS 322	Transitions in Professional Nursing	3
NRS 340	Community Health	5
NRS 485	Nursing Leadership and Management	3

Master level nursing courses

NRS 550	Advanced Pathophysiology	3
NRS 552	Advanced Pharmacology	3
NRS 555	Advanced Health Assessment	4
NRS 556	Family and Community Systems	3
NRS 561	Primary Care of Adults	3
NRS 562	Practicum: Primary Care of Adults I	4
NRS 567	Acute Care Concepts and Skills	4
NRS 568	Acute Care Role Development	3
NRS 574	Practicum: Acute Care of Adults	5

Subtotal **46**

Core Subtotal **15-16**

Total **61-62**

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

Emphasis in ADULT NURSE PRACTITIONER (accelerated option)*

Objectives

The Adult Nurse Practitioner program will prepare graduate nurses who:

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

Emphasis courses

BS level nursing courses

NRS 316	Applied Statistics for Health Professions (or MATH 215)	Credit 3
NRS 322	Transitions in Professional Nursing	3
NRS 340	Community Health	5
NRS 485	Nursing Leadership and Management	3

Master level nursing courses

NRS 550	Advanced Pathophysiology	3
NRS 552	Advanced Pharmacology	3
NRS 555	Advanced Health Assessment	4
NRS 556	Family and Community Systems	3
NRS 561	Primary Care of Adults	3
NRS 562	Practicum: Primary Care of Adults I	4

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NRSG 563	Primary Care Role Development	3
NRSG 566	Practicum: Primary Care of Adults II	4
Subtotal		41
Core Subtotal		15-16
Total		56-57

(Excluding general education and cognates)

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

Emphasis in FAMILY NURSE PRACTITIONER (accelerated option)*

Objectives

The Family Nurse Practitioner program will prepare graduate nurses who:

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

Emphasis courses

BS level nursing courses

		Credit
NRSG 316	Applied Statistics for Health Professions (or MATH 215)	3
NRSG 322	Transitions in Professional Nursing	3
NRSG 340	Community Health Nursing	5
NRSG 485	Nursing Leadership and Management	3

MSN level courses

NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 555	Advanced Health Assessment	4
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 563	Primary Care Role Development	3
NRSG 570	Primary Care of Children	3
NRSG 571	Practicum: Primary Care of Families I**	5
NRSG 573	Practicum: Primary Care of Families II**	5

Subtotal		46
Core Subtotal		15-16
Total		61-62

(Excluding general education and cognates)

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

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

Emphasis in NURSE EDUCATOR (accelerated option)**Objectives**

The Nurse Educator program will prepare graduates who will:

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

Emphasis courses

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

BS level nursing courses

		Credit
NRSB 316	Applied Statistics for Health Professions (or MATH 215)	3
NRSB 322	Transitions in Professional Nursing	3
NRSB 340	Community Health Nursing	5
NRSB 389	Nursing Pharmacology	3
NRSB 485	Nursing Leadership and Management	3

MSN level courses

EDUC 521	Theories of Learning	3
EDUC 531	Technology and the Educator	3
NRSB 550	Advanced Pathophysiology	3
NRSB 556	Family and Community Systems	3
NRSB 576	Assessment for Advanced Practice	2
NRSB 581	Nursing Curriculum Design	3
NRSB 583	Classroom Instruction and Evaluation	3
NRSB 585	Educator Role Practicum: Area of Clinical Emphasis	3
NRSB 591	Practicum: Area of Clinical Emphasis	2

Subtotal **42**

Core Subtotal **15-16**

Total **57-58**

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

Graduates of the RN to MSN/MBA program will:

1. Demonstrate interdisciplinary expertise in nursing, business and healthcare administration.
2. Develop a wholistic Christ-centered nursing and business philosophy related to the dynamic healthcare arena.
3. Acquire a balance of nursing, administrative and business skills for service in positions of leadership and management.

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4. Contribute to nursing knowledge through active involvement in research.
5. Influence healthcare policy and the future direction of nursing.

Prerequisites for Admission

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

RN to MSN/MBA Admission Requirements

1. Submit completed Southern nursing graduate application and all required documents for University admissions to the Graduate Studies Office prior to May 1 for fall admission, and by October 1 for winter admission.
2. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.
3. An Associate degree or diploma with a major in nursing from a college or university with an accredited nursing program.
4. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee.
5. Completion of all Southern Adventist University general education and cognate course requirements for the BS degree with a major in nursing, or a plan for concurrent completion of these requirements approved by both the School of Nursing and the School of Business and Management.
6. 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 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.
8. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.
9. A criminal background check is required of all students. Background checks are facilitated by the School of Nursing MSN Enrollment Counselor and the Office of Human Resources and are charged to the student account upon enrollment.

Admission to the Dual-degree Program

Full-time or part-time students may be admitted to the MBA program during the fall, winter, or summer semesters and to the MSN courses for the fall or winter semesters. Ideally, all BS general education and cognate courses are completed prior to admission and registering for graduate courses. Overlap between final BS courses and MSN core

courses may occur. All baccalaureate courses must be completed prior to registering for any MBA courses (except for ACCT 505 and FNCE 505), unless approval for concurrent completion is granted by the School of Business and Management.

Time Limits

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

Progression

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

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

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

BS level nursing courses		Credit
NRSG 316	Applied Statistics for Health Professions (or MATH 215)	3
NRSG 322	Transitions in Professional Nursing	3
NRSG 328	Nursing Assessment	3
NRSG 340	Community Health Nursing	5
NRSG 364	Transcultural Nursing	2
NRSG 389	Nursing Pharmacology	3
NRSG 434	Pathophysiology	3
Subtotal		22

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

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

Prerequisite courses required for students who have not taken undergraduate equivalents

ACCT 505	Financial Accounting	3
FNCE 505	Principles of Finance	3
Prerequisite Subtotal		6

MBA Core Courses

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

Emphasis in HEALTHCARE ADMINISTRATION

(See School of Business and Management for course descriptions)

NRS 578	Advanced Nursing Leadership and Role Development	3
Select nine (9) hours of electives from the following:		9
BEXM 505	Legal Framework of Decisions	
HADM	Healthcare Administration Electives	

Emphasis Subtotal **12**

Total (excluding baccalaureate general education and cognate courses) **73-80**

**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 recommended for nurse practitioner students.
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 600 (paper-based), 250 (computer-based), or 100 (internet-based) with testing within the past year.

Admission to the Program

Full or part-time students may be admitted 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.

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*

Objectives

The Acute Care Nurse Practitioner program will prepare graduate nurses who:

1. Provide primary care for adults 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 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

		Credit
NRS 520	Health Promotion Across the Lifespan	3
NRS 550	Advanced Pathophysiology	3
NRS 552	Advanced Pharmacology	3
NRS 555	Advanced Health Assessment	4
NRS 556	Family and Community Systems	3
NRS 561	Primary Care of Adults	3
NRS 562	Practicum: Primary Care of Adults I	4
NRS 567	Acute Care Concepts and Skills	4
NRS 568	Acute Care Role Development	3
NRS 574	Practicum: Acute Care of Adults	5

Total

35

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

Emphasis in ADULT NURSE PRACTITIONER*

Objectives

The Adult Nurse Practitioner program will prepare graduate nurses who:

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

Courses

		Credit
NRS 520	Health Promotion Across the Lifespan	3
NRS 550	Advanced Pathophysiology	3
NRS 552	Advanced Pharmacology	3
NRS 555	Advanced Health Assessment	4
NRS 556	Family and Community Systems	3

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NRSG 561	Primary Care of Adults	3
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 563	Primary Care Role Development	3
NRSG 566	Practicum: Primary Care of Adults II	4

TOTAL (does not include core) 30

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

Emphasis in FAMILY NURSE PRACTITIONER*

Objectives

The Family Nurse Practitioner program will prepare graduate nurses who:

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

Courses		Credit
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 555	Advanced Health Assessment	4
NRSG 556	Family and Community Systems	3
NRSG 561	Primary Care of Adults	3
NRSG 563	Primary Care Role Development	3
NRSG 570	Primary Care of Children	3
NRSG 571	Practicum: Primary Care of Families I**	5
NRSG 573	Practicum: Primary Care of Families II**	5

Total (does not include core) 35

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

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

Emphasis in NURSE EDUCATOR

Objectives

The Nurse Educator program will prepare graduates who will:

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

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

Courses		Credit
EDUC 521	Theories of Learning	3
EDUC 531	Technology and the Educator	3
NRSNG 520	Health Promotion Across the Lifespan	3
NRSNG 550	Advanced Pathophysiology	3
NRSNG 556	Family and Community Systems	3
NRSNG 576	Assessment for Advanced Practice	2
NRSNG 581	Nursing Curriculum Design	3
NRSNG 583	Classroom Instruction and Evaluation	3
NRSNG 585	Educator Role Practicum: Area of Clinical Emphasis	3
NRSNG 591	Practicum: Area of Clinical Emphasis	2
Total (does not include core)		28

School of Religion



School of Religion

Dean: Greg A. King

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

Research Faculty: Norman Gulley

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

Mission Statement

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 program—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 MMin degree prepares students to enter a Doctor of Ministry degree program.

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 for the MMin and MA Degrees

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 p. 27). 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 three-week intensive class session in residence, and a post-session research and writing assignment. All courses require a research paper or major project, which is generally the post-session assignment for the course.

Admission to Classes

1. Students are considered to be admitted to classes (see "Admission Requirements" in the front of the *Catalog*) on a non-degree basis until they are granted either regular or provisional acceptance into one of the degree programs from the School of Religion.
2. Students can only 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.
4. A commitment deposit of \$100 per session is required, which can be applied to tuition or other expenses.

Course Audit

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

Guidelines for Pre-Session and Post-Session Assignments

1. Students should expect pre-session assignments for summer graduate intensives. Typical pre-session assignments include 1,000-1,200 pages of reading per intensive class, depending on other pre-session assignments.
2. Pre-session assignments are due the first day of the intensive. Only assignments submitted on time will receive full credit. There will be no credit for pre-session assignments that are submitted following the completion of the intensive.
3. Post-session assignments give the student opportunity to apply information learned during the intensive to the local ministry context and to do further research on the subject matter. Due dates for these assignments are listed in the course syllabus.

Master of Ministry

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. Two recommendations. If the applicant is employed by the Seventh-day Adventist Church, one of these recommendations must be from the applicant's employing organization.
2. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity/capacities in which the applicant was employed.
3. 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.
4. 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 1000 and a minimum analytical writing score of 4.
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, a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based)/250 (computer-based)/100 (Internet-based), for students for whom English is not the first language. International graduate students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL). If they maintain ESL grades of B or above for two semesters or when their TOEFL scores reach 600, they will be permitted to take a full course load of graduate classes.

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- Final decisions about acceptance into the program are made by the MMin Program Committee of the School of Religion.

Graduation Requirements

- File a completed graduate application with the Records and Advisement Office two months before the expected graduation date.
- 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 page 29).
- Pass an exit 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 MMin Program Committee. The exam should be completed not less than one month or more than three months after completing the last period of the last course in the student's 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

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

CORE Courses:

Ministry courses

		Credit
RELP 513	Effective Church Leadership	3
RELP 521	Time and Life Management	3
RELP 532	Principles and Strategies of Church Growth	3
RELT 520	Spirituality in Ministry	3
RELP 515	Equipping Laity for Ministry OR	3
RELT 581	Biblical Ethics and Contemporary Society	

Subtotal

15

Management courses

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

Subtotal

15

Electives

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

Subtotal **6**

Total **36**

Emphasis in CHURCH MINISTRY AND HOMILETICS**Objectives**

1. To develop advanced skills in pastoral ministry oriented to the local church.
2. To equip the local pastor with tools for enhancing his or her ministry.
3. To provide 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

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

Professional courses

RELP 501	Advanced Preaching Methods OR	3
RELP 508	Expository Preaching	
RELP 513	Effective Church Leadership	3
RELP 515	Equipping Laity for Ministry	3
RELP 521	Time and Life Management	3
RELP 561	Preaching to the Secular Mind OR	3
RELP 591	Evangelistic Preaching Practicum	
Subtotal		15

Electives

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

Subtotal **6**

Total **36**

Emphasis in EVANGELISM AND WORLD MISSION

Objectives

1. To enhance 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 American 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		Credit
RELB 555	Studies in Daniel OR	3
RELB 556	Studies in Revelation	
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 552	Theology of Mission and Evangelism	3
RELT 568	World Religions	3
Subtotal		12
Professional courses		
RELP 524	Evangelistic Preaching OR	3
RELP 561	Preaching to the Secular Mind	
RELP 532	Principles and Strategies for Church Growth OR	3
RELP 537	Church Planting Strategies	
RELP 534	Personal Soul-Winning Skills	3
RELP 542	Urban Ministry and Evangelism	3
RELP 570	World Mission	3
RELP 591	Evangelistic Preaching Practicum	3
Subtotal		18
Electives		
Select six (6) semester hours from graduate courses offered by the School of Religion.		
Subtotal		6
Total		36

Master of Arts

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. Two recommendations. If the applicant works for the Seventh-day Adventist Church, a recommendation from the applicant's employing organization is required.
2. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity in which the applicant was employed.
3. Presentation of an official transcript from an accredited bachelor's degree. Other prerequisites may apply to the specific emphases.
4. 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 1080 and a minimum analytical writing score of 4.5.
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, a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based)/250 (computer-based)/100 (Internet-based), for students for whom English is not the first language. International graduate students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL). If they maintain ESL grades of B or above for two semesters or when their TOEFL scores reach 600, they will be permitted to take a full course load of graduate classes.
7. Final decisions about acceptance into the program are made by the MA Program 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.
3. Pass a written comprehensive examination taken no earlier than 3 months and no later than 12 months after completion of the last period of the student's last course in the program. Specific examination dates will be posted by the School of Religion.
 - 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.

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- 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 MA Program 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 an adviser and appointed by the MA Program 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

		Credit
RELB 510	Archaeology and Bible Interpretation OR	3
RELB 530	Archaeological Fieldwork OR	
RELB 565	Topics in Biblical Studies	
RELB 555	Studies in Daniel	3
RELB 556	Studies in Revelation	3

RELB 545	General Epistles OR	3
RELB 546	Pauline Epistles	
Subtotal		12
Theological Studies courses		
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 542	Studies in Biblical Doctrines	3
RELT 546	Doctrine of Salvation OR	3
RELT 563	Contemporary Theological Issues	
RELT 581	Biblical Ethics and Contemporary Society	3
Subtotal		12
Research courses		
RELG 600	Research Methods and Writing	3
RELB 650	Thesis in Biblical Studies OR	6
RELT 650	Thesis in Theological Studies	
Subtotal		9
Electives		
Select three (3) semester hours from graduate courses in biblical or theological studies offered by the School of Religion		
Subtotal		3
Total		36

Emphasis in 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		Credit
RELB 553	Studies in Romans OR	3
RELB 546	Pauline Epistles	
RELB 555	Studies in Daniel OR	3
RELB 556	Studies in Revelation	
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 538	Prophetic Guidance in the Adventist Church OR	3
RELT 563	Contemporary Theological Issues	
RELT 542	Studies in Biblical Doctrines OR	3
RELT 546	Doctrine of Salvation	

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RELT 568	World Religions	3
RELT 581	Biblical Ethics and Contemporary Society	3

Subtotal **21**

Research courses

RELG 600	Research Methods and Writing	3
RELB 620	Project in Biblical Studies OR	3
RELT 620	Project in Theological Studies OR	
RELB 650	Thesis in Biblical Studies OR	6
RELT 650	Thesis in Theological Studies	

Subtotal **6-9**

Electives

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

Subtotal **6-9**

Total **36**

School of Social Work



School of Social Work

Dean: René Drumm

Associate Dean and MSW Program Director: Sharon Pittman

MSW Associate Program Director: Samson Chama

MSW Field Director: Stanley Stevenson

Faculty: Evie Nogales Baker, Samson Chama, René Drumm, Sharon Pittman, Cornel Rusu, Stanley Stevenson

Southern Adventist University maintains compliance with the Southern Association of Colleges and Schools Commission on Colleges of the (SACS-COC) and the Council on Social Work Education (CSWE) policies through the appropriate and timely reporting on areas of substantive change. A complete program prospectus has been submitted to SACS for degree approval for Fall 2010. An application has been submitted to CSWE and the pre-candidacy steps are in place for the Fall 2010 visit. At the time of publication of this Catalog the Master of Social Work is pending approval of both of these organizations. However, with the excellent BSW program already in place on campus and the full university accreditation status with SACS, the program is expected to be in full operation for the Fall Semester 2010.

Mission Statement

The mission of Southern Adventist University's School of Social Work is to advance inclusive and innovative education that impacts our world today and for eternity.

The Master of Social Work (MSW) program aims to prepare practitioners in a Christian learning environment for excellence and leadership across systems, and in advanced autonomous social work practice.

Degrees Offered

The School of Social Work offers a Master of Social Work degree with the following emphases:

- Child and Family Advocacy and Treatment
- International Social Work
- Marital Therapy and Stability
- Older Adult Enrichment
- Trauma and Emergency Response

Master of Social Work

MSW Admission Requirements

The MSW Program provides two levels of admission: Regular (Two-Year) Placement and Advanced Placement. Students who are accepted into Regular Placement (59 credits) may complete the program with full-time enrollment in four semesters over two years, or part-time over three or four years. Students who are accepted into Advanced Placement

(31 credits) complete the program in three semesters over 12 months with full-time enrollment, or in 24 months on a part-time basis. Applicants seeking admission to the MSW Program must meet the basic requirements stipulated by the School of Social Work as follows:

MSW Regular Two-Year Placement

Applicants to the MSW Regular Placement Program must:

1. Complete a graduate application.
2. Have completed a bachelor's degree from an accredited college or university.
3. Provide an official transcript that demonstrates coursework with a strong liberal arts background.
4. Possess an overall GPA of at least 3.00 (on a 4.00 scale) in undergraduate coursework. Any lower GPA will require that the student be considered for provisional admission status.
5. Submit a professional résumé documenting related experience and a personal statement describing applicant's aptitude for and interest in the field of social work. Past practice experience strengthens all MSW student applications; however, academic credit is not given for life experience.
6. Submit two professional reference forms. The Admissions Committee may request a personal interview, third reference and/or other information when there is a question on aptitude for a career in social work.

MSW Advanced Placement

In addition to the requirements for admission into Regular Placement, students seeking admission into Advanced Placement standing must:

1. Have completed a bachelor's degree in Social Work from a recognized college or university program accredited by the Council on Social Work Education.
2. Possess an overall GPA of at least 3.00 (on a 4.00 scale) in undergraduate coursework with no more than one "C" in a core social work course. Any lower GPA will require that student be considered for provisional admission status.
3. Submit one letter of reference reflecting past satisfactory practice experience from the applicant's field placement faculty liaison, field instructor, or current human service job supervisor.

MSW Admission Procedures

Inquiries about the MSW program come to the Graduate Studies Office or directly to the School of Social Work Admissions Coordinator. From either office or online, the applicant receives an admissions packet specifically designed for MSW applicants. The Graduate Studies Office collects the application materials, verifies the transcripts, and sends the materials on to the School of Social Work. After receiving the application materials, the School of Social Work's Admission Committee makes a determination of the type and level of acceptance and notifies the Graduate Studies Office of their findings.

The MSW admissions procedures were designed to interface with existing university graduate admissions protocols. When the Graduate Studies Office and/or the School of Social Work receives the applicant's package, they will:

1. Determine whether required admission documentation is complete.

2. Establish whether the applicant meets the requirements for advanced, two-year program, and/or provisional admission.
3. Attach the application content analysis cover sheet.

The School of Social Work's Admissions Coordinator completes an admissions evaluation form using the quantitative and qualitative information such as transcript, GPA, and score of the professional statement among other admissions eligibility resources. The Admissions Coordinator creates a program applicant file and circulates the qualitative materials for evaluation by two faculty members from the Admissions Committee. These materials include the applicant's official transcript(s), résumé and personal statement, and the required recommendations. These files are then returned to the Admissions Coordinator who then schedules a full applicant review with the Admissions Committee, where an admission decision is made. Finally, the MSW Program Director sends a letter informing the applicant of his/her acceptance or denial. An applicant denied admission to the MSW program may reapply or may appeal the denial decision in person and/or in writing to the Admission Committee.

Application Notification

Students are notified of their acceptance status within three weeks of the School of Social Work receiving their completed application materials. The student will be notified by email followed by a posted letter.

Time Limit

The time limit for completing the program will be five years.

Reapplication

In the event an applicant is not granted admission to the program, he or she may reapply after 12 months.

Admission Cycle

The MSW program will use 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 over each academic year.

Transfer Students

Students/applicants wishing to transfer to the Southern MSW program from another accredited college or university must follow the same application procedure for program acceptance as other students. Transfer graduate students must complete 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 to be considered. Transfer students may be required to extend their program because some social work courses are taken in sequence, following a prescribed timeline.

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.

MSW Graduation Requirements

1. Complete application to graduate, to be filed in 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.

Courses for the Master of Social Work

The **FOUNDATIONAL** courses for regular placement are as follows:

Courses		Credit
SOCW 510	Social Work Practice I	4
SOCW 511	Human Behavior and the Social Environment I	3
SOCW 512	Human Behavior and the Social Environment II	3
SOCW 515	Social Work Practice II	4
SOCW 533	Social Welfare Issues and Policies	3
SOCW 535	Generalist Practicum I	1
SOCW 536	Generalist Practicum II	5
SOCW 541	Generalist Integrative Seminar I	1
SOCW 542	Generalist integrative Seminar II	1
SOCW 597	Research Methods	3
Foundational Subtotal		28

One of the following emphases is to be selected:

- Child and Family Advocacy and Treatment
- International Social Work
- Marital Therapy and Stability
- Older Adult Enrichment
- Trauma and Emergency Response

The **ADVANCED** courses are as follows:

Courses		Credit
SOCW 610	Advanced Field Readiness	3
SOCW 615	Advanced Practice I	6
SOCW 616	Advanced Practice II	6
SOCW 635	Advanced Practicum I	1
SOCW 636	Advanced Practicum II	4
SOCW 641	Advanced Integrative Seminar I	1
SOCW 642	Advanced Integrative Seminar II	1
SOCW 650	Advanced Integrated Specialization Foundation	3
SOCW 651	Advanced Integrated Specialization I	3
SOCW 652	Advanced Integrated Specialization II	3
Subtotal		31
Foundational Subtotal		28
Total		59

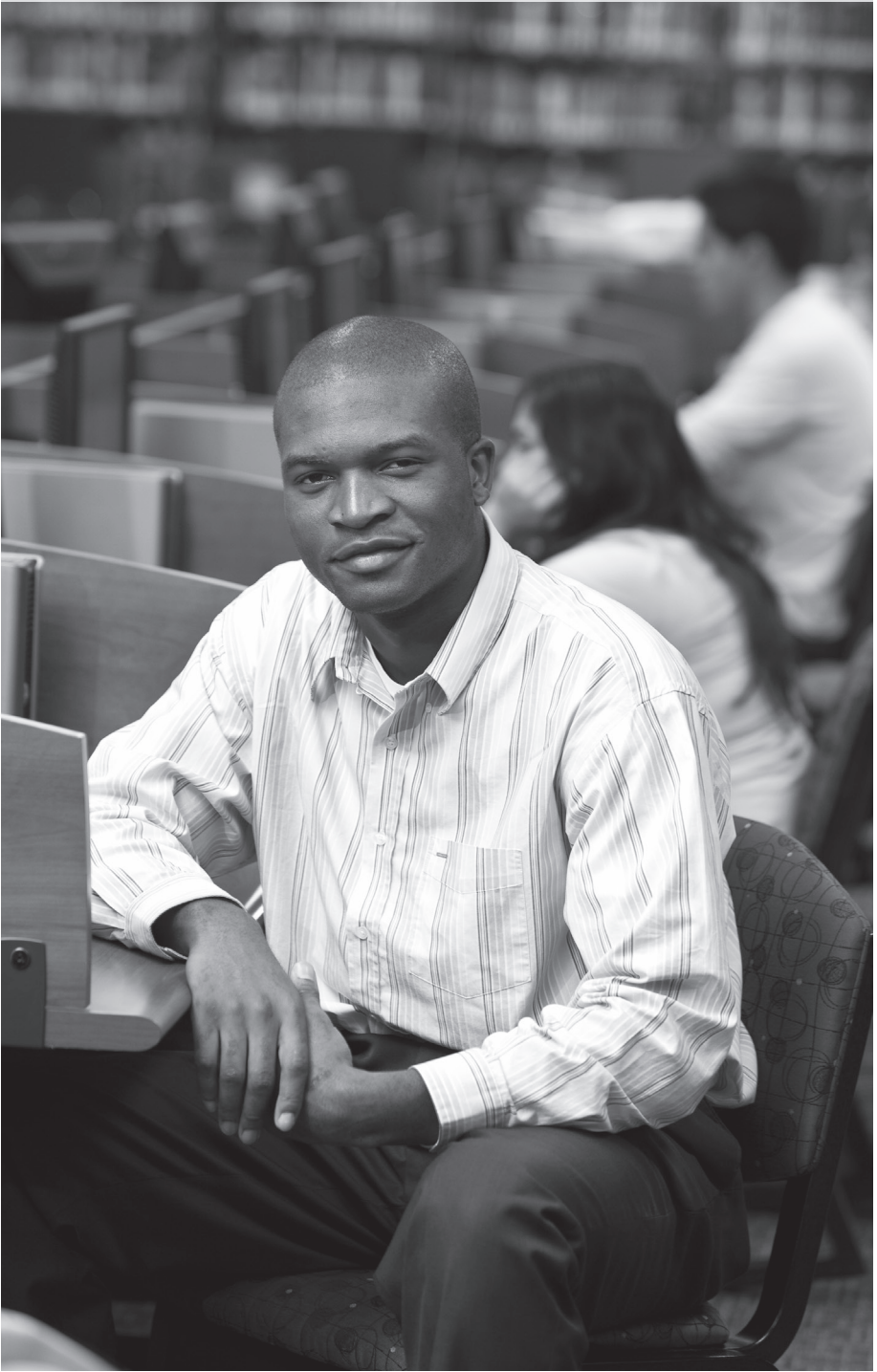
Suggested Schedule for Two-Year Regular Placement:

Fall Courses		Credit
SOCW 510	Social Work Practice I	4
SOCW 511	Human Behavior and the Social Environment I	3
SOCW 541	Generalist Integrative Seminar I	1
SOCW 597	Research Methods	<u>3</u>
		11
Winter Courses		
SOCW 512	Human Behavior and the Social Environment II	3
SOCW 515	Social Work Practice II	4
SOCW 533	Social Welfare Issues and Policies	3
SOCW 535	Generalist Practicum I	1
SOCW 542	Generalist integrative Seminar II	<u>1</u>
		12
Summer Course		
SOCW 536	Generalist Practicum II	5
Foundation Regular Total		28

Suggested Schedule for Advanced Placement:

Fall Courses		Credit
SOCW 610	Advanced Field Readiness	3
SOCW 615	Advanced Practice I	6
SOCW 635	Advanced Practicum I	1
SOCW 641	Advanced Integrative Seminar I	<u>1</u>
		11
Winter Courses		
SOCW 616	Advanced Practice II	6
SOCW 636	Advanced Practicum II	4
SOCW 642	Advanced Integrative Seminar II	<u>1</u>
		11
Summer Courses		
SOCW 650	Advanced Integrated Specialization Foundation	3
SOCW 651	Advanced Integrated Specialization I	3
SOCW 652	Advanced Integrated Specialization II	<u>3</u>
		9
Advanced Placement Total		31

Course Descriptions



Course Descriptions

Accounting Courses

ACCT 505. Financial Accounting

3 hours

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

ACCT 507. Intermediate Financial Accounting I

3 hours

Prerequisite: ACCT 221, 222 or 505.

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

ACCT 508. Intermediate Financial Accounting II

3 hours

Prerequisite: ACCT 311, 507 or equivalent.

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

ACCT 510. Accounting for Control and Decision Making

3 hours

Prerequisite: ACCT 221, 222 or 505.

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

Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting techniques for budgeting, pricing, and decision making.

ACCT 520. Accounting Theory

3 hours

Prerequisite: ACCT 312, 508 or equivalent.

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

ACCT 530. Controllership

3 hours

Prerequisite: ACCT 221, 222 or 505.

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

ACCT 550. Advanced Accounting**3 hours***Prerequisite: ACCT 312, 508 or equivalent.**This course is cross-listed with ACCT 450 in the BBA program. A student may receive credit for this course from only one program.*

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

ACCT 552. Auditing**3 hours***Prerequisite: ACCT 450, 550 or equivalent.**This course is cross-listed with ACCT 452 in the BBA program. A student may receive credit for this course from only one program.*

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

ACCT 556. Federal Taxation**3 hours***Prerequisite: ACCT 221, 222 or 505.**This course is cross-listed with ACCT 456 in the BBA program. A student may receive credit for this course from only one program.*

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

ACCT 557. Advanced Federal Taxation**3 hours***Prerequisite: ACCT 456, 556 or equivalent.**This course is cross-listed with ACCT 457 in the BBA program. A student may receive credit for this course from only one program.*

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

ACCT 558. Federal Tax Problems/Research**3 hours***Prerequisite: ACCT 457, 557 or equivalent.*

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

ACCT 564. Financial Statement Analysis**3 hours***Prerequisites: ACCT 312 or 508; FNCE 510 or BUAD 520.**This course is cross-listed with FNCE 564. A student may receive credit for this course from only one program.*

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

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

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

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

Prerequisite: ACCT 450, 550 or equivalent.

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

ACCT 595. Independent Study **3 hours**

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

ACCT 597. Accounting Research **3 hours**

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

Management Courses

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

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

BEXM 520. Corporate Intrapreneurship **3 hours**

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

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

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

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

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

BEXM 595. Independent Study**3 hours**

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

BEXM 597. Management Research**3 hours**

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

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

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

BHRM 530. Human Resource Development and Training**3 hours**

Prerequisite: BHRM 510.

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.

BHRM 560. Compensation and Benefits**3 hours**

Prerequisite: BHRM 510.

This course is cross-listed with MGNT 460. 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.

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 Courses

BMKT 520. Integrated Marketing Communications **3 hours**

Prerequisite: BUAD 540.

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.

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

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

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

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

BMKT 595. Independent Study **3 hours**

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

BMKT 597. Marketing Research **3 hours**

Prerequisites: BUAD 540 and Statistics.

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

Business Administration General Courses

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

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

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

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

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

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

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

Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting techniques for budgeting, pricing, and decision making.

BUAD 520. Financial Management**3 hours**

Prerequisite: FNCE 315, 505 or equivalent.

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

Understanding and analyzing information for decision making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed.

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 570. Strategic Decision Making

3 hours

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

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

BUAD 595. Independent Study

3 hours

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

Counseling Courses

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.

COUN 507. Sexuality: Issues in Therapy

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 and sex therapy techniques.

COUN 510. Advanced Lifespan Development

3 hours

Issues in development throughout the life cycle are studied. The impact of early physical, cognitive, and psychological developmental issues and the effects of significant periods of life 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.

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; program management at PreK-12 grade levels; and assessments and techniques relevant to career planning and decision-making in a global economy.

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

History and philosophy, professional roles and credentialing, and ethical and legal considerations of the counseling profession are studied. Professional development and personal characteristics of the counselor, as well as basic counseling and consultation skills are emphasized.

COUN 521. Psychopathology**3 hours**

Prerequisite: COUN 520.

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.

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

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

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

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

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 assessment used in clinical settings and PreK-12 schools. Emphasis is placed on personality, aptitude, achievement, and pathological testing.

COUN 551. Psychology of the Exceptional Child**3 hours**

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

See EDIE 512 for course description. (Summer)

COUN 553. Group Therapy and Procedures

3 hours

Prerequisite: COUN 520.

Provides understanding of group therapy 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.

COUN 556. Theories and Techniques of Psychotherapy

3 hours

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

COUN 558. Crisis Counseling

2 hours

A study of major theories and strategies for identifying and treating crises which affect individuals in both clinical mental health agencies and PreK-12 schools.

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.

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.

COUN 575. Administration of Counseling Services**3 hours***Prerequisite: Completion of at least 42 semester hours in degree program.*

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.

COUN 577. Administration of School Counseling Services**3 hours***Prerequisite: Completion of at least 32 semester hours in the degree program.*

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

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

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**

Prerequisites: COUN 520, 521 (taken concurrently), 526, 553 (taken concurrently), 556, 582; having obtained regular admission status in the Clinical Mental Health Counseling Program.

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. Videotaping of counseling sessions is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15.

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

Prerequisites: COUN 503 (taken concurrently), 520, 526, 528 (taken concurrently), 553 (taken concurrently), 556, 582; having obtained regular admission status in the School Counseling Program.

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. Videotaping of counseling sessions is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15.

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

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

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 done under the direction of a certified or licensed professional and will also include consultation with an assigned faculty supervisor, research on clinical issues, and attendance at a weekly supervision group. Applications for Summer or Fall Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Internship experience must be submitted for approval by October 15.

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

Prerequisites: COUN 583; Completion of 29 semester hours in degree program; admission to candidacy.

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.

COUN 588. Statistics **3 hours**

This course is designed to provide a basic knowledge of descriptive and inferential statistics to be applied to psychological 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.

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

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

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

Prerequisite: COUN 590.

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

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

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

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

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

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, therapeutic approaches, and community prevention programs that provide an environment responsive to the needs of children/adolescents with various clinical disorders are included.

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.

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, School of Education and Psychology Director of Graduate Studies, 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.

Educational Administration & Supervision Courses

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.

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

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

EDAD 570. Personnel Administration **3 hours**

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

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

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

EDAD 576. School Public Relations **2 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.

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

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

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 584. Internship **3 hours**

Prerequisite: EDUC 592.

Planned administrative field experience in a school, school district, or educational agency under supervision of a faculty member in the area of education administration. Includes work with a mentor, principal, or supervisor of instruction. Research activities form an important component of this field experience. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 592.

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

Prerequisite: Consent of the School of Education and Psychology.

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.

Curriculum & Instruction Courses**EDCI 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.

EDCI 545. Foundations of Curriculum Development 3 hours

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

EDCI 546. Improving Instruction 3 hours

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

EDCI 561. Instructional Design 3 hours

The candidates analyze, develop, and improve instructional designs at the elementary or secondary level. Topics will include foundations of curriculum development, curriculum mapping, understanding by design, and 4MAT, among others.

EDCI 565. Seminar: Trends in Education 3 hours

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

EDCI 570. Educational Assessment 3 hours

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

EDCI 584. Internship 3 hours

Prerequisite: EDUC 592.

Designed to meet the particular needs and interests of the candidate as these relate to instructional design and classroom teaching. A site supervisor and course professor will collaborate with each other to mentor the candidate. Research activities form an important component of this field experience. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 592.

EDCI 595. Independent Study in Curriculum and Instruction **1-3 hours**

Prerequisite: Consent of the School of Education and Psychology.

Individual research/study project in curriculum and instruction 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.

Inclusive Education Courses

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

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

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

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

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

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

This course provides an opportunity for in-depth examination and administration of various models and techniques for the management of exceptional individuals within the classroom, home, and community.

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

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.

EDIE 557. Leadership in Inclusive Education **3 hours**

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

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

Planning, developing, and implementing curriculum for exceptional students 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.

EDIE 584. Internship**3 hours***Prerequisite: EDUC 592.*

Designed to meet the particular needs and interests of the candidate as these relate to instructional design and classroom teaching. A site supervisor and course professor will collaborate with each other to mentor the candidate. Research activities form an important component of this field experience. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 592.

EDIE 595. Independent Study in Inclusive Education**1-3 hours***Prerequisite: Consent of the School of Education and Psychology.*

Individual research/study project in special education in the regular classroom under the supervision of a graduate studies professor. All fieldwork components must be conducted at a school where exceptional children are in the regular classroom. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

Literacy Education Courses**EDLE 527. Implementing Reading Workshop****3 hours**

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

EDLE 537. Implementing Writing Workshop**3 hours**

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

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

Study 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.

EDLE 581. Literacy Internship

3 hours

Prerequisite: EDUC 592.

Designed to meet the particular needs and interests of the candidate as these relate to instructional design and classroom teaching. A site supervisor and course professor will collaborate with each other to mentor the candidate. Research activities form an important component of this field experience. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 592.

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.

EDLE 595. Independent Study in Literacy Education

1-3 hours

Prerequisite: Consent of the School of Education and Psychology.

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.

Outdoor Education Courses

EDOE 503. Principles and Concepts of Outdoor Education

2 hours

Co-requisite: EDOE 504.

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.

EDOE 504. Field Experience in Principles and Concepts of Outdoor Education **1 hour**

Co-requisite: EDOE 503.

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

EDOE 513. Nature Study

2 hours

Co-requisite: EDOE 514.

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

EDOE 514. Field Experience in Nature Study

1 hour

Co-requisite: EDOE 513.

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

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

This course is for outdoor leaders and gives training in planning, organizing, and implementing outdoor programs for children, youth, and adults. Experiences include evaluating the operations of camp, recreation, and residential programs. Must be taken concurrently with Outdoor Intensive Lab.

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

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

EDOE 528. Interpretation of Natural and Historical Resources **2 hours**

This course will examine the fundamental principles of natural and historical interpretation. Students will research local resources in order to develop interpretive programs. Particular attention is given to contemporary methods of interpretation in parks, nature centers, camps, and other outdoor settings. Must be taken concurrently with Outdoor Intensive Lab.

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

This is an intensive seminar designed to provide practical field experience in developing a wide range of activities for the school yard, park, or use in a resident facility. Participants in this seminar will develop materials and implement them at a camp or environmental school site. Must be taken concurrently with Outdoor Intensive Lab.

EDOE 534. Field Experience in Developing Outdoor Teaching Sites **1 hour***Co-requisite: EDOE 533.*

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

EDOE 535. Outdoor Therapy: Design and Procedures **2 hours***Co-requisite: EDOE 536.*

This course provides opportunity for an examination of group design, procedure, and dynamics used as a therapeutic tool in the outdoor setting. Lab fee 8 will be assessed for this course. Must be taken concurrently with Outdoor Intensive Lab.

EDOE 536. Field Experience in Outdoor Therapy **1 hour***Co-requisite: EDOE 535.*

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.

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.

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. This course may be repeated for a maximum of 6 hours. Must be taken concurrently with Outdoor Intensive Lab.

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 will be assessed for this course.

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

A theoretical and practical study of photography as a means of communicating and recording nature. Topics will include outdoor lighting, composition, exposure, color, and choosing equipment and film for nature photography. Students need their own cameras. Lab fee 3 will be assessed for this course.

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

This course may focus on any of the following areas of emphasis: art, music, language arts, math, social studies, science, technology, health, 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 will be assessed for this course.

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

This course may focus on any of the following areas of emphasis: English, history, math, social studies, science, technology, health 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 will be assessed for this course.

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

An internship designed to meet the particular needs and interests of the individual participant. Internship will be conducted in cooperation with a day or 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 592. 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 will be assessed for this course.

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 will be assessed for this course.

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 will be assessed for this course.

EDOE 585. Workshop in Outdoor Education **1-4 hours**

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

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

A survey course introducing teachers, camp professionals, and outdoor professionals to adventure-based counseling activities. Theoretical perspectives/foundations, activity implementation, and assessments will be the core of the instruction. Specific attention will be given to issues in group 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**

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

Individual research/study project in outdoor education under the supervision of a graduate studies professor. May be conducted at a school or camp site. A maximum of six Independent Study hours are allowed to apply toward a student's degree.

Education Courses

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 adult teaching and learning methodologies.

EDUC 531. Technology and the Educator

3 hours

Study and analysis of the integration of technology in learning environments. The course examines technology-related issues from instructor, student, and administrator perspectives. Issues include the philosophy of and need for technology, learning outcomes associated with the use of technology, implementation of and problems associated with technology in the instructional environment, and technology related to administrative function and professional development. This course also seeks to provide the educator with an array of professional competencies so as to optimally leverage technology for instructional ends. This course incorporates a hands-on approach and assumes basic competencies in word processing, presentation software, Internet usage, and the Windows operating system. Lab fee 5 will be assessed for this course.

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 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.

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.

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 592. Educational Research

3 hours

Fundamentals of research methodology. This course examines the forms, methods, and tools of scholarly research. Includes the presentation of a research proposal and the critique of published research.

EDUC 595. Independent Study in Education**1-3 hours***Prerequisite: Consent of the School of Education and Psychology.*

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.

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 school of Education and Psychology Director of Graduate Studies, 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 Courses**FNCE 505. Principles of Finance****3 hours***Prerequisite: ACCT 221, 222 or 505.*

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

FNCE 510. Financial Management**3 hours***Prerequisite: FNCE 315, 505 or equivalent.*

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

Understanding and analyzing information for decision making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed.

FNCE 515. Applied Corporate Finance**3 hours***Prerequisite: BUAD 520 or FNCE 510.*

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.

FNCE 520. Finance Theory

3 hours

Prerequisite: BUAD 520 or FNCE 510.

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

FNCE 525. International Finance

3 hours

Prerequisite: BUAD 520 or FNCE 510.

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

FNCE 550. Working Capital Management

3 hours

Prerequisite: FNCE 315 or 505.

This course is cross-listed with FNCE 450. 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.

FNCE 552. Financial Markets, Rates, and Flows

3 hours

Prerequisite: FNCE 315, 505 or equivalent.

This course is cross-listed with FNCE 452. 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.

FNCE 553. Financial Institutions

3 hours

Prerequisite: FNCE 510 or equivalent.

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.

FNCE 555. Fundamentals of Investment

3 hours

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

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

FNCE 561. Portfolio Management**3 hours***Prerequisite: FNCE 315, 505 or equivalent.**This course is cross-listed with FNCE 461. A student may receive credit for this course from only one program.*

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

FNCE 562. Derivatives**3 hours***Prerequisite: FNCE 315, 505 or equivalent.*

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.

FNCE 564. Financial Statement Analysis**3 hours***Prerequisites: ACCT 312 or 508; BUAD 520 or FNCE 510.**This course is cross-listed with ACCT 564. A student may receive credit for this course from only one program.*

See ACCT 564 for course description.

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

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

FNCE 595. Independent Study**3 hours**

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

FNCE 597. Finance Research**3 hours**

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

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

Concepts of decision models for planning, control, forecasting, scheduling, and analysis. Guest 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 536. Advanced Nursing Leadership and Role Development **3 hours**

Prerequisite: Permission of program coordinator.

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

See NRS 578 for course description.

HADM 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.

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 healthcare industry. Included in the discussion will be topics in healthcare finance and legal issues.

HADM 595. Independent Study **3 hours**

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

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

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

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. Grading Restriction: Satisfactory/No Credit grading only. Repeatability: May be repeated. Credit Restriction: May not be used toward degree requirements.

Church and Nonprofit Leadership Courses

NPLD 550. Leadership in Organizations

3 hours

This course is cross-listed with MGNT 450. 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.

NPLD 552. Christian Missionary Entrepreneurship

3 hours

This course is cross-listed with MGNT 452. 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.

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 Courses

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

Prerequisite: Permission of dean or program coordinator.

Personalized study designed to make up deficiencies in a student's undergraduate program. Hours do not count towards MSN degree.

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

Prerequisite: Permission of dean or program coordinator.

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

NRSG 515. Theoretical Concepts of Nursing **2 hours**

Prerequisite: Admission to the program or permission of dean or program coordinator.

A survey of the theories and concepts of nursing science as applied to the increase in substantive nursing knowledge. A wholistic Christian perspective is taken on major issues involved in the development of nursing knowledge. Critique of theory is applied to the Neuman Systems Model and other selected models and theories. Lab fee 5 will be assessed for this course.

NRSG 520. Health Promotion Across the Lifespan **3 hours**

Prerequisite: Admission to the program or permission of dean or program coordinator.

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

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

Prerequisites: NRSG 316 or equivalent basic statistics.

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

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

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

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

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

NRSG 550. Advanced Pathophysiology**3 hours**

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

NRSG 552. Advanced Pharmacology**3 hours***Pre- or co-requisite: NRSG 550.*

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

NRSG 555. Advanced Health Assessment**4 hours***Prerequisite: Enrollment in core courses or permission of dean or program coordinator.*

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

NRSG 556. Family and Community Systems**3 hours**

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 561. Primary Care of Adults

3 hours

Prerequisites: NRSNG 550, 555, 556; Pre- or co-requisite: NRSNG 552.

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

NRSNG 562. Practicum: Primary Care of Adults I

4 hours

Pre- or co-requisite: NRSNG 561.

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

NRSNG 563. Primary Care Role Development

3 hours

Prerequisite: NRSNG 561.

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

NRSNG 565. Graduate Studies - Topics in Nursing

1-3 hours

Prerequisite: Permission of dean or program coordinator.

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

NRSNG 566. Practicum: Primary Care of Adults II

4 hours

Prerequisite: NRSNG 562; Pre- or co-requisite: NRSNG 563.

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

NRSNG 567. Acute Care Concepts and Skills

4 hours

Prerequisite: NRSNG 550, 555, 556. Pre- or co-requisite: NRSNG 552, 561.

Comprehensive acute care course emphasizing complex concepts and skills needed to care for the acutely ill hospitalized adult. Builds on concepts from advanced pathophysiology, assessment, pharmacology, and primary care of adults with acute and chronic health problems. Emphasis is placed on management of complex respiratory, cardiac, hematologic, neurologic, endocrine, renal, gastrointestinal, nutritional and infectious disease processes. Includes practice of skills such as airway intubation and ventilation management, arterial and venous access, hemodynamic monitoring, chest tube placement, lumbar puncture, etc. A minimum of 60 hours of clinical skills-focused practice is required. Lab fee 12 will be assessed for this course.

NRSG 568. Acute Care Role Development**3 hours***Pre- or co-requisites: NRSG 561, 567.*

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

NRSG 570. Primary Care of Children**3 hours***Prerequisites: NRSG 550, 555; Pre- or co-requisite: NRSG 552, 556.*

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

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

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

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

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

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

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

NRSG 574. Practicum: Acute Care of Adults

5 hours

Prerequisite: NRSG 562; Pre- or co-requisite: NRSG 568.

Clinical practicum that promotes competence for entry into advanced acute care practice utilizing the roles of health promotion/disease prevention; management of complex acute and chronic illness; 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 patients and their families who are experiencing complex acute, critical, or chronic illness. Includes a minimum of 300 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSG 576. Assessment for Advanced Practice

2 hours

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

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

NRSG 578. Advanced Nursing Leadership and Role Development

3 hours

Prerequisite: Permission of program coordinator.

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

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

NRSG 579. Practicum Continuance

1 hour

Prerequisite: Registration for one semester for any of the following practicum courses: NRSG 562, 566, 571, 572, 573, 574, 578, 585, or 591.

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)

NRSG 581. Nursing Curriculum Design

3 hours

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

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

NRSG 583. Classroom Instruction and Evaluation**3 hours***Pre- or co-requisite: NRSG 581.*

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

NRSG 585. Educator Role Practicum: Area of Clinical Emphasis**3 hours***Pre- or co-requisite: NRSG 581, 583.*

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

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

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

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

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

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

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

NRSG 597. Project/Thesis Continuance**1 hour***Prerequisite: NRSG 596 or 598.*

Mandatory course for the student requiring additional time beyond one semester to complete Nursing Project or Thesis. The student must register for this course each semester until the project or thesis course requirements are met and a grade has been issued. (Pass/Fail)

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

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

Biblical Studies Courses

RELB 500. Directed Study **1-3 hours**

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

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

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

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

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

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

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

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

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

RELB 541. Preaching from the Old Testament Text **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

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

RELB 545. General Epistles **3 hours**

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

RELB 546. Pauline Epistles **3 hours**

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

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

Prerequisite: At least one introductory course in biblical preaching.

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

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

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

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

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

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

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

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

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

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

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

RELB 620. Project in Biblical Studies**3 hours**

Requires the writing of a major paper in the area of biblical studies. Project is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the project adviser.

RELB 650. Thesis in Biblical Studies**1-6 hours**

Requires the writing of a master's thesis in the area of biblical studies. Thesis is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the thesis adviser.

General Studies Course**RELG 600. Research Methods and Writing****3 hours**

A course dealing with techniques and tools, including library and online sources available for theological research for the construction and practice of writing research papers. Emphasis is given to expository and persuasive writing skills, documentation styles, and bibliography in various religious disciplines.

Professional Studies Courses**REL P 401. Fundamentals of Biblical Preaching****3 hours**

This introductory course focuses on the preparation and delivery of expository sermons. The student learns and implements a ten-step method in preparing an expository sermon. This sermon is preached and analyzed in a peer-review setting. Only available to students with no formal preaching training. *Credit will not be given towards a master's degree.*

REL P 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**

Prerequisite: At least one introductory course in biblical preaching.

An exploration of various models of biblical preaching, with an emphasis on inductive method and extemporaneous delivery. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

RELP 508. Expository Preaching **3 hours**

Prerequisite: At least one introductory course in biblical preaching.

An advanced course on the theology and construction of expository sermons. Attention is given to exegetical procedure, homiletical form, relevant illustration, and accurate application. The student learns strategies for developing exegetical outlines of biblical books or chapters and transforming these outlines into fresh, contemporary sermons for today's audience. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

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**

Prerequisite: At least one introductory course in biblical preaching.

This course concentrates on the development and delivery of Christ-centered, distinctively Adventist messages, with emphasis on soul-winning decisions and the use of multi-media. Instruction includes sermon preparation for an evangelistic series.

RELP 525. Youth Ministry in the Local Church**3 hours**

This course emphasizes the understanding of the various youth groups in the local church and how each age level grows spiritually. The purpose of the course is to demonstrate how to develop effective youth leaders and to enable them to minister to, retain, and engage youth in the mission of the church.

RELP 532. Principles and Strategies for Church Growth**3 hours**

This course focuses on the application of biblical principles of church growth to the North American church, as well as practical evangelistic strategies for the local Adventist congregation. These include year-long planning for community outreach, church planting, evangelistic preparation, and membership training.

RELP 534. Personal Soul-Winning Skills**3 hours**

A study of the importance, principles, and methods of personal evangelism. The course focuses on the development of skills to help individuals make favorable decisions for Jesus Christ through one-on-one small group evangelism. Practical experience is gained in laboratory exercises and in the field.

RELP 537. Church Planting Strategies**3 hours**

The course focuses on planting churches in a Seventh-day Adventist context. Biblical and historical models, various methods of church planting, and the current state of Adventist church planting is surveyed. Students learn how to develop a strategy for starting and multiplying congregations, how to integrate discipleship with church planning, and how to protect the personal life of the church pastor.

RELP 542. Urban Ministry and Evangelism**3 hours**

A study of the city as the locus of mission and ministry. The course considers the forces which create cities, their development, and their ethos, with emphasis on the process of secularization and the church's holistic approach to the urban setting. Special attention is given to evangelism and church planting in the urban context. Students are exposed to various ministries dealing with the hungry, homeless, addicted, and the alienated.

RELP 561. Preaching to the Secular Mind**3 hours**

Prerequisite: At least one introductory course in biblical preaching.

The understanding of post-modern society and how to communicate the character of God and the truths of Scripture through effective sermons. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

RELP 565. Topics in Professional Studies**3 hours**

This course deals with selected topics of interest in the area of pastoral studies.

RELP 569. Sermon Designs for Biblical Preaching**3 hours**

Prerequisite: At least one introductory course in biblical preaching.

The student explores a variety of sermon designs, such as inductive, narrative plots, and other audience-centered preaching forms. Delivery focus is on youth, secular people, and various ethnic congregations. Course requirements include preparation, delivery, and evaluation of sermons in a peer-review setting.

RELP 570. World Mission**3 hours**

A broad introduction to Christian world missions. This course covers aspects of the theology of mission; the history of missions; various philosophies of mission, including the SDA perspective; and strategies for implementing missions in a variety of cultural settings.

REL P 591. Evangelistic Preaching Practicum **3 hours**

Prerequisite: At least one introductory course in biblical preaching and must be officially accepted into a School of Religion graduate program.

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.

REL P 595. Independent Study **1-3 hours**

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

Theological Studies Courses

REL T 500. Directed Study **1-3 hours**

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

REL T 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."

REL T 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.

REL T 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.

REL T 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.

REL T 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.

REL T 546. Doctrine of Salvation **3 hours**

The central purpose of this class is to study the plan of salvation/righteousness by faith. It focuses on building a biblically based understanding of salvation through the sanctuary and key soteriological books like Romans, Galatians, and John. Some time is also spent in examining and critiquing varying views of salvation from theologians such as Abelard, Calvin, Arminius, and Wesley. The significance of these views for Seventh-day Adventism is also explored.

- RELT 552. Theology of Mission and Evangelism** **3 hours**
The biblical foundation for evangelism. A theological reflection of its essence, goals, motives, and strategies, with special emphasis on the mission of the SDA Church. The course provides a theological foundation for all courses in the area of evangelism, ministry, and missions.
- RELT 563. Contemporary Theological Issues** **3 hours**
A study of contemporary theological issues that impact the Seventh-day Adventist Church with a view to assisting inquirers to respond appropriately.
- RELT 565. Topics in Theological Studies** **3 hours**
This course covers selected topics of interest in the area of theological studies.
- RELT 568. World Religions** **3 hours**
A study of several major representative Christian and non-Christian religions, including a survey of the history and the distinctive characteristics of each. This course also compares and contrasts these religions, considers areas of commonality between these religions and biblical Christianity, and provides insights as to how to share Christianity with practitioners of these religions.
- RELT 571. Renewal and Mission of the Church** **3 hours**
A biblical study of ecclesiology as it relates to the mission of the church. Emphasis is placed on church renewal through worship, small groups, missional focus, and the empowering baptism of the Holy Spirit.
- RELT 573. Biblical Eschatology** **3 hours**
A biblical evaluation of end-time movements, teachings, and events to prepare the church for Christ's soon return.
- RELT 581. Biblical Ethics and Contemporary Society** **3 hours**
An examination of the major ethical teachings of the Bible in light of their cultural and historical setting and in relation to contemporary moral issues. This course deals with how to approach ethical problems in ministry, as well as Christian strategies dealing with basic matters such as confidentiality, church-state relations, racism, sexual vulnerability, and marriage/divorce/remarriage.
- RELT 595. Independent Study** **1-3 hours**
Individual study and research under the supervision of the graduate faculty.
- RELT 620. Project in Theological Studies** **3 hours**
Requires the writing of a major paper in the area of theological studies. Project is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the project adviser.
- RELT 650. Thesis in Theological Studies** **1-6 hours**
Requires the writing of a master's thesis in the area of theological studies. Thesis is to be completed in accordance with guidelines supplied by the School of Religion and under the supervision of the thesis adviser.

Courses

- SOCW 510. Social Work Practice I** **4 hours**
 Provides students will the theoretical framework for generalist social work practice. Topics include the establishment of relationship, assessment, contracts, intervention, and utilization of resources, social work values, and ethics. Work with individuals and families, primarily the micro and meso dimensions of social work practice, are emphasized. (Fall)
- SOCW 511. Human Behavior and the Social Environment I** **3 hours**
 First of a two-course HBSE sequence is a study on the reciprocal relationships between human behavior and the social environment from birth through young adulthood. Content will include empirically-based theories and knowledge that focus on the biological, sociological, cultural, psychological, and spiritual development of infants, children, adolescents, and young adults. The course will follow a life cycle model from a systems perspective. (Fall)
- SOCW 512. Human Behavior and the Social Environment II** **3 hours**
Prerequisite: SOCW 511.
 The second of a two-course HBSE sequence this course focuses on the reciprocal relationships between human behavior and the social environment from middle to later adulthood. Content will include empirically-based theories and knowledge that focus on the biological, sociological, cultural, psychological, and spiritual development of middle and later adults. The course will follow a life cycle model from a systems perspective. (Winter)
- SOCW 515. Social Work Practice II** **4 hours**
Prerequisites: SOCW 510 and 511.
 This course spans the mezzo and macro dimensions of social work practice. Building on skills introduced in Practice I, students will engage in practice with small groups, organizations, and communities. (Winter)
- SOCW 533. Social Welfare Issues and Policies** **3 hours**
 A study of contemporary issues and policies 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. A mandatory four day policy study tour to Washington D.C. serves as the capstone experience for this course. (Winter)
- SOCW 535. Generalist Practicum I** **1 hour**
Prerequisite: Admission to the Social Work Program.
Co-requisite: SOCW 541.
 This course provides opportunity for students to apply practice theory and to develop skills for generalist social work practice. Through participation in the social service delivery for generalist social work practice system, the student comprehends agency structures, functions, and programs. A minimum of 200 clock hours will be spent working in an agency setting. (Winter)
- SOCW 536. Generalist Practicum II** **5 hours**
Prerequisites: SOCW 535 and Admission to the Social Work Program.
 This course builds on the experiences of the first semester practicum and progresses to more difficult and varied tasks. (Summer)

SOCW 541. Generalist Integrative Seminar I**1 hour***Co-requisite: SOCW 535.*

Generalist Foundation Seminar I is the companion course to be taken in conjunction with the Practicum I field-based course. This course is designed to provide a forum for providing mutual support, developing the professional portfolio, exploring on-going practice concerns in the field practicum, and creating an arena in which peer learning takes place. Thus, it provides a vital link between the theoretical knowledge, skills, and values derived from the social work course work and the practice of the field practicum. (Fall)

SOCW 542. Generalist Integrative Seminar II**1 hour***Prerequisite: SOCW 541.*

Generalist Foundation Seminar II is the companion course to be taken in conjunction with Generalist Practicum II field-based course. It builds on the learning experiences provided by Generalist Seminar I which culminates in portfolio completion. (Winter)

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 Field Readiness**3 hours**

This course lays the theoretical foundation for advanced social work practice. Students learn and use theories that extend across the micro, meso, and macro levels of practice. (Fall)

SOCW 615. Advanced Practice I**6 hours**

This course develops skills intervening in complex situations when providing services to individuals, families, groups, organizations, or communities. Students acquire abilities in psychotherapeutic assessment and intervention, supervision and organizational skills, and practice-based research and evaluation to work autonomously in social work leadership positions. (Fall)

SOCW 616. Advanced Practice II**6 hours***Prerequisite: SOCW 615.*

This course builds on and expands the skills introduced in the Advanced Practice I course. Additional skills include: psychotherapeutic skills with families and groups, multi-level assessment, policy practice, knowledge and resource development, and program evaluation. (Fall)

SOCW 635. Advanced Practicum I**1 hour**

This course provides opportunities for students to apply practice theory and to develop skills under the supervision of an advanced practitioner. Through participation in a social service agency, the student demonstrates skills for autonomous social work practice. (Fall)

SOCW 636. Advanced Practicum II

3 hours

Prerequisite: SOCW 635.

This course continues in advancing the student's skills for advanced social work practice. Through participation in the social service agency in an advanced setting, the student demonstrates skills for autonomous social work practice. (Winter)

SOCW 641. Advanced Integrative Seminar I

1 hour

This seminar provides an opportunity for students to integrate previous course work with their experience in social work agencies. Classroom discussion will emphasize the interrelatedness of the various components of social work education. This course offers tools and feedback for professional portfolio development. (Fall)

SOCW 642. Advanced Integrative Seminar II

1 hour

Prerequisite: SOCW 641.

Advanced Integrative Seminar II is the companion course to be taken in conjunction with Advanced Integrative Practicum II field-based course. It builds on the learning experiences provided by Advanced Integrative Seminar I which culminates in portfolio completion. (Winter)

SOCW 650. Advanced Integrated Specialization Foundation

3 hours

This course provides advanced theoretical knowledge in a specialized area of social work practice. Best-practice models will be emphasized throughout. (Summer)

SOCW 651. Advanced Integrated Specialization I

3 hours

This course highlights skill-building in the advanced specialization area. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 652. Advanced Integrated Specialization II

3 hours

This second course continues skill-building in the advanced specialization area. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

The Registry

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 Tim Bainum
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 John Boskind
 Michael Cauley
 Donald Chase
 Joan Coggin
 Jim Davidson
 Ken DeFoor
 Helen Durichek
 Faith Durkin
 Dana Edmond
 Mel Eisele
 Conrad Gill
 *Burton Hall
 Steve Haley
 Heather Hilliard
 Scott Hodges
 Danny Houghton
 * *Members of the Executive Board*

Lars Houmann
 Ruth Liu
 Todd McFarland
 Bill McGhinnis
 *Ellsworth McKee
 Vanard Mendinghall
 Hubert Morel
 *John Nixon
 Frank B. Potts
 *Randy Robinson
 Mark Schiefer
 Terry Shaw
 *Ron Smith, Vice Chair
 *Jeanette Stepanske
 Christine Waldrop
 Izak Wessels
 Jeff White
 Greg Willett
 *Ed Wright
 Doug Zinke

Administrators

Gordon Bietz, D.Min. (1997)..... President
 Tom Verrill, M.B.A. (2008).....Senior Vice President, Financial Administration
 Christopher Carey, B.S. (2005).....Vice President, Advancement
 Martin Hamilton, B.A., (1998).....Associate Vice President, Financial Administration
 Volker Henning, Ph.D. (1989).....Associate Vice President, Academic Administration
 Vinita Sauder, Ph.D. (1983)..... Vice President, Marketing and Enrollment Services
 Carleton Swafford, Ph.D. (1992).....Dean, Graduate Studies
 William Wohlers, Ph.D. (1973).....Vice President, Student Services
 Robert Young, Ph.D. (2007)..... Senior Vice President, Academic Administration

Other Officials

Kevin Penrod, B.S. (2007).....Director, Campus Safety
 Jeffrey Erhard, M.A.T. (1997).....Director, On-Campus Housing
 Pegi Flynt, M.A. (2007).....Director, Online Campus
 Marc Grundy, M.B.A. (1996).....Associate Vice President, Enrollment Services
 Henry Hicks, M.B.A. (1998).....Executive Director, Information Systems
 John Nixon, D.Min. (2006).....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
Renè Drumm.....	Dean, School of Social Work
Holly Gadd.....	Graduate Program Coordinator
Marc Grundy.....	Associate Vice President, Enrollment Services
Barbara James.....	Dean, School of Nursing
Greg King.....	Dean, School of Religion
Josip Mocnik.....	Director, Library
Elaine Plemons.....	Dean, Academic Technology
John Wesley Taylor V.....	Dean, School of Education and Psychology
Don Van Ornam.....	Dean, School of Business and Management
Robert Young.....	Senior Vice President, Academic Administration
Joni Zier.....	Director, Records and Advisement

Graduate Instructional Faculty

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B.A., Atlantic Union College; M.Div., Andrews University; M.P.H., Loma Linda University; D.B.A., Anderson University. (2003)

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