

# SOUTHERN ADVENTIST UNIVERSITY

## GRADUATE CATALOG 2005-2006

**Mailing Address:**

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(Respective School)  
P.O. Box 370  
Collegedale, TN 37315-0370

**FAX:** 423-236-1899

**E-MAIL:** [admissions@southern.edu](mailto:admissions@southern.edu)

**Admissions Information:**

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

**All Other Inquiries:**

General Number: 423-236-2000  
School of Business & Management:  
423-236-2527  
School of Education & Psychology:  
423-236-2765  
School of Nursing: 423-236-2940  
School of Religion: 423-236-2976

Picture

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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## Graduate Studies

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

### **School of Business and Management**

#### *Master of Business Administration*

- Accounting
- Church and Nonprofit Leadership
- Healthcare Administration
- Human Resource Management
- Management
- Marketing Management

#### *Master of Financial Services*

#### *Master of Science in Administration*

### **School of Education and Psychology**

#### *Master of Science*

- Community Counseling
- Marriage and Family Therapy
- School Counseling

#### *Master of Science in Education*

- Curriculum and Instruction
- Educational Administration and Supervision
- Inclusive Education
- Literacy Education
- Outdoor Teacher Education

### **School of Nursing**

#### *Master of Science in Nursing*

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
- Post Master's Certificate

#### *Dual Degree—MSN and MBA*

- Accelerated RN to MSN
- Accelerated Dual Degree

### **School of Religion**

#### *Master of Arts*

- Church Leadership and Management
- Evangelism
- Homiletics
- Religious Education
- Religious Studies

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# ACADEMIC CALENDAR

## 2005-2006

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### **Summer 2005**

Business & Management  
Education & Psychology  
Nursing  
Religion

### **First Semester, Fall 2005**

*Aug 25 - Dec 14*

Business & Management  
Education & Psychology  
Nursing  
Religion

### **Second Semester, Winter 2006**

*Jan 9 - May 4*

Business & Management  
Education & Psychology  
Nursing  
Religion

### **Note:**

1. Late registration fee applies the day after each registration.
2. Last day to add a course is two weeks after each registration.
3. Last day to drop and automatically receive a "W" (equals two-thirds of the class days.)
4. All withdrawals after two-thirds of course will receive an "F" (equals to 90% of class days.)
5. No tuition refunds after half of class term is over.
6. Registration for on-line classes is within first two weeks of each term.

### **REGISTRATIONS**

All registrations may be done online.

- ▶ Obtain a Southern e-mail account by going to: [access.southern.edu](http://access.southern.edu) click on The Place, obtain user name and password.
- ▶ Using [access.southern.edu](http://access.southern.edu), supply user name and password, click on Student, click on Registration.
- ▶ Grades may be obtained via Datatel Web Adviser as well as unofficial transcripts and degree audit.
- ▶ Prior to web registration, financial arrangement and health records must be cleared by Student Finance (423-236-2835) and Health Services (423-236-2713.)

# THIS IS SOUTHERN ADVENTIST UNIVERSITY

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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.

## **Core Values**

- A Christ-centered campus
- Academic and professional excellence in a distinctive Seventh-day Adventist environment—theologically, socially, morally, and intellectually
- Demonstrated hospitality and service
- Affordable education

## **Institutional Goals**

- Graduates who master the basic skills of critical reasoning, independent thinking, computation, communication, collaboration, and creativity needed to enter the workplace with confidence, to pursue lifelong learning, and to exercise leadership as contributing citizens who advance their families, communities, the church, and society.
- 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.
- 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.
- Active 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.
- Responsible stewardship of resources entrusted to the university through effective fiscal management to fulfill the mission, vision, and goals of the university.

## **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, portfolios, and theses 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 approved by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award one-year certificates, associate degrees, baccalaureate, and masters' degrees. It is also accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities. Additional information regarding the University may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, FL 32399 (850-488-8695). The Master of Science degree in School Counseling is approved by the Tennessee State Board of Education.

The Schools of the University are also accredited by various organizations. The Associate of Science, Bachelor of Science, and Master of Science degree programs in nursing are accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, telephone number, 1-212-363-5555 ext. 153). The School of Nursing is an agency member of the Council of Baccalaureate and Higher Degree Programs and the Council of Associate Degree Programs of the National League for Nursing. The School of Nursing is approved by the Tennessee Board of Nursing. 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.

#### **DISTANCE LEARNING**

Distance learning offers the MBA graduate program online. The distance learning program provides the same quality of educational experience as the main campus to those students who cannot attend classes in Collegedale.

#### **FACILITIES**

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

Brock Hall—Art and Graphic Design, Business and Management, English, History, Journalism and Communication, WSMC FM90.5  
Daniels Hall—Social Work and Family Studies  
Hackman Hall—Religion  
Hickman Science Center—Biology, Chemistry, Computing, Mathematics, Physics  
J. Mabel Wood Hall—Music  
Ledford Hall—Technology  
Lynn Wood Hall—Heritage Museum, Conference Rooms, Campus Safety, Alumni, Development  
Mazie Herin Hall—Nursing  
McKee Library—Main Campus Library, Center for Learning Success  
Miller Hall—Modern Languages  
Student Center—Cafeteria, Counseling and Testing Center, Campus Ministries, student activity rooms, K.R.'s Place, Student Services  
Summerour Hall—Education and Psychology, Teaching Materials Center, Ed Tech Classroom  
William Iles Physical Education Center—Physical Education, Swimming Pool  
Wright Hall—Administration

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

Arthur W. Spalding Elementary School—laboratory school  
Charles Fleming Plaza—shopping center with businesses serving the University and community. Includes:  
Adventist Book Center  
Campus Kitchen—fast food  
Campus Shop—student bookstore and gift shop  
Collegedale Credit Union  
United States Post Office  
Village Market with grocery, deli, bakery  
Collegedale Academy—secondary laboratory school  
Collegedale Korean Church  
Collegedale Seventh-day Adventist Church



Health Service—located at the east end of the Thatcher South

Recreational Area—tennis courts, track, playing fields

Southern Village—residence village

Spanish Seventh-day Adventist Church

Student Apartments

Student Park

Talge Hall—men's residence hall

Thatcher Hall—women's residence hall

Thatcher Hall South—women's residence hall

## ADMISSIONS

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

### WHERE TO WRITE

Inquiries regarding application and acceptance should be addressed to:

School of (Business and Management, Education and Psychology, Nursing, or Religion)  
Southern Adventist University  
P. O. Box 370  
Collegedale, TN 37315-0370

### ADMISSION PROCEDURES

The following materials must be submitted to the School of Business and Management, Education and Psychology, Nursing, or Religion before the applicant can be considered for acceptance:

1. A completed graduate application form.
2. A non-refundable application fee of \$25.
3. Official transcripts from all institutions attended at the undergraduate and graduate level.
4. Scores for entrance examinations as required by the respective School.
5. Two professional recommendations as requested by the School.

### ADMISSION CATEGORIES

**Regular admission** is based on the following criteria:

1. Graduation from a regionally accredited four-year college or university as evidenced by a transcript showing the completion of a baccalaureate degree. (Except for approved accelerated program in Nursing.)\*
2. Completion of appropriate undergraduate prerequisites as determined by the respective School.
3. Minimum GPA, TOEFL, and entrance examination scores as required by the individual School. Additional criteria are described in each School's section in this catalog.
4. Two satisfactory professional recommendations.

### Special student:

An applicant who does not satisfy the graduate admission requirements may be permitted to enroll in specific classes as a special student while completing such requirements. A maximum of nine (9) semester hours may be taken on this basis.

\*Nursing has an accelerated program where a student who has a RN may receive the MSN.

**Provisional admission** may be granted to students who do not meet all of the criteria for regular admission:

1. Students with a combined GPA and entrance examination score within a range as prescribed by each School. See respective Schools for additional criteria. Regular admission status will be granted if the student's GPA averages 3.00 or higher at the end of the first 12 graduate semester hours. However, students who have not achieved a minimum GPA of 3.00 per 12 hours will not be permitted to take additional courses.
2. Positive work experience in areas related to the desired graduate specialization may be considered by the School for provisional admission.
3. Students who have not completed a four-year baccalaureate degree,\* or the equivalent, from an accredited institution may be accepted provisionally upon the completion of all of the following:
  - a) A four-year baccalaureate degree\* or the equivalent from an American institution not recognized by a regional North American accreditation association.
  - b) The minimum entrance examination requirement established by the School to which application is being made.
  - c) A school recommendation that the student has had an adequate general education with any deficiencies to be earned from an accredited institution prior to acceptance.
  - d) A recommendation by the School affirming adequate preparation in the subject areas as evidenced by a nationally normed test, where appropriate, with any deficiencies to be earned at the upper-division level from an accredited institution prior to acceptance.

**Non-degree admission** may be granted on a space-available basis. Students must have a bachelor's degree and approval from the School which offers the courses.

\*Exception is made for the accelerated MSN/MBA and MSN program.

# ACADEMIC POLICIES

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## GENERAL REQUIREMENTS FOR MASTER'S DEGREE

### Admission, Progression and Degree Candidacy

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

Students admitted provisionally will progress to candidacy after successfully completing 12 semester hours of graduate work in residence with a grade point average of 3.00 with no grade lower than C, including a maximum of one course with a grade of C.

Applicants who do not satisfy the graduate admission requirements may be permitted to enroll in specific classes as special students while completing such requirements. A maximum of nine (9) semester hours may be taken on this basis.

### Credit and Course Requirements and Limitations

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

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

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

### Graduation Requirements

In order to graduate, a candidate must:

1. Complete an application to graduate which must be filed with the Records and Advisement Office two months prior to the anticipated graduation date.
2. Complete the program with a minimum grade point average of 3.00.
3. Pass a comprehensive examination and/or a defense of a thesis/research project, portfolio, or case study, as may be required by the respective School. For additional graduate requirements, see catalog section on degree to be earned.

### Second Master's Degree

Degree programs for students who have already completed a master's degree will be arranged individually. The amount of applicable class work from the first degree will be determined by the age of previously earned credit and its appropriateness to the

program. Ordinarily, theory courses that are more than ten years old and technology application courses that are more than five years old must be repeated or waived by a validating examination. Students must complete a minimum of two-thirds of the credits required for a second degree which may include independent study in residence. A thesis or research project may be required. The GRE/GMAT is not required for a student pursuing a second master's degree from a U.S. accredited institution.

### Thesis Requirement

If a thesis is required by the School, the student must secure the Advisory Committee's approval of the thesis topic and research design. Research and thesis preparation are under the direction of the student's Advisory Committee.

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

### Time Requirement

The time required to complete a degree is as follows:

<u>School of</u>	<u>Years</u>
Religion	7
Education & Psychology	7
Business & Management & Nursing (MSN/MBA)	6
Business (MBA, MSA)	5
Nursing (MSN)	5
Business & Management (MFS)	4

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

### Transfer Credit

Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School. **A maximum of twenty-five percent of transfer credit is allowed for a degree.**

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

### Veterans Educational Benefits

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

### Withdrawal From a Course

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

## ENROLLMENT

### Advisement

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

### Attendance

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

### Enrollment Status

Nine semester hours constitutes full-time status and five semester hours is equivalent to part-time status. The maximum number of hours for which graduate students may enroll is 12, unless special permission is given through the Dean of Graduate Studies.

### Independent Study

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

### Maximum Course Load

No more than one credit hour per week for any given course may be earned.

### Registration

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

### Repeated Courses

A course may be repeated on the resident campus for the purpose of improving the GPA or to remove a non-passing grade. A maximum of two courses may be repeated.

### Second Emphasis

Each emphasis must include a minimum of 18 hours that do not overlap with any other emphasis.

## GRADE POLICIES

### Grading System

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

A	4.0 grade points per hour	I	0.0 Incomplete
A-	3.7	IP	0.0 In Progress
B+	3.3	NR	0.0 Not Reported
B	3.0	P	0.0 Pass
B-	2.7	S	0.0 Satisfactory
C+	2.3	W	0.0 Withdrawal
C	2.0		
F	0.0		
CR	0.0 Credit		

**Minimum Grades**

A maximum of two courses with C grades may count toward a master's degree. Grades lower than C (2.0) are not applied toward completion of a graduate program.

**PETITION AND ACADEMIC GRIEVANCE PROCEDURES****Academic Grievances**

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

**Academic Integrity**

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

- a. Record a failing grade on the exam, assignment, or project.
- b. Assign a failing grade in the class.
- c. Allow the student to resubmit the assignment with a reduced value for the assignment.
- d. Assign the student a paper, project, or activity that improves the student's understanding of the value and nature of academic integrity.
- e. Dismissal from the University.

**Disability Act**

Students with disabilities should contact the Center for Learning Success (CLS) by phone: 423-236-2574 (or 2838), [e-mail:cls@southern.edu](mailto:cls@southern.edu) (e-mail communication cannot be guaranteed confidential), or in person (physical location: second floor of the McKee Library.) Southern is in compliance with Section 504 of the Rehabilitation Act (1973) and has established the CLS to assist in advocating for reasonable accommodations. However, the university does not assume responsibility for providing accommodations or special services to students who have not voluntarily identified themselves as having qualifying disabilities or to those who have not provided the CLS with appropriate documentation of their disabilities. For information on Southern's formal grievance procedure, contact the Counseling Center or the CLS.

**Petitions**

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

## FINANCING YOUR EDUCATION

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

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

### **Federal Stafford Loan Requirements and Disbursements**

Students must register for, and attend, a minimum of five credit hours per semester to receive a Federal Stafford Loan. The first half of the loan amount will be credited to the student's account after the student's attendance in at least five credits has been verified. Anyone who drops below five credit hours or does not attend at least two class periods of the second course will not receive loan funds.

The amount that graduate students may borrow per year is up to \$18,500 (\$8,500 Subsidized, \$10,000 Unsubsidized Stafford Loan) or the cost-of-attendance, whichever is less, at an annual interest rate of approximately 2.77-8.25%. Principal repayment begins six months after the student ceases to be enrolled in at least five credit hours. Students receiving a Federal Stafford Loan will need to complete and mail the Free Application for Federal Student Aid (FAFSA) and a loan application six to eight weeks prior to registration. Loan fees of about 4% are deducted from the loan amount before the funds are disbursed to Southern. Student borrowers may not receive anticipated loan funds unless the amount borrowed exceeds the direct costs, and the funds have been received by Southern. If extenuating circumstances occur, students may appeal to the Financial Appeals Committee.

### **Ability to Benefit**

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

Students eligible for financial aid who are completing their first undergraduate degree and who are also enrolled in the graduate program at Southern will receive financial aid at the undergraduate level until they complete their undergraduate requirements. Those seeking a second undergraduate and a graduate degree at the same time, if eligible, will receive financial aid as a graduate student.



**Satisfactory Academic Progress Policy  
for Graduate Students Receiving Federal Financial Aid**

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

**Requirements**

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

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

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

**Time Frame For Receiving Financial Aid**

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

**Progress Review**

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

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

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**FEES AND CHARGES**  
**2005-2006**

**Tuition**

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

Effective May 1, 2005, graduate tuition is \$397 per credit hour.

**Special Fees and Charges**

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

Application fee	\$ 25.00
Cancellation of program	100.00
Graduation fee	40.00
Incomplete grade recorded	20.00
Insufficient funds for check	25.00
International Graduate Study Tours	1/3 regular tuition rate
Lab fees:	
Lab fee 1	10.00
Lab fee 2	15.00
Lab fee 3	20.00
Lab fee 4	27.00
Lab fee 5	54.00
Lab fee 6	81.00
Lab fee 7	108.00
Lab fee 8	135.00
Lab fee 9	162.00
Lab fee 10	189.00
Lab fee 11	216.00
Lab fee 12	270.00
Lab fee 13	300.00
Late registration	35.00
Parking fee	45.00
Replacement of ID card	15.00
Transcript fees:	
Same day service	10.00
Single request for six or more	10.00
Overnight service	15.00
International fax service	15.00
Validation exam recording fee	35.00

**Financial Aid Budget  
2005-2006 Academic Year**

<u>Degree Programs</u>	<u>Program Length (# of months/acad.yr.)</u>		
<i>Business (all emphases)</i>	12		
<i>Education (Outdoor Education emphasis)</i>	12		
<i>Education and Psychology (all Counseling emphases)</i>	12		
<i>Nursing (all emphases)</i>	12		
<i>Education (all emphases excluding Outdoor Education)</i>	4		
<i>Religion (all emphases)</i>	4		
	<u>(12 mos.)</u>	<u>(8 mos.)</u>	<u>(4 mos.)</u>
<b>Tuition (9 credit hrs)</b>	<b>\$10,719</b>	<b>\$7,146</b>	<b>\$3,573</b>
<b>Housing</b>	<b>5,400</b>	<b>3,600</b>	<b>1,800</b>
<b>Board</b>	<b>3,000</b>	<b>2,000</b>	<b>1,000</b>
<b>Books and Supplies</b>	<b>1,050</b>	<b>700</b>	<b>350</b>
<b>Personal/Transportation</b>	<b>3,000</b>	<b>2,000</b>	<b>1,000</b>
<b>Financial Aid Budget*</b>	<b>\$23,169</b>	<b>\$15,446</b>	<b>\$7,723</b>

\***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%

Students withdrawing from all classes will be charged a cancellation of program fee of \$100.

#### **International Student Deposit**

In addition to regular University charges, international students must provide an International Student Deposit of \$3,000 U.S. This applies to all international students except documented permanent residents of the U.S. or residents of Canada. The deposit must be received by the Enrollment Services Office before a U.S. Immigration Form I-20 is sent to the prospective student for entry to the U.S. Because mail service from many foreign countries takes time, this deposit should be sent at least eight weeks prior to enrollment. This deposit, once paid, remains untouched (with interest paid at the rate

of two percent) until the student graduates, withdraws from Southern, or is unable to pay his or her student account, at which time the international deposit will be applied to the student's account. If the student's account has been paid in full, the deposit will be refunded after the final statement is issued.

**Credit Cards**

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

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

**Summer Residence Hall**

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

The rental charge per person for dual occupancy is \$10 per day. When available, single occupancy is permitted at \$15 per day. Room charges will be posted to a student's account monthly, based on the number of days a room was occupied/reserved during the month.

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

**University Apartments**

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

**Books and Supplies**

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

**Release of Transcripts or Diplomas**

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

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

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

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

## SCHOOL OF BUSINESS AND MANAGEMENT

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**Dean:** Don Van Ornam

**Faculty:** Robert Gadd, Jan Haluska, Rob Montague, Cliff Olson, Mark Smith,  
Don Van Ornam, Neville Webster, Jon Wentworth

**Adjunct Faculty:** Herbert Coolidge, Letitia Erdmann, David Gerstle, Josef Ghosn,  
Ralph Trecartin, Greg Willett, Ben Wygal

The mission of the School of Business and Management is to provide a high quality professional education within the context of the Seventh-day Adventist Christian community. A God-centered environment that integrates personal integrity, ethics, respect, and dignity in all relationships is valued. The emphasis is excellence in teaching at the graduate level with value given to the development of knowledge. Programs and instruction provide both theory and application to promote strategic outcomes in a free market society exemplified by qualified alumni committed to dedicated service.

### Programs Offered

The School of Business and Management offers a Master of Business Administration (MBA), Master of Financial Services (MFS), and a Master of Science in Administration (MSA).

The emphases in the MBA are:

- ▶ Accounting
- ▶ Church and Nonprofit Leadership
- ▶ Healthcare Administration
- ▶ Human Resource Management (by special arrangement)
- ▶ Management (SAU Campus, Websouthern)
- ▶ Marketing Management (by special arrangement)

### Online Program:

The Master of Business Administration (Management emphasis) degree program is available online. You may contact <http://business.southern.edu> or the School of Business and Management (423-236-2527) for more information.

### Admission Requirements

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

1. A Bachelor's degree from an accredited institution in any major.
2. A cumulative undergraduate grade point average of 3.00 or higher.
3. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula:  $GPA \times 200 + GMAT = 1000$ .

4. International students must have a TOEFL score of at least 600 having taken the test within the past year or demonstrate proficiency in the use of the English language.

*Note: All graduate admission documents are to be sent to the School of Business and Management. After initial processing, documents will be forwarded to the Office of Records and Advisement.*

**Provisional Admission:**

An applicant with less than a 3.00 grade point average or a combined GPA/GMAT score of less than 1000 may be admitted provisionally. A student accepted provisionally will be admitted to regular status upon the completion of 12 credit hours taken on the resident campus 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.

**Special Student:**

An applicant who does not satisfy the graduate admission requirements may be permitted to enroll in specific classes as a special student while completing such requirements. A maximum of nine (9) semester hours may be taken on this basis.

**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 (five for the MFS). 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 (four years for the MFS). Application for an extension will be considered on an individual basis.

**Residence:**

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

**Progression:**

1. A maximum of six semester hours with a minimum grade of “B” may be transferred into the program to satisfy graduation requirements provided they are equivalent to course requirements.
2. A course may be repeated one time on the resident campus for the purpose of improving the GPA or to remove a non-passing grade. A maximum of two courses may be repeated.

## 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 the program with a minimum grade point average of 3.00. A maximum of two courses with C grades may count toward a master's degree.

## MASTER OF BUSINESS ADMINISTRATION

The MBA program consists of 36 hours of courses. The regular schedule is a three semester regimen of four courses each. The areas of emphasis are: Accounting, Church and Nonprofit Leadership, Healthcare Administration, Human Resource Management, Management, and Marketing Management.

### Objectives:

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 to develop a sound Christian business 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.

## Courses for the Master of Business Administration

### Emphasis in ACCOUNTING:

*ACCT 505 Financial Accounting	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 520 Financial Management	3
BUAD 530 Organizational Behavior	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 560 Seminar in Entrepreneurship	3
BUAD 570 Strategic Decision Making	3
ACCT Accounting Electives	12
<b>Total Hours Required</b>	<b>36-39*</b>

\*ACCT 505 is required for students who have not taken two semesters of undergraduate accounting.



**Emphasis in CHURCH AND NONPROFIT LEADERSHIP:**

*ACCT 505 Financial Accounting	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 520 Financial Management	3
BUAD 530 Organizational Behavior	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 560 Seminar in Entrepreneurship	3
BUAD 570 Strategic Decision Making	3
BEXM 505 Legal Framework of Decisions	3
BHRM 510 Human Resource Management	3
NPLD Church and Nonprofit Electives	6
Total Hours Required	<b>36-39*</b>

**Emphasis in HEALTHCARE ADMINISTRATION:**

*ACCT 505 Financial Accounting	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 520 Financial Management	3
BUAD 530 Organizational Behavior	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 560 Seminar in Entrepreneurship	3
BUAD 570 Strategic Decision Making	3
BEXM 505 Legal Framework of Decisions	3
BHRM 510 Human Resource Management	3
HADM Healthcare Administration Electives	6
Total Hours Required	<b>36-39*</b>

**Emphasis in HUMAN RESOURCE MANAGEMENT:**

*ACCT 505 Financial Accounting	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 520 Financial Management	3
BUAD 530 Organizational Behavior	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 560 Seminar in Entrepreneurship	3
BUAD 570 Strategic Decision Making	3
BEXM 505 Legal Framework of Decisions	3
BHRM 510 Human Resource Management	3
BHRM Human Resource Electives	6
Total Hours Required	<b>36-39*</b>

**Emphasis in MANAGEMENT:**

*ACCT 505 Financial Accounting	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 520 Financial Management	3
BUAD 530 Organizational Behavior	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 560 Seminar in Entrepreneurship	3
BUAD 570 Strategic Decision Making	3
BEXM 505 Legal Framework of Decisions	3
BHRM 510 Human Resource Management	3
BEXM Management Electives	6
Total Hours Required	<b>36-39*</b>

**Emphasis in MARKETING MANAGEMENT:**

*ACCT 505 Financial Accounting	3
BUAD 505 Management in a Changing World	3
BUAD 510 Accounting for Control and Decision Making	3
BUAD 520 Financial Management	3
BUAD 530 Organizational Behavior	3
BUAD 540 Marketing Management	3
BUAD 555 Leadership and Change	3
BUAD 560 Seminar in Entrepreneurship	3
BUAD 570 Strategic Decision Making	3
BEXM 505 Legal Framework of Decisions	3
BHRM 510 Human Resource Management	3
BMKT Marketing Management Electives	6
Total Hours Required	<b>36-39*</b>

\*ACCT 505 is required for students who have not taken two semesters of undergraduate accounting.

**MASTER OF FINANCIAL SERVICES**

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

Applicants without an accounting or finance undergraduate degree will be required to complete prerequisite accounting courses (see admission requirements).

**Objectives:**

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 to develop a sound Christian business 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 financial leadership.
5. To provide the necessary academic background for entrance into terminal degree programs in business or related areas of concentration.
6. To meet educational requirements and/or training for students desiring to write the CPA exam.

**Admission Requirements**

In addition to the admission requirements for graduate study, a candidate for a Master of Financial Services will comply with the following requirements.

1. A Bachelor's degree from an accredited institution in accounting, finance, or financial services. Applicants with a bachelor's degree in another area are required to add ACCT 505, ACCT 507, and ACCT 508 to their programs unless they can show credit for such courses at the undergraduate level.
2. A cumulative undergraduate grade point average (GPA) 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:  $GPA \times 200 + GMAT = 1000$ .
4. International students must have a TOEFL score of at least 600 having taken the test within the past year, or demonstrate proficiency in the use of the English language.

*Note: All graduate admission documents are to be sent to the School of Business and Management. After initial processing, documents will be forwarded to the Office of Records and Advisement.*

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

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

**Special Students:**

Applicants who do not satisfy the graduate admission requirements may be permitted to enroll in specific classes as special students. Such students will be allowed to take a maximum of nine (9) semester hours.

**Admission to the Program:**

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

**Time Limits:**

The program is structured to meet the needs of both the full-time and part-time student. Normal progression through the program for the full-time student will be five courses per semester. Normal progression through the program for the part-time student will be two courses per semester. The time allowed from enrollment to the graduate program to the conferring of the Master of Financial Services degree may not exceed four years. Application for an extension will be considered on an individual basis.

**Residence:**

The last 24 semester hours must be taken through the Southern Adventist University School of Business and Management.

**Progression:**

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

### **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 the program with a minimum grade point average of 3.00.
3. A maximum of two courses with C grades may count toward a master's degree.

### **Courses for the Master of Financial Services**

The program consists of 30 hours of courses.

**Courses are as follows:**

<u>Core</u>	<u>Credit</u>
*ACCT 507, 508 Intermediate Financial Accounting	6
ACCT 510 Accounting for Control and Decision Making	3
BUAD 504 Communication Skills for Managers	3
FNCE 510 Financial Management	3
ACCT 564/FNCE 564 Financial Statement Analysis	3
 TOTAL	 <b>12-18*</b>

\*ACCT 507 and 508 is required for students who have not taken undergraduate intermediate accounting.

#### Electives

<i>Select six (6) electives from the following:</i>	<b>18</b>
ACCT 520 Accounting Theory	3
ACCT 530 Controllership	3
ACCT 550 Advanced Accounting	3
ACCT 552 Auditing	3

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ACCT 556	Federal Taxation	3
ACCT 557	Advanced Federal Income Taxes	3
ACCT 558	Federal Tax Problems/Research	3
ACCT 585	Contemporary Issues of Professional Practice	3
ACCT 587	Accounting and Reporting in the SEC Environment	3
BHRM 510	Human Resource Management	3
BUAD 530	Organizational Behavior	3
FNCE 520	Finance Theory	3
FNCE 525	International Finance	3
FNCE 545	Mergers and Acquisitions	3
FNCE 552	Money and Banking	3
FNCE 555	Fundamentals of Investments	3
FNCE 561	Portfolio Management	3
FNCE 585	Contemporary Issues in Finance	3
Total Hours Required		<b>30/36**</b>

## MASTER OF SCIENCE IN ADMINISTRATION

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

### Objectives:

1. To give the student an interdisciplinary training in business administration and leadership in the chosen professional field.
2. To assist the student to develop a sound Christian business 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 workplace.
4. To prepare the student with a balance of business skills and professional area skills to serve in a position of leadership and administration.

### Admission Requirements

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

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

*Note: All graduate admission documents are to be sent to the School of Business and Management. After initial processing, documents will be forwarded to the Office of Records and Advisement.*

**Admission to the Program:**

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

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

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

**The Business Courses are as follows:**

<u>Courses</u>	<u>Credit</u>
*ACCT 505 Financial Accounting	3
BHRM 510 Managing Human Resources	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
NPLD 530 Strategic Management in Nonprofit Organizations	3
MBA (ACCT, BUAD, BEXM, BHRM, BMKT, FNCE (HADM, NPLD) Electives	6
<b>TOTAL</b>	<b>24-27*</b>

\*ACCT 505 is required for students who have not taken two semesters of undergraduate accounting.

**Emphasis in CHURCH ADMINISTRATION 12****The following courses are required:**

RELP 513 Effective Church Leadership	3
RELT 581 Biblical Ethics and Contemporary Society	3

*Select six (6) hours from the course offerings in the School of Religion.* 6

Total Hours Required **36-39\***

**Emphasis in OUTDOOR EDUCATION 12****Choose one of the following course combinations: 3**

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

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

TOTAL 12

Total Hours Required **36-39\***

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## 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.

**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:* A course in Principles of Finance or permission of dean or program coordinator.

*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 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 businesses.

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

*Prerequisite:* 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.

### Accounting and Finance Courses

**ACCT 505. Financial Accounting** **3 hours**

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

**ACCT 507. Intermediate Financial Accounting I** **3 hours**

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

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

**ACCT 508. Intermediate Financial Accounting II** **3 hours**

*Prerequisite:* ACCT 507.

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

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

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

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

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

**ACCT 520. Accounting Theory** **3 hours**

*Prerequisite:* ACCT 508 or equivalent.

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

**ACCT 530. Controllership** **3 hours**

*Prerequisite:* ACCT 505 or equivalent.

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



- ACCT 550. Advanced Accounting** **3 hours**  
*Prerequisite:* ACCT 508 or equivalent.  
*This course is cross-listed with ACCT 450 in the BBA program. A student may receive credit for this course from only one program.*  
This course is an in-depth study of selected accounting topics such as consolidated financial statements, partnerships, business firms in financial difficulty, estates and trusts, foreign exchange, and segment reporting.
- ACCT 552. Auditing** **3 hours**  
*Prerequisites:* ACCT 550 or equivalent.  
*This course is cross-listed with ACCT 452 in the BBA program. A student may receive credit for this course from only one program.*  
This course is primarily a study of generally accepted auditing standards promulgated by various standard-setting bodies. It includes a study of the AICPA code of professional ethics, audit planning, and audit procedures. It also includes a consideration of various attest and other quasi-audit services.
- ACCT 556. Federal Taxation** **3 hours**  
*Prerequisite:* ACCT 556 or equivalent.  
*This course is cross-listed with ACCT 456 in the BBA program. A student may receive credit for this course from only one program.*  
This course is a study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to individuals. A study of other federal taxes and the taxation of other entities is included.
- ACCT 557. Advanced Federal Income Taxes** **3 hours**  
*Prerequisite:* ACCT 556 or equivalent.  
*This course is cross-listed with ACCT 457 in the BBA program. A student may receive credit for this course from only one program.*  
This course is a continued study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to for-profit and not-for-profit entities other than individuals. A study of other Federal taxes is included.
- ACCT 558. Federal Tax Problems/Research** **3 hours**  
*Prerequisite:* ACCT 557 or equivalent.  
This course is a study of tax law sources, tax research methodology, research documentation, and the preparation and presentation of research-based solutions to selected Federal tax problems.
- ACCT 564. Financial Statement Analysis** **3 hours**  
*Prerequisites:* ACCT 508, 550; FNCE 555 or equivalent.  
*This course is cross-listed with FNCE 564. A student may receive credit for this course from only one program.*  
A capstone class designed to synthesize financial information learned in previous courses. Utilizing information from financial accounting and finance courses, students analyze financial statements of various companies and make investing, lending, and management decisions based on the information provided in those statements.
- ACCT 585. Contemporary Issues of Professional Practice** **3 hours**  
Using contemporary issues facing the accounting profession, the content for this course will vary each semester to include recent issues the accounting profession is facing. Topics may include professionalism, non-audit attest services, independence, practice organizational form, and non-attest services.
- ACCT 587. Accounting and Reporting in the SEC Environment** **3 hours**  
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.
- FNCE 510. Financial Management** **3 hours**  
*Prerequisite:* A course in Principles of Finance or permission of dean or program coordinator.  
*This course is cross-listed with BUAD 520. A student may receive credit for this course from only one program.*  
See BUAD 520 for course description.
- FNCE 520. Finance Theory** **3 hours**  
*Prerequisite:* FNCE 510 or equivalent.  
Designed to familiarize students with significant problems currently facing the finance profession, to examine in depth various solutions proposed by finance scholars and others, and to strengthen student understanding of today's critical issues in finance theory.
- FNCE 525. International Finance** **3 hours**  
*Prerequisite:* FNCE 510 or equivalent.  
Covers a detailed examination of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business.
- FNCE 545. Mergers and Acquisitions** **3 hours**  
*Prerequisite:* FNCE 510 or equivalent.  
An examination of corporate acquisitions, including firm valuation, bidding contests, and defense managers, as well as the corporate tax and legal environment.
- FNCE 552. Money and Banking** **3 hours**  
*This course is cross-listed with FNCE 452. A student may receive credit for this course from only one program.*  
Studies mediums of exchange, money and credit, banks and their services, the Federal Reserve System and other financial institutions, and the impact of monetary policy on financial business procedures and decisions.
- FNCE 555. Fundamentals of Investment** **3 hours**  
*This course is cross-listed with FNCE 455. A student may receive credit for this course from only one program.*  
A practical, as well as a theoretical, approach is taken for the potential investor of institutional or personal funds through the use of problems, readings, and cases. Topics covered will include stocks and bonds in the security market, real estate, and fixed equipment investments.
- FNCE 561. Portfolio Management** **3 hours**  
*Prerequisite:* FNCE 555 or equivalent.  
*This course is cross-listed with FNCE 461. A student may receive credit for this course from only one program.*  
Includes consideration of investment instrument choices that are available to the investor and the purpose and operation of U.S. and global capital markets. The course also covers the methods of evaluation for current and future investment opportunities in the expansion of a portfolio of investments that satisfies an investor's risk-return goals.

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**FNCE 564. Financial Statement Analysis** **3 hours**

*Prerequisites:* ACCT 508, 550; FNCE 555 or equivalent

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

See ACCT 564 for course description.

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

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

**FNCE 595. Independent Study** **3 hours**

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

**FNCE 597. Finance Research** **3 hours**

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

### Church and Nonprofit Leadership Courses

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

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

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

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

**NPLD 595. Independent Study** **3 hours**

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

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

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

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### Healthcare Administration Courses

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

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

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

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

**HADM 595. Independent Study 3 hours**

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

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

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

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**Human Resource Management Courses**

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**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 540. Benefits Administration 3 hours**

*Prerequisite:* BHRM 510.

Benefits administration is an increasingly important duty of the HR function. Covering employees with medical, disability, retirement and other benefits is an important component in attracting and retaining a high performance work force. Emphasis is placed on designing a benefits system that is reasonable to build, implement, monitor while keeping within budget constraints.

**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.

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### 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 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.

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### Marketing Management Courses

- BMKT 550. International Marketing Management** **3 hours**  
Analyze international markets and development of strategic and tactical options for marketing across national boundaries. Cultural norms, behaviors and nuances are evaluated for appropriate marketing strategies and tactics. Develops students' knowledge of theoretical concepts and practical aspects of marketing for firms competing in countries with different cultural, legal, economic, and political environments. Designed for those who plan to work for multinational companies and those who want to enrich their knowledge of the international marketplace.
- BMKT 585. Contemporary Issues in Marketing Management** **3 hours**  
A seminar of open discussion and guest lectures relating to current issues developing within the healthcare industry.
- BMKT 595. Independent Study** **3 hours**  
Individualized research into a selected topic chosen by the faculty adviser and the student.
- BMKT 597. Marketing Research** **3 hours**  
*Prerequisites:* BMKT 510 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.

## SCHOOL OF EDUCATION AND PSYCHOLOGY

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**Dean:** Alberto dos Santos

**Faculty:** Krystal Bishop, Charles D. Burks, Myrna Colon, Robert Coombs,  
Alberto dos Santos, Denise Dunzweiler, Carleton L. Swafford,  
John Wesley Taylor V, Penelope Webster, Ruth WilliamsMorris

**Adjunct Faculty:** Gerald Colvin, Leona Gulley

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

The School of Education and Psychology is approved by the Tennessee State Board of Education for the preparation of secondary and elementary teachers. The Master of Science degree in School Counseling is also approved by the Tennessee State Board of Education.

### Programs Offered

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

The emphases in Counseling are:

- ▶ Community Counseling
- ▶ Marriage and Family Therapy
- ▶ School Counseling

The emphases in Education are:

- ▶ Curriculum and Instruction
- ▶ Educational Administration and Supervision
- ▶ Inclusive Education
- ▶ Literacy Education
- ▶ Outdoor Teacher Education

### MASTER OF SCIENCE

#### Community Counseling, Marriage and Family Therapy and School Counseling

**Objectives:**

1. To enhance competency in several areas of counseling services.
2. To facilitate placement in the professional field.
3. To provide studies in preparation for more advanced programs.
4. To prepare candidates to obtain the appropriate credentials and/or licensure.

**Note:** Each candidate is responsible for the realization of this goal, as each state has its own standards. Our programs are designed in keeping with the Council for Accreditation of Counseling and Related Education Programs (CACREP)

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standards for Community Counseling, Marriage and Family Therapy, and School Counseling. Upon completion of a program, students will have met the academic eligibility requirements for TN Licensed Professional Counselor (LPC) or School Counselor Certification.

5. To train candidates to effectively serve others.

### **Prerequisites for Admission**

In addition to the admission requirements for graduate study, a candidate for the Master of Science program with emphases in Community Counseling, Marriage and Family Therapy, or School Counseling will comply with the requirements listed below. Students who have not met all requirements for regular admission upon completion of 12 semester hours will be prohibited from registering for additional credits until all requirements are satisfactorily completed.

1. The completion of a minimum of nine semester hours in psychology or behavioral sciences on the upper division of the undergraduate level or on the graduate level, including one class in research and/or statistics.
2. The absence of any felony or pending prosecution for felony. (Completion of form verifying such).
3. Two recommendations, including one from a college professor and another from a work supervisor, attesting to the qualities of the candidate in terms of relationships and stability.
4. An interview by members of the psychology area of the School of Education and Psychology to assess the candidate's values, commitment to multiculturalism, attitudes, and communication skills. (The interview may take place before admission or during the first session of classes.)
5. Prior to the faculty interview, candidates are asked to complete a written "Statement of Purpose" regarding their motivation for joining the counseling program as part of their application. This will be used to assess the candidate's written expression skills.
6. Academic records are examined to determine whether the applicant has established a firm basis for graduate work in the proposed field of study. In harmony with accepted academic practice for regular admission status, a minimum of 3.0 grade point average on undergraduate credit or 3.0 average on 12 semester hours of graduate credit is required. Students with a grade point average less than 3.0 may be considered for provisional admission on an individual basis. Regular admission status will be granted if the provisional student's GPA averages 3.0 or higher at the end of the first 12 graduate semester hours.
7. The results of the required Graduate Record Examination General Test (GRE) provide additional evidence of the applicant's aptitude and knowledge. Consideration is given to scholarly promise as well as achievement. International students whose first language is not English and who are applying for on-campus programs will be exempt from taking the Graduate Record Exam, but must submit their score on the Test of English as a Foreign Language (TOEFL).
8. Minnesota Multiphasic Personality Inventory results on record before the end of the first session of classes.

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

### Graduation Requirements

A candidate must:

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 the program with a minimum grade point average of 3.00.
3. Pass a written comprehensive examination designed by the faculty.
4. Pass an oral defense of a video case presentation and/or a final position paper.

### Courses for Master of Science: Community Counseling Emphasis

The program includes 55 semester hours of courses and field practice. Additional semester hours may be required for candidates who need to remove deficiencies or who have particular interests.

**The REQUIRED courses are as follows:**

<u>Courses</u>	<u>Credit</u>
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 522 Theories of Personality	3
COUN 526 Ethics and Legal Aspects of Counseling	2
COUN 530 Assessment and Appraisal	3
COUN 553 Group Therapy and Procedures	3
COUN 555 Theories and Techniques of Psychotherapy	3
COUN 560 Multiculturalism Seminar	2
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: Community Counseling	2
COUN 584 Clinical Internship: Community Counseling	4
COUN 588 Statistics	3
COUN 590 Marriage and Family Therapy I	3
COUN 593 Child and Adolescent Problems and Treatment	3
COUN 596 Psychological Research	2
<b>TOTAL</b>	<b>55</b>



**Electives:**

Candidates who wish to meet the requirements for the state licensure (LPC) exam need a minimum of five (5) additional hours to equal the recommended sixty (60) hours:

<i>Select five (5) hours from the following courses as available:</i>	<b>5</b>
COUN 508 Sexuality: Issues in Therapy	3
*COUN 551 Psychology of the Exceptional Child	3
COUN 558 Crisis Counseling	2
COUN 565 Topics in Psychology	1-3
COUN 591 Marriage and Family Therapy II	3
COUN 592 Marriage and Family Therapy III	3
COUN 595 Independent Study	1-3
 Total Hours Required	 <b>60</b>

\*COUN 551 is offered in summer only

**NOTE:** Availability of courses may vary

**Courses for the Master of Science:  
Marriage and Family Therapy Emphasis**

The program includes 55 semester hours of courses and field practice. Additional semester hours may be required for candidates who need to remove deficiencies or who have particular interests.

**The REQUIRED courses are as follows:**

<b>Courses</b>	<b>Credit</b>
COUN 508 Sexuality: Issues in Therapy	3
COUN 510 Advanced Lifespan Development	3
COUN 514 Drugs and Addictions	3
COUN 520 Principles of Counseling	3
COUN 521 Psychopathology	3
COUN 522 Theories of Personality	3
COUN 526 Ethics and Legal Aspects of Counseling	2
COUN 530 Assessment and Appraisal	3
COUN 553 Group Therapy and Procedures	3
COUN 555 Theories and Techniques of Psychotherapy	3
COUN 560 Multiculturalism Seminar	2
COUN 582 Clinical Practicum I	1
COUN 583 Clinical Practicum II: Marriage and Family Therapy	2
COUN 584 Clinical Internship: Marriage & Family Therapy	4
COUN 588 Statistics	3
COUN 590 Marriage and Family Therapy I	3
COUN 591 Marriage and Family Therapy II	3

COUN 592 Marriage and Family Therapy III	3
COUN 593 Child and Adolescent Problems and Treatment	3
COUN 596 Psychological Research	2
<b>TOTAL</b>	<b>55</b>

**Electives:**

Candidates who wish to meet the requirements for the state licensure (LPC) exam need a minimum of five (5) additional hours to equal the recommended sixty (60) hours.

<i>Select five (5) hours from the following courses:</i>	<b>5</b>
COUN 516 Career Counseling	3
*COUN 551 Psychology of the Exceptional Child	3
COUN 558 Crisis Counseling	2
COUN 565 Topics in Psychology	1-3
COUN 570 Counseling in Community Agencies	3
COUN 575 Administration of Counseling Services	3
COUN 595 Independent Study	1-3
<b>Total Hours Required</b>	<b>60</b>

\*COUN 551 is offered in summer only

**NOTE:** Availability of courses may vary

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

This program includes 51 semester hours of courses and field practice. Additional semester hours may be required of candidates who need to remove deficiencies or who have particular interests. Because of the State of Tennessee certification requirements, school counseling candidates without prior teaching experience will need to participate in a semester long orientation experience, including observation, participation in and analysis of classroom teaching, in a school setting, as an early part of their academic program.

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

<u>Courses</u>	<u>Credit</u>
EDUC 520 Theories of Learning	2
EDUC 541 Principles of Counseling	3
COUN 502 Foundations of School Counseling	2
COUN 506 Developmental Psychology—Growth Years	3
COUN 514 Drugs and Addictions	3
COUN 516 Career Counseling	3
COUN 526 Ethics and Legal Aspects of Counseling	2
COUN 530 Assessment and Appraisal	3
COUN 553 Group Therapy and Procedures	3
COUN 555 Theories and Techniques of Psychotherapy	3
COUN 558 Crisis Counseling	2
COUN 560 Multiculturalism Seminar	2
COUN 577 Administration of School Counseling Services	3

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COUN 582 Clinical Practicum I	1
COUN 583 Clinical Practicum II: School Counseling	1
COUN 584 Clinical Internship: School Counseling	4
COUN 588 Statistics	3
COUN 596 Psychological Research	2
<b>TOTAL</b>	<b>45</b>

**Electives:**

<i>Select six (6) hours from the following courses:</i>	<b>6</b>
*COUN 551 Psychology of the Exceptional Child	3
COUN 590 Marriage and Family Therapy I	3
COUN 593 Child and Adolescent Problems and Treatment	3
COUN 595 Independent Study	1-3
*EDCI 546 Improving Instruction	3
*EDCI 570 Educational Assessment	3
EDOE 593 Adventure-based Counseling	2
*EDUC 577 Reading Assessment and Remediation	3
<b>Total Hours Required</b>	<b>51</b>

\*These courses are offered exclusively during summer sessions and are generally scheduled for morning and/or afternoon.

## MASTER OF SCIENCE IN EDUCATION

**Objectives:**

1. To provide knowledge about school administration, educational curriculum, and effective methods used in elementary, secondary, and college classrooms.
2. To enhance the proficiency of career educators in their chosen areas of specialization.
3. To instill in students the desire to effectively serve others.
4. To encourage students to perceive education as an on-going process.
5. To lead students to a broad vision of education as a tool for analyzing and processing social trends.

### Prerequisites for Admission

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

1. Academic records are examined to determine whether the applicant has established a firm basis for graduate work in the proposed field of study. In harmony with accepted academic practice for regular admission status, a minimum of 3.0 grade point average on undergraduate credit or 3.0 average on 12 semester hours of graduate credit is required. Students with a grade point average of less than 3.0 may be considered for provisional admission on an individual basis. Regular admission status will be granted if the provisional student's GPA averages 3.0 or higher at the end of the first 12 graduate semester hours.

2. Completion of a minimum of nine (9) semester credits in education courses. Generally, candidates who have graduated from undergraduate education programs easily fulfill this requirement. Candidates who have not completed this requirement may be granted provisional admission for a period of time mutually agreed upon with the Dean. Candidates for the Master of Science in Education with an Outdoor Education emphasis are exempt from this requirement, but are required to be interviewed prior to admittance to this program.
3. The results of the required Graduate Record Examination General Test (GRE) provide additional evidence of the applicant's aptitude and knowledge. Consideration is given to scholarly promise as well as achievement. International students whose first language is not English and who are applying for on-campus programs will be exempt from taking the Graduate Record Exam, but must submit their score on the Test Of English as a Foreign Language (TOEFL).

### **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 the program with a minimum grade point average of 3.00.
3. Pass a written comprehensive examination designed by the faculty and/or present a cumulative portfolio (Outdoor Education emphasis).

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

One of the following emphases is to be selected:

#### **Emphasis in CURRICULUM AND INSTRUCTION**

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

<u>Courses</u>	<u>Credit</u>
EDCI 545 Foundations of Curriculum Development	3
EDCI 546 Improving Instruction	3
EDCI 560 Curriculum Design	3
EDCI 570 Educational Assessment	3
EDCI 580 Field Work	2
EDIE 502 Inclusive Education: History and Foundations	3
EDUC 531 Technology and the Educator	3
EDUC 588 Statistics	3
EDUC 596 Educational Research	2
<b>TOTAL</b>	<b>25</b>
<i>Select three (3) hours from the following courses:</i>	<b>3</b>
EDCI 565 Seminar: Trends in Education	3
EDCI 595 Independent Study in Curriculum and Instruction	1-3
EDUC 577 Reading Assessment and Remediation	3
EDUC 599 Master's Research Project	3

*Select eight (8) hours of electives from EDAD, EDIE, EDLE, EDOE, or EDUC.* 8

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

Total Hours Required 36

### **Emphasis in EDUCATIONAL ADMINISTRATION & SUPERVISION**

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

EDAD 524 Foundations of Educational Administration	3
EDAD 545 Supervision of Instruction	3
EDAD 570 Personnel Administration	3
EDAD 574 Legal Aspects of Education	3
EDAD 579 School Finance	3
EDCI 545 Foundations of Curriculum Development	3
EDUC 531 Technology and the Educator	3
EDUC 588 Statistics	3
EDUC 596 Educational Research	2

TOTAL 26

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

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

*Select eight (8) hours of electives from EDCI, EDIE, EDLE, EDOE, or EDUC.* 8

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

Total Hours Required 36-37

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

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

<u>Courses</u>	<u>Credit</u>
EDIE 502 Inclusive Education: History and Foundations	3
EDIE 531 Behavior Management of Exceptional Individuals	3
EDIE 541 Assessment of Exceptional Individuals	3
EDIE 557 Leadership in Inclusive Education	3
EDIE 567 Curriculum and Strategies for Children with Learning Differences	3
EDIE 580 Field Work	2
EDUC 531 Technology and the Educator	3
EDUC 588 Statistics	3
EDUC 596 Educational Research	2

TOTAL 25

<i>Select two to three (2-3) hours from the following courses:</i>		<b>2-3</b>
EDIE 512	Counseling and Psychology of Exceptional Individuals and Their Families	3
EDIE 595	Independent Study in Inclusive Education	1-3
EDUC 577	Reading Assessment and Remediation	3
EDUC 599	Master's Research Project	3

*Select eight to nine (8-9) hours of electives from EDAD, EDCI, EDLE, EDOE, or EDUC.* **8-9**

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

Total Hours Required **36-37**

### **Emphasis in LITERACY EDUCATION**

**The REQUIRED courses are as follows:**

	<u>Courses</u>	<u>Credit</u>
EDLE 527	Implementing Reading Workshop	3
EDLE 537	Implementing Writing Workshop	3
EDLE 565	Critical Thinking in Content Literacy	3
EDLE 567	Literacy Instruction in Primary Classrooms	3
EDLE 580	Literacy Internship	2
EDLE 585	Professional Applications in Literacy	2
EDUC 531	Technology and the Educator	3
EDUC 577	Reading Assessment and Remediation	3
EDUC 588	Statistics	3
EDUC 596	Educational Research	2
TOTAL		<b>27</b>

*Select nine (9) hours of electives from EDAD, EDCI, EDIE, EDOE, or EDUC.* **9**

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

Total Hours Required **36**

### **Emphasis in OUTDOOR TEACHER EDUCATION**

This program is designed for classroom teachers, outdoor professionals, youth workers or anyone who wants to use more effectively God's book of nature in teaching and outdoor programming. Generally, the classes and field experiences involve examining, evaluating, developing, and implementing outdoor education programs. Activities, such as canoeing, kayaking, backpacking, and rock climbing, are included as part of many of the courses, but are not the primary focus. Students can complete their coursework in three to four semesters, and may choose from two attendance options.

**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 to a ten day intensive, with additional projects and/or assignments to be completed individually in an outdoor setting after the session. Participation in these intensive sessions represents a commitment to the outdoor education field and is an opportunity for students to test their skills, knowledge, desires, and career goals while sharing topics of discussion and interest with the instructors and each other. Students in this attendance option must be employed or have access to an outdoor facility in order to complete field experiences required.

**Option 2: The Classroom Teacher Summer Field School**

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

**The REQUIRED courses are as follows:**

	<u>Courses</u>	<u>Credit</u>
EDOE 538	Technology in Outdoor Education	2
EDOE 543	Environmental Ministries for Teachers and Youth Leaders	2
EDOE 593	Adventure-based Counseling	2
EDUC 596	Educational Research	2
TOTAL		<b>8</b>
<i>Select twelve (12) hours from the following courses:</i>		<b>12</b>
EDOE 503	Principles and Concepts of Outdoor Education	2
EDOE 504	Field Experience in Principles and Concepts of Outdoor Educ	1
EDOE 513	Nature Study	2
EDOE 514	Field Experience in Nature Study	1
EDOE 523	Leadership in Outdoor Education	2
EDOE 524	Field Experience in Leadership in Outdoor Education	1
EDOE 533	Developing Outdoor Teaching Sites	2
EDOE 534	Field Experience in Developing Outdoor Teaching Sites	1
EDOE 535	Outdoor Therapy: Design and Procedures	2
EDOE 536	Field Experience: Outdoor Therapy	1

**Electives:**

*Select fourteen (14) hours from the following courses. Eight (8) hours must be EDOE courses.* **14**

BUAD 555	Leadership and Change (online)	3
BUAD 560	Seminar in Entrepreneurship (online)	3
COUN 520	Principles of Counseling	3
COUN 553	Group Therapy and Procedures	3
COUN 551	Psychology of the Exceptional Child	3
	OR	
EDIE 512	Counseling and Psychology of Exceptional Individuals and Their Families	3
EDIE 531	Behavior Management of Exceptional Individuals	3
EDOE 528	Interpretation of Natural and Historical Resources	2
EDOE 537	Lab Experience: Technology in Outdoor Education	1
EDOE 539	Outdoor Recreation	1-2
EDOE 553	Ecology Education	2
EDOE 563	Wilderness Stewardship	2
EDOE 565	Nature Journaling	1-2
EDOE 568	Nature Photography	1-2
EDOE 573	Outdoor Curriculum and Methods, Grades 1 - 6	1-2
EDOE 574	Outdoor Curriculum and Methods, Grades 7 - 12	1-2
EDOE 575	Internship in Outdoor Education	1-4
EDOE 585	Workshop in Outdoor Education	1-4
EDOE 595	Independent Study in Outdoor Education	1-3
EDUC 520	Theories of Learning	2
EDUC 599	Master's Research Project	3

Total Hours Required \_\_\_\_\_ **34**

**Suggested Schedules for OUTDOOR PROFESSIONAL INTENSIVES***Winter Outdoor Site Development Intensive (even years)*

EDOE 513	Nature Study	2
EDOE 514	Field Experience: Nature Study	1
EDOE 528	Interpretation of Cultural and Historical Resources	2
EDOE 533	Developing Outdoor Teaching Sites	2
EDOE 534	Field Experience: Developing Outdoor Teaching Sites	1
EDUC 596	Educational Research	2

*Winter Outdoor Perspective Intensive (odd years)*

EDOE 503	Principles and Concepts of Outdoor Education	2
EDOE 504	Field Experience: Principles and Concepts of Outdoor Education	1
EDOE 538	Technology in Outdoor Education	2
EDOE 539	Outdoor Recreation	1-2
EDOE 593	Adventure-based Counseling	2
EDUC 596	Educational Research	2



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Fall <i>Outdoor Leadership Intensive</i>		
EDOE 523	Leadership in Outdoor Education	2
EDOE 524	Field Experience: Leadership in Outdoor Education	1
EDOE 543	Environmental Ministry for Teachers and Youth Leaders	2
EDOE 563	Wilderness Stewardship	2
EDOE 565	Nature Journaling	1-2

## COURSES

- COUN 500. Individual Study and Research** **1-3 hours**  
 Individual study and research in psychology, especially designed to make up deficiencies in a student's undergraduate degree. This class is designed to make up deficiencies in a student's undergraduate preparation and is not applicable to the graduate degree program.
- COUN 502. Foundations of School Counseling** **2 hours**  
 Includes the history, philosophy, and trends in school counseling. This course gives a background for understanding the school setting, curriculum, and function of the school counselor.
- COUN 506. Developmental Psychology—Growth Years** **3 hours**  
 A study of human growth and development emphasizing the relationship that exists between physical, cognitive, emotional, and social aspects and its importance for the individual. Multicultural similarities and differences are also considered.
- COUN 508. Sexuality: Issues in Therapy** **3 hours**  
 Provides foundation of knowledge concerning basic human sexual functioning, knowledge of sexual diseases, awareness of sexual variance, knowledge of sexual dysfunction and an understanding of basic treatment and sex therapy techniques.
- COUN 510. Advanced Lifespan Development** **3 hours**  
 Issues in development throughout the life cycle are studied. The impact of early physical, cognitive, and psychological developmental issues and the effects of significant periods of life changes are considered along with their impact on family and community systems.
- COUN 514. Drugs and Addictions** **3 hours**  
 A comprehensive study of drugs and addictions. Particular focus will be placed on physiological functions related to the etiology and treatment of addiction in both therapeutic and educational settings, as well as on the Adventist perspective of wholistic health.
- COUN 516. Career Counseling** **3 hours**  
 Vocational and academic information; vocational theories, trends, and experiential approach to career choices; study of how changes in society and technology bring about changes in the academic and work world. Guidance centers, vocational interest testing, guidance technology, and materials are also considered.
- COUN 520. Principles of Counseling** **3 hours**  
 Counseling theories, trends, and principles of effective counseling are studied. The quality of the counselor's personality, the fundamental factors in the counseling relationship, basic behavioral dynamics such as ethics and multiculturalism and an introduction to practical approaches are also considered.
- COUN 521. Psychopathology** **3 hours**  
*Prerequisite:* COUN 520.  
 The course emphasizes diagnostic criteria for the disorders included in DSM-IV. A descriptive approach is adopted. Mental disorders in terms of their behavioral signs and symptoms are defined and categorized on the basis of their shared characteristics. Cultural variations in symptoms are discussed with each disorder. Gender and age-related features of the disorders are also described.

- COUN 522. Theories of Personality** **3 hours**  
Theories of personality and human behavior are analyzed in the light of social realities and learning theories. Factors such as communication, multiculturalism, cybernetics, etc. are considered as explanations and examples of human social structures.
- 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 530. Assessment and Appraisal** **3 hours**  
Theoretical principles and practical applications of standardized instruments used in counseling and education. This course covers the selection, administration, interpretation and reporting of the results of appropriate instruments of assessment. Emphasis is placed on personality, aptitude, achievement, and pathological testing.
- COUN 551. Psychology of the Exceptional Child** **3 hours**  
*This course is cross-listed with EDIE 512. A student may receive credit for this course from only one program.*  
See EDIE 512 for course description. (Summer)
- COUN 553. Group Therapy and Procedures** **3 hours**  
*Prerequisite:* COUN 520  
Group therapy dynamics, leadership, stages are studied. Group populations and types of groups are discussed.
- COUN 555. Theories and Techniques of Psychotherapy** **3 hours**  
The study, diagnosis and treatment of psychological and behavioral disorders. Interventions from psychodynamic, humanistic, behavioral, cognitive, family, group and feminist therapies, community psychology and crisis intervention are covered and practiced. Issues related to elderly clients and members of culturally-diverse groups are discussed.
- COUN 558. Crisis Counseling** **2 hours**  
A study of major theories and strategies for identifying and treating crises which affect individuals in both community agency and school settings.
- COUN 560. Multiculturalism Seminar** **2 hours**  
Study of contemporary issues related to multicultural settings. Topics are selected according to interest and to satisfy specific individual needs.
- COUN 565. Topics in Psychology** **1-3 hours**  
Selected topics in psychology chosen from such areas as religion, ethics, child and/or youth psychology, practice of school counseling, etc. This course may be repeated with an appropriate change in topic.
- COUN 570. Counseling in Community Agencies** **3 hours**  
*Prerequisite:* Completion of at least 22 semester hours in degree program.  
Emphasizes developmental and preventative modalities as indicated by the community counseling discipline, along with a noted emphasis on education, growth and short-term interventions. Professional identity issues will also be covered.
- COUN 575. Administration of Counseling Services** **3 hours**  
*Prerequisite:* Completion of at least 30 semester hours in degree program.  
The standards of counseling practice, procedures, paperwork, and issues related to private, group, and state facilities are studied. Emphasis is placed on the needs of the client and the professionalism of the service rendered. As the capstone course, this includes the completion of a position paper.

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

*Prerequisites:* Completion of at least 25 semester hours in the degree program.

This is the capstone course for School Counseling and the organization, administration, and coordination of counseling services in schools or school systems is the focus of this course. Includes methods of enhancing teamwork in the school community, as well as designing, implementing, and evaluating of a school counseling programs.

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

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

**COUN 583. Clinical Practicum II: CC/MFT 1-2 hours**

*Prerequisites:* COUN 520, 526, 553, 582. COUN 555 may be taken concurrently

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

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

*Prerequisites:* EDUC 541; COUN 502, 516, 526, 553, 582. COUN 555 may be taken concurrently.

Supervised field experience in educational settings. A minimum of 100 hours of direct observation and classroom work, practice of counseling skills and consultation in a school setting is required. The student must attend a weekly hour-long individual supervision session with a supervisor and attend a weekly 1-1/2 hour group supervision. Video-taping of counseling sessions is essential. A lab fee is required. Applications for first semester Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for second semester Practicum II experience must be submitted for approval by October 15.

**COUN 584. Clinical Internship: Community Counseling 1-4 hours**

*Prerequisites:* COUN 583; Completion of 42 semester hours in degree program.

Supervised field experience in a community agency. A minimum of 600 hours of clinical work is required. At least 240 hours will be direct client contact in the capacity of a community 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 first semester Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for second semester Internship experience must be submitted for approval by October 15.

**COUN 584. Clinical Internship: Marriage and Family Therapy 1-4 hours**

*Prerequisites:* COUN 583; Completion of 42 semester hours in degree program.

Supervised field experience in a community or family therapy agency. A minimum of 600 hours of clinical work is required. At least 240 hours will be direct contact primarily with couples and families. 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 first semester Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for second semester Internship experience must be submitted for approval by October 15.

**COUN 584. Clinical Internship: School Counseling** **1-4 hours**

*Prerequisites:* COUN 583; Completion of 36 semester hours in academic program.  
Supervised field experience in a school setting. A minimum of 600 hours of clinical work is required. This will include a variety of activities that a regularly employed school counselor is expected to perform. At least 240 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 first semester Internship experiences must be submitted for approval by April 15 of the previous school year. Applications for second semester Internship experience must be submitted for approval by October 15.

**COUN 588. Statistics** **3 hours**

*This course is cross-listed with EDUC 588. A student may receive credit from this course for only one program.* This course is designed to provide the basic knowledge of descriptive and inferential statistics to be applied to educational or psychological research: measure of central tendency and variability; correlation and regression; testing of hypothesis using the normal; binomial, t, F, and chi-square distribution.

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

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

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

*Prerequisite:* COUN 590.  
Issues of marriage and family will be explored in the context of family systems. These will include an in-depth study of human sexuality, sexual dysfunction and treatment, crisis counseling, addictive disorders, orientation to AIDS education and therapy, and other issues.

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

*Prerequisite:* COUN 591 and completion of at least 30 semester hours in degree program.  
An intensive study of selected treatment techniques focusing on identifying a therapeutic style best suited for the individual learner. This course should be taken with the Clinical Internship as it requires the presentation of case work in a model. As the capstone course, this includes the completion of a position paper.

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

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

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

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

**COUN 596. Psychological Research** **2 hours**

*This course is cross-listed with EDUC 596. A student may receive credit from this course for only one program.*  
Fundamentals of research methodology. Analysis, critical reading, evaluation, and application of research needed for development of skills in research proposals. Includes the presentation of a proposal and the carrying out of a research project under supervision.

**EDAD 524. Foundations of Educational Administration** **3 hours**

This course discusses the purposes, organization, and administration of educational programs and institutions; the structure and control of school systems; the nature of administration; and conceptual foundations of educational administration.

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- EDAD 545. Supervision of Instruction** **3 hours**  
Designed for principals, superintendents and instructional supervisors concerned with the improvement of teaching and learning through instructional leadership and professional supervision.
- EDAD 570. Personnel Administration** **3 hours**  
Explanations of personnel policy determination; procedures employed in recruitment, selection, appointment and induction of personnel; the formulation and administration of salary schedules; provisions for professional welfare and in-service improvement of personnel.
- EDAD 574. Legal Aspects of Education** **3 hours**  
Legal issues affecting teachers and educational administrators, including governmental relations, church-state issues, teacher employment, student control, children's rights, special services and school board operations and procedures.
- EDAD 575. Internship in Administration (by arrangement)** **1-2 hours**  
Planned administrative field experience in a school, school district, or educational agency; a practical or creative project dealing with an actual situation in an educational institution under supervision of a faculty member in the area of educational administration. Plan approval and permission of supervisor is required one semester in advance of registration. This course may be repeated.
- EDAD 576. School Public Relations** **2 hours**  
The interpersonal process in educational organizations, communications and group dynamics for educational administrators. A study of the means for securing cooperative educational planning through mutual understanding between the school and its public.
- EDAD 578. Educational Facilities Planning** **1 hour**  
A study of procedures in school plant planning: selecting a site, determining educational specifications for the building, selecting and working with an architect and managing school facilities.
- EDAD 579. School Finance** **3 hours**  
Financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue and school budgeting processes. A study of school financial statements and budgets.
- EDAD 595. Independent Study in Educational Administration** **1-3 hours**  
Individual research/study project in educational administration under the supervision of a graduate studies professor. This course may be repeated.
- EDCI 535. Philosophy of Education** **3 hours**  
The study of philosophical concepts as they apply to education. Scriptural principles and Christian education principles as expounded by E. G. White are also covered.
- EDCI 545. Foundations of Curriculum Development** **3 hours**  
The foundations of curriculum development are studied. Emphasis is placed on the relationship of curriculum development to the designing, implementation, and assessment of curriculum at any level.
- EDCI 546. Improving Instruction** **3 hours**  
The strength and effectiveness of teaching models are presented. Innovation in lesson preparation, delivery and assessment are studied as well as integrating technology in the classroom. Students develop their ability to reflect on their own teaching performance and become skilled in supporting other teachers.
- EDCI 560. Curriculum Design** **3 hours**  
*Prerequisite:* EDCI 545.  
This course is designed to help educators who seek to analyze, develop, and improve curricula at specific levels of schooling.

- EDCI 565. Seminar: Trends in Education** **3 hours**  
Trends and issues in curriculum and instruction are discussed, as well as ideas of educational reformers and recognized leaders, and their critics.
- EDCI 570. Educational Assessment** **3 hours**  
Designed to increase the student's understanding and application of traditional and innovative techniques of educational assessment including use of technological resources. Both learning and teaching assessment are covered.
- EDCI 580. Field Work** **2 hours**  
Supervised curriculum and instruction experience in approved educational institutions and agencies. All areas from elementary to higher education may be considered. Arrangement for this course need to be made a minimum of three months ahead of time.
- EDCI 595. Independent Study** **1-3 hours**  
Individual research/study project in curriculum and instruction under the supervision of a graduate professor.
- EDIE 502. Inclusive Education: History and Foundations** **3 hours**  
A survey of the history of inclusive education with attention to movements in educational philosophy, curriculum planning, and government legislation. Includes a comprehensive survey of the psychological and educational problems faced by exceptional children in the regular classroom. Consideration is given to exceptionalities such as hearing impairment, speech and language difficulties, mental retardation, learning disabilities, emotional disturbance, visual impairment, physical handicaps, and the gifted child. Procedures for including the exceptional child into the regular classroom are emphasized.
- EDIE 512. Counseling and Psychology of Exceptional Individuals and Their Families** **3 hours**  
*This course is cross-listed with COUN 551. A student may receive credit for this course from only one program.*  
Consideration and practice of counseling techniques for use with exceptional individuals and their families. Included is a discussion of the psychological aspects of exceptionality, including giftedness, and disabilities in language, sensory, physical, intellectual, perceptual, and emotional areas with implications for counseling and classroom learning.
- EDIE 531. Behavior Management of Exceptional Individuals** **3 hours**  
In-depth examination and administration of various models and techniques for the management of exceptional individuals within the classroom, home, and community.
- EDIE 541. Assessment of Exceptional Individuals** **3 hours**  
Examination and administration of assessment measures for exceptional individuals. On-site field experience required. Teachers will learn how to administer screening instruments and draw instructional implications from these. Case studies will be reviewed and teachers will be assisted in determining when a student should be referred for further professional testing.
- EDIE 557. Leadership in Inclusive Education** **3 hours**  
A philosophical and practical course designed for teachers to develop leadership in organizational skills and planning strategies for inclusive classrooms and schools. A review of historical and current research in inclusive school communities and the administration of these schools will be included.
- EDIE 567. Curriculum and Strategies for Children with Learning Differences** **3 hours**  
Planning, developing and implementing curriculum for exceptional students. Study will include the identification of students with special learning needs and strategies for inclusion in the multiage classroom. A special emphasis is given to cognitive studies.

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- EDIE 580. Field Work** **2 hours**  
*Prerequisite:* Completion of 12 hours of Inclusive Education classes.  
Designed to meet the particular needs and interests of the individual participant. Action research forms the basis for field work.
- EDIE 595. Independent Study in Inclusive Education** **1-3 hours**  
Individual research/study project in special education in the regular classroom under the supervision of a graduate studies professor. Must be conducted at a school where exceptional children are in the regular classroom.
- 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. 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. The course includes a significant applications component designed to assist student in translating theory into practice. Offered concurrently with EDLE 527, Implementing Reading Workshop so that students see the interconnectedness of reading and writing.
- EDLE 565. Critical Thinking in Content Literacy** **3 hours**  
Study given to the theoretical framework for teaching literacy in the content areas. Instructional strategies for facilitating critical thinking are modeled and practiced. Strategies are also taught that are designed to enhance academic performance in reading, writing, listening, talking, viewing, and visual representation across the various subjects taught in the elementary/middle school curriculum.
- EDLE 567. Literacy Instruction in Primary Classrooms** **3 hours**  
An advanced course focusing on the literacy development of K-3rd grade students. Theory and research relevant to literacy instruction in the primary grades studied within the context of developmentally appropriate instructional approaches and practice. The course also examines the implications and practices for facilitating successful literacy instruction for English Language Learners.
- EDLE 580. Literacy Internship** **2 hours**  
Designed to meet the particular needs and interests of the student as those relate to classroom instruction in literacy. A proposal will be submitted by the student using action research as the design.
- EDLE 585. Professional Applications in Literacy** **2 hours**  
Provides opportunity for individual students to identify an area of particular passion in literacy. In cooperation with the professor, students design a proposal specifying a plan for applying what has been learned within the context of the professional community rather than the individual classroom. This class will enable graduate students to work in collaboration with the university professor to enhance literacy development in a community of professional setting.
- EDLE 595. Independent Study in Literacy Education** **1-3 hours**  
Individual research/study project in literacy education under the supervision of a graduate professor.
- EDOE 503. Principles and Concepts of Outdoor Education** **2 hours**  
*Co-requisite:* EDOE 504.  
Basic concepts and the history of the outdoor education movement. Scope of contemporary programs in the U.S. and abroad. Examination of the teaching of learning processes relevant to outdoor and environmental education. An additional lab fee will be required.

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

*Co-requisite:* EDOE 503.

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

**EDOE 513. Nature Study** **2 hours**

*Co-requisite:* EDOE 514.

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

**EDOE 514. Field Experience in Nature Study** **1 hour**

*Co-requisite:* EDOE 513.

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

**EDOE 523. Leadership in Outdoor Education** **2 hours**

*Co-requisite:* EDOE 524.

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

**EDOE 524. Field Experience in Leadership in Outdoor Education** **1 hour**

*Co-requisite:* EDOE 523.

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

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

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

**EDOE 533. Developing Outdoor Teaching Sites** **2 hours**

*Co-requisite:* EDOE 534.

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

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

*Co-requisite:* EDOE 533.

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

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

*Co-requisite:* EDOE 536.

An examination of design, procedure, and group therapy dynamics used as a therapeutic tool in the outdoor setting.



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- EDOE 536. Field Experience: Outdoor Therapy** **1 hour**  
*Co-requisite:* EDOE 535.  
The experiences in this course are designed to support and supplement the theoretical foundations presented in EDOE 535, Outdoor Therapy: Design and Procedures, and to provide hands-on training in outdoor therapeutic settings.
- EDOE 537. Lab Experience: Technology in Outdoor Education** **1 hour**  
Must be taken concurrently with EDOE 538.  
This course is designed to support and supplement Technology in Outdoor Education (EDOE 538) and to provide practical laboratory experiences in surveying, sampling, or collecting data for biological research.
- EDOE 538. Technology in Outdoor Education** **2 hours**  
This course will provide participants with knowledge in using various types of equipment used in surveying, sampling, or collecting data for biological research. Students will work with professionals in the field to develop the skills needed to use equipment, and then learn ways to involve their students in similar activities in the outdoor classroom.
- EDOE 539. Outdoor Recreation** **1-2 hours**  
This course focuses on programming and leadership of adventure activities. Topics covered may include, but are not limited to backpacking, spelunking, canoeing, and wilderness living. It may be repeated with different skill emphases. It will be taught at a location suitable for the particular activity being offered. An extra lab fee will be charged.
- EDOE 543. Environmental Ministries for Teachers and Youth Leaders** **2 hours**  
This seminar will focus on the use of nature study to lead children and youth to Christ. It is designed for teachers and youth leaders who want to learn more about using nature as a tool for witnessing. Participants will learn to use nearby and/or familiar locations for environmental understanding and inspiration.
- EDOE 553. Ecology Education** **2 hours**  
A study of the interrelationships of plants, animals, and their environment. Field work will introduce the teacher to actual activities and simple sampling techniques that can be reproduced in the classroom and outdoor teaching site. Lab fee will be required for equipment to be taken back to the teacher's classroom.
- EDOE 563. Wilderness Stewardship** **2 hours**  
An intensive back country camping course to be taught entirely in the field. It will provide the student with basic knowledge and understanding of minimal environmental impact on nature while pursuing outdoor recreational activities. Professional reading will be required prior to the trip from writers such as Thoreau, Leopold, Muir, Carson and other voices of stewardship. Field trip fee will be charged for food and transportation.
- EDOE 565. Nature Journaling** **1-2 hours**  
This class will help the student explore the natural world through journaling. It focuses on writing and revising a journal. The following will be discussed: the creative process, and the elements of good writing, including the discovery process, writing introductions and conclusions, using concrete and specific language and appropriate style.
- 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. A lab fee will be charged for film processing.

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

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

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

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

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

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

**EDOE 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 lab fee will be required.

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

A survey course introducing teachers, camp professionals, and other outdoor professionals to the field of adventure-based counseling. Adventure games, initiative problems, and trust activities will be used to guide the class in theory, concepts, methods, and philosophy of educational, vocational, health, and civic/ethical/social guidance.

**EDOE 595. Independent Study in Outdoor Education** **1-3 hours**

*Prerequisites:* EDOE 503 and consent of the School of Education and Psychology.  
Individual research/study project in outdoor education under the supervision of a graduate studies professor. May be conducted at a school or camp site. Independent studies must be limited to two, with a maximum of six semester hours of credit earned total.

**EDUC 520. Theories of Learning** **2 hours**

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

**EDUC 531. Technology and the Educator** **3 hours**

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

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

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

See COUN 520 for course description. (Summer)

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

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

**EDUC 588. Statistics****3 hours**

*This course is cross-listed with COUN 588. A student may receive credit from this course from only one program.*

See COUN 588 for course description.

**EDUC 596. Educational Research****2 hours**

*This course is cross-listed with COUN 596. A student may receive credit from this course from only one program.*

See COUN 596 for course description.

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

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

## SCHOOL OF NURSING

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**Dean:** Barbara James

**Graduate Program Coordinator:** Holly Gadd

**Faculty:** Desiree Batson, Holly Gadd, David Gerstle, Barbara James,  
Mary Ann Roberts

### Mission Statement

Southern Adventist University's School of Nursing provides a Christian learning environment that fosters personal and professional excellence in caring for individual, family, and community health needs.

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

### Programs Offered

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

- ▶ Adult Nurse Practitioner
- ▶ Family Nurse Practitioner
- ▶ Nurse Educator

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

- ▶ Master of Science in Nursing/Master of Business Administration (MSN/MBA)

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

- ▶ Adult Nurse Practitioner
- ▶ Family Nurse Practitioner
- ▶ Nurse Educator
- ▶ Master of Science in Nursing/Master of Business Administration (MSN/MBA)

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

- ▶ Adult Nurse Practitioner
- ▶ Family Nurse Practitioner
- ▶ Nurse Educator

## MASTER OF SCIENCE IN NURSING

### MSN Admission Requirements

1. Completed application to the School of Nursing.
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 in the formula for the undergraduate GPA.
6. Applicants with less than a 3.00 grade point average may be admitted provisionally, but may progress through the program with a maximum of one C grade.
7. Personal interview and two professional references.
8. One year of nursing experience after graduation or recommendations from nursing faculty.
9. International students must have a TOEFL score of at least 600 with testing within the past year.

**Admission to the Program:**

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

**Application Process:**

1. Submit completed SAU nursing graduate application and all required documents prior to July 31 for fall admission, and by December 1 for winter admission. Priority is given to early applicants and applicants with current nursing work experience. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with the graduate program coordinator prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunization, and Health Care Provider CPR certification.
4. Complete essay of 250 words or less (see application).
5. A criminal background check, paid for by the student, must be submitted with the application.

**Time Limits:**

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

**Residence:**

The last 30 semester hours must be taken through the Southern Adventist University School of Nursing. A maximum of 25% of program requirements are allowed as transfer credit. 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. Completion of the program with a minimum GPA of 3.00 and no more than two courses with C grades (one C grade for students admitted provisionally).
3. Successful completion of NRSG 598 with a minimum of four credit hours or NRSG 596 with a minimum of three hours.

### Courses for the Master of Science in Nursing

The CORE courses are as follows:

<u>Courses</u>	<u>Credit</u>
NRSG 515 Theoretical Concepts of Nursing	2
NRSG 520 Health Promotion Across the Lifespan	3
NRSG 526 Nursing Research: Design and Critique	2
NRSG 530 Nursing Research: Methods and Application	3
NRSG 541 Health Care Policy	2
NRSG 596 Nursing Project	3
<b>OR</b>	
NRSG 598 Thesis	<u>4</u>
<b>TOTAL</b>	<b>15</b>
	(16 thesis)

**One of the following emphases is to be selected:**

#### **Emphasis in ADULT NURSE PRACTITIONER\***

**Objectives:**

The Adult Nurse Practitioner program will prepare graduate nurses who:

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

<u>Courses</u>	<u>Credit</u>
NRSG 550 Advanced Pathophysiology	3
NRSG 552 Advanced Pharmacology	3
NRSG 554 Advanced Physical Assessment	3
NRSG 556 Family and Community Systems	3
NRSG 560 Primary Care of Adults	4
NRSG 562 Practicum: Primary Care of Adults I	4
NRSG 564 Role Development for Nurse Practitioners	2
NRSG 566 Practicum: Primary Care of Adults II	4
<b>TOTAL</b>	<b>26</b>
<b>Total Hours Required</b>	<b>41</b>
	(42 thesis)

\*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 health care policy and the future direction of nursing.

<u>Courses</u>	<u>Credit</u>
NRS 550 Advanced Pathophysiology	3
NRS 552 Advanced Pharmacology	3
NRS 554 Advanced Physical Assessment	3
NRS 556 Family and Community Systems	3
NRS 560 Primary Care of Adults	4
NRS 564 Role Development for Nurse Practitioners	2
NRS 570 Primary Care of Children	3
NRS 571 Practicum: Primary Care of Families I	5
NRS 573 Practicum: Primary Care of Families II	5
<b>TOTAL</b>	<b>31</b>
<b>Total Hours Required</b>	<b>46</b> (47 thesis)

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

### 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 EDCI/EDUC course descriptions)

<u>Courses</u>	<u>Credit</u>
EDCI 535 Philosophy of Education	3
EDUC 520 Theories of Learning	2
EDUC 531__Technology and the Educator	3
NRS 550__Advanced Pathophysiology	3
NRS 556 Family and Community Systems	3
NRS 576 Assessment for Advanced Practice	2
NRS 580 Nursing Curriculum Design & Evaluation	4

NRS 582	Teaching Practicum: Area of Emphasis	3
NRS 584	Clinical Education Practicum: Area of Emphasis	1
NRS 591	Practicum: Area of Clinical Emphasis	2
TOTAL		26
Total Hours Required		41 (42 thesis)

### **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. Completed applications to the School of Nursing and the School of Business and Management.
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:  $GPA \times 200 + GMAT = 1000$ .
6. Applicants with less than a 3.00 grade point average or a combined GPA/GMAT score of less than 1000 may be admitted provisionally provided their combined score is above 850.
7. One year of nursing experience after graduation or recommendations from nursing faculty.
8. International students must have a TOEFL score of at least 600, with testing within the past year.
9. Personal interview with the Graduate Program Coordinator and two professional references.
10. A criminal background check, paid for by the student, must be submitted with the application.



**Admission to the Dual-degree Program:**

Full-time or part-time students may be admitted to the MBA program during the fall, winter, or summer semesters and the MSN courses for the fall or winter semesters. Fall applications must be made by July 31 and winter applications by December 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.

**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. A maximum of 25% of program requirements are allowed as transfer credit. 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. Completion of the dual-degree program with a minimum GPA of 3.00 and no more than two courses with C grades.
3. Successful completion of NRSG 598 with a minimum of four credit hours or NRSG 596 with a minimum of three hours.

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

**The Nursing CORE courses are as follows:**

<u>Courses</u>	<u>Credit</u>
NRSG 515 Theoretical Concepts of Nursing	2
NRSG 520 Health Promotion Across the Lifespan	3
NRSG 526 Nursing Research: Design and Critique	2
NRSG 530 Nursing Research: Methods and Application	3
NRSG 541 Health Care Policy	2
NRSG 596 Nursing Project	3
<b>OR</b>	
NRSG 598 Thesis	4
<b>TOTAL</b>	<b>15</b>
	<b>(16 thesis)</b>

**The Business Administration CORE courses are as follows:***(See the School of Business and Management for course descriptions)*

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 560	Seminar in Entrepreneurship	3
BUAD 570	Strategic Decision Making	3
TOTAL		<b>24</b>

**Emphasis in HEALTH CARE ADMINISTRATION***(See School of Business and Management for course descriptions)**Required nursing emphasis course:*

NRSNG 578	Advanced Nursing Leadership and Role Development	3
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*Select nine (9) hours from the following courses:*

BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
HADM 530	Healthcare Administration	3
HADM 550	Entrepreneurship and the Healthcare Professional	3
HADM 585	Contemporary Issues in Healthcare Administration	3

TOTAL		<b>12</b>
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Total Hours Required	<b>51</b> (52 thesis)
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**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 application to the School of Nursing.
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. Personal interview and two professional references.
7. One year of nursing experience after graduation or recommendations from nursing faculty.
8. International students must have a TOEFL score of at least 600, with testing within the past year.

**Admission to the Program:**

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

**Application Process:**

1. Submit completed SAU nursing graduate application and all required documents prior to July 31 for fall admission, and by December 1 for winter admission. Priority is given to early applicants and applicants with current nursing work experience. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with the graduate program coordinator prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunization, and Health Care Provider CPR certification.
4. Complete essay of 250 words or less (see application).
5. A criminal background check, paid for by the student, must be submitted with the application.

**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.

**Residence:**

The last 30 semester hours must be taken through Southern Adventist University School of Nursing. A maximum of 25% of program requirements are allowed as transfer credit. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School.

**Accelerated RN to MSN Graduation Requirements**

1. Completed application to graduate, to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Completion of the program with a minimum GPA of 3.00 and no more than two courses with C grades.
3. Successful completion of NRSNG 598 with a minimum of four credit hours or NRSNG 596 with a minimum of three hours.

### Substitutions for BS to MSN

#### BS level courses:

NRSRG 316	Applied Statistics for Health Professions	3
NRSRG 322	Transitions in Professional Nursing	3
**NRSRG 328	Nursing Assessment Substitute NRSRG 554, Advanced Physical Assessment (3 hrs) OR NRSRG 576, Assessment for Advanced Practice (2 hrs)	3
NRSRG 340	Community Health Nursing	5
*NRSRG 389	Nursing Pharmacology Substitute NRSRG 552, Advanced Pharmacology	3
**NRSRG 434	Pathophysiology Substitute NRSRG 550, Advanced Pathophysiology	4
***NRSRG 485	Nursing Leadership and Management Substitute NRSRG 578, Advanced Nursing Leadership & Role Development	3
****NRSRG 492	Senior Nursing Practicum Substitute MSN emphasis course	2
****NRSRG 497	Research Methods in Nursing Substitute NRSRG 526, Nursing Research: Design & Critique and NRSRG 530, Nursing Research: Methods & Application	3
****NRSRG	Nursing Electives Substitute MSN emphasis course	2

\*=Adult Nurse Practitioner and Family Nurse Practitioner emphases only

\*\*=Adult Nurse Practitioner, Family Nurse Practitioner, and Nurse Educator  
emphases only

\*\*\*=MSN/MBA only

\*\*\*\*=All emphases (Adult Nurse Practitioner, Family Nurse Practitioner, Nurse  
Educator, and MSN/MBA)

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

#### The Nursing CORE courses are as follows:

	<u>Courses</u>	<u>Credit</u>
NRSRG 515	Theoretical Concepts of Nursing	2
NRSRG 520	Health Promotion Across the Lifespan	3
NRSRG 526	Nursing Research: Design and Critique	2
NRSRG 530	Nursing Research: Methods and Application	3
NRSRG 541	Health Care Policy	2
NRSRG 596	Nursing Project	3
	<b>OR</b>	
NRSRG 598	Thesis	4
TOTAL		<b>15</b>
		<b>(16 thesis)</b>

**One of the following emphases is to be selected:**

**Emphasis in ADULT NURSE PRACTITIONER (accelerated option)\***

**Objectives:**

The Adult Nurse Practitioner program will prepare graduate nurses who:

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

MSN Core **15-16**

**Emphasis courses:**

**BS level nursing courses:**

	<b>Credit</b>
NRS 316 Applied Statistics for Health Professions	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 554 Advanced Physical Assessment	3
NRS 556 Family and Community Systems	3
NRS 560 Primary Care of Adults	4
NRS 562 Practicum: Primary Care of Adults I	4
NRS 564 Role Development for Nurse Practitioners	2
NRS 566 Practicum: Primary Care of Adults II	4

TOTAL **40**

Total Hours Required in Major **55**  
(Excluding general education and cognates) **(56 thesis)**

\*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 health care policy and the future direction of nursing.

MSN Core

15-16

### Emphasis courses:

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

### Master level nursing courses:

NRS 550	Advanced Pathophysiology	3
NRS 552	Advanced Pharmacology	3
NRS 554	Advanced Physical Assessment	3
NRS 556	Family and Community Systems	3
NRS 560	Primary Care of Adults I	4
NRS 564	Role Development for Nurse Practitioners	2
NRS 570	Primary Care of Children	3
NRS 571	Practicum: Primary Care of Families I	5
NRS 573	Practicum: Primary Care of Families II	5

TOTAL **45**

Total Hours Required in Major **60**  
(Excluding general education and cognates) **(61 thesis)**

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

### Emphasis in NURSE EDUCATOR (accelerated option)

#### Objectives:

The Nurse Educator program will prepare graduates who will:

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

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MSN Core 15-16

**Emphasis courses:**

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

<b>BS level nursing courses:</b>		<u>Credit</u>
NRS 316	Applied Statistics for Health Professions	3
NRS 322	Transitions in Professional Nursing	3
NRS 340	Community Health Nursing	5
NRS 389	Nursing Pharmacology	3
NRS 485	Nursing Leadership and Management	3
 <b>Master level courses:</b>		
EDCI 535	Philosophy of Education	3
EDUC 520	Theories of Learning	2
EDUC 531	Technology and the Educator	3
NRS 550	Advanced Pathophysiology	3
NRS 556	Family and Community Systems	3
NRS 576	Assessment for Advanced Practice	2
NRS 580	Nursing Curriculum Design & Evaluation	4
NRS 582	Teaching Practicum: Area of Emphasis	3
NRS 584	Clinical Education Practicum: Area of Emphasis	1
NRS 591	Practicum: Area of Clinical Emphasis	2
 TOTAL		 <b>43</b>
 Total Hours Required		 <b>58</b> (59 thesis)

**ACCELERATED  
RN TO MASTER OF SCIENCE IN NURSING/  
MASTER OF BUSINESS ADMINISTRATION**

**Objectives:**

Graduates of the RN to MSN/MBA program will:

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

**Prerequisites for Admission**

The accelerated RN to Master of Science in Nursing/Master of Business Administration (MSN/MBA) is designed for Registered Nurse students with the ability to demonstrate competency in healthcare management. Individuals with

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

**RN to MSN/MBA Admission Requirements:**

1. Completed applications to the School of Nursing and the School of Business and Management.
2. An Associate degree or diploma 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. Completion of all Southern Adventist University general education and cognate course requirements for the BS degree with a major in nursing.
5. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula:  $GPA \times 200 + GMAT = 1000$ .
6. Applicants with less than a 3.25 grade point average or a combined GPA/GMAT score of less than 1000 may be admitted provisionally provided their combined score is above 850.
7. One year of nursing experience after graduation or recommendations from nursing faculty.
8. International students must have a TOEFL score of at least 600, with testing within the past year.
9. Personal interview with the Graduate Program Coordinator and two professional references.
10. A criminal background check, paid for by the student, must be submitted with the application.

**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 after completion of the BS general education and cognate courses. 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 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.



**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. A maximum of 25% of program requirements are allowed as transfer credit. 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. Completion of the dual-degree program with a minimum GPA of 3.00 and no more than two courses with C grades.
3. Successful completion of NRS 598 with a minimum of four credit hours or NRS 596 with a minimum of three hours.

**Courses for Accelerated  
RN to Master of Science in Nursing/  
Master of Business Administration**

<b>BS level nursing courses:</b>		<u><b>Credit</b></u>
NRS 316	Applied Statistics for Health Professions	3
NRS 322	Transitions in Professional Nursing	3
NRS 328	Nursing Assessment	3
NRS 340	Community Health Nursing	5
NRS 389	Nursing Pharmacology	3
NRS 434	Pathophysiology	3
TOTAL		<b>20</b>

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

<u><b>Courses</b></u>	<u><b>Credit</b></u>
NRS 515 Theoretical Concepts of Nursing	2
NRS 520 Health Promotion Across the Lifespan	3
NRS 526 Nursing Research: Design and Critique	2
NRS 530 Nursing Research: Methods and Application	3
NRS 541 Health Care Policy	2
NRS 596 Nursing Project	3
<b>OR</b>	
NRS 598 Thesis	4
TOTAL	<b>15</b>
	(16 thesis)

**The Business Administration CORE courses are as follows:**

*(See the School of Business and Management for course descriptions)*

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 560	Seminar in Entrepreneurship	3
BUAD 570	Strategic Decision Making	3
TOTAL		<b>24</b>

### **Emphasis in HEALTH CARE ADMINISTRATION**

*(See School of Business and Management for course descriptions)*

#### *Required nursing emphasis course:*

NRSB 578	Advanced Nursing Leadership and Role Development	3
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#### *Select nine (9) hours from the following courses*

BEXM 505	Legal Framework of Decisions	3
BHRM 510	Human Resource Management	3
HADM 530	Healthcare Administration	3
HADM 550	Entrepreneurship and the Healthcare Professional	3
HADM 585	Contemporary Issues in Healthcare Professional	3

TOTAL		<b>12</b>
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Total Hours Required in Majors	<b>71</b>
(Excluding general education and cognates)	<b>(72 thesis)</b>

## **POST-MASTER'S CERTIFICATE PROGRAMS**

### **Prerequisites for Admission**

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

#### **Admission to the Program:**

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

**Application Process:**

1. Submit completed SAU nursing graduate application and all required documents prior to July 31 for fall admission, and by December 1 for winter admission. Priority is given to early applicants and applicants with current nursing work experience. Enrollment in the nurse practitioner emphasis is limited.
2. Arrange for a personal interview with the graduate program coordinator prior to the application deadline.
3. Provide proof of current Tennessee or multistate RN licensure, current immunization, and Health Care Provider CPR certification.
4. Complete essay of 250 words or less (see application).
5. A criminal background check, paid for by the student, must be submitted with the application.

**Time Limits:**

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

**Residence:**

The last 20 semester hours must be taken through the Southern Adventist University School of Nursing. A maximum of 25% of program requirements are allowed as transfer credit. Transfer courses must be taken at an accredited institution, carry grades of B or better, and be approved by the School of Nursing.

**Post-Master's Certificate Graduation Requirements**

1. Completed application to graduate to be filed with the Records and Advisement office a minimum of two months prior to expected graduation date.
2. Completion of the program with a minimum GPA of 3.00 and no more than two courses with C (one C grade for students admitted provisionally).

**Courses for the Post-Master's Certificate**

**One of the following emphases is to be selected:**

**Emphasis in ADULT NURSE PRACTITIONER\*****Objectives:**

The Adult Nurse Practitioner program will prepare graduate nurses who:

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

	<b>Courses</b>	<b>Credits</b>
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 560	Primary Care of Adults	4
NRSG 562	Practicum: Primary Care of Adults I	4
NRSG 564	Role Development for Nurse Practitioners	2
NRSG 566	Practicum: Primary Care of Adults II	4
TOTAL (does not include core)		<b>29</b>

\*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.

	<b>Courses</b>	<b>Credit</b>
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 550	Advanced Pathophysiology	3
NRSG 552	Advanced Pharmacology	3
NRSG 554	Advanced Physical Assessment	3
NRSG 556	Family and Community Systems	3
NRSG 560	Primary Care of Adults I	4
NRSG 564	Role Development for Nurse Practitioners	2
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)		<b>34</b>

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

## 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 EDCI/EDUC course descriptions)

EDCI 535	Philosophy of Education	3
EDUC 520	Theories of Learning	2
EDUC 531	Technology and the Educator	3
NRSG 520	Health Promotion Across the Lifespan	3
NRSG 550	Advanced Pathophysiology	3
NRSG 556	Family and Community Systems	3
NRSG 576	Assessment for Advanced Practice	2
NRSG 580	Nursing Curriculum Design & Evaluation	4
NRSG 582	Teaching Practicum: Area of Emphasis	3
NRSG 584	Clinical Education Practicum: Area of Emphasis	1
NRSG 591	Practicum: Area of Clinical Emphasis	2
TOTAL (does not include core)		29

## Master of Science in Nursing Core Courses

### **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.

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

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

Focuses on assisting clients in retaining, attaining, and maintaining optimal health through management of stressors across the five variables of the client system. Change theory, nursing theory, learning theory, and health promotion principles are used to design and evaluate interventions that enhance client's flexible line of defense.

### **NRSG 526. Nursing Research: Design and Critique** **2 hours**

*Pre- or co-requisites:* Basic statistics course equivalent to MATH 215 and NRSG 515.

Examination of the fundamental elements of quantitative and qualitative research designs utilized to ethically address nursing research questions related to stressors and their impact on equilibrium in client and nursing systems. Evaluation and critique of existing research is emphasized. Development of an area of research interest and related research questions are achieved through an initial review of literature. Assumes basic computer skills.

**NRSG 530. Nursing Research: Methods and Application** **3 hours**

*Prerequisite:* NRSG 526.

Continued review of literature, examination and application of quantitative and qualitative research methods, leading to the development of a research proposal. Emphasis is placed on ethical data collection, management and analysis in investigating research questions and hypotheses in client and nursing systems. Application of descriptive and inferential statistics is included.

**NRSG 541. Health Care Policy** **2 hours**

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

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

**NRSG 545. Supervised Research** **3 hours**

*Prerequisites:* Senior status and permission of dean or program coordinator.

Participation in a faculty research study including assigned experiences at various steps of the research process, culminating in a scholarly paper appropriate for professional publication and/or presentation.

**NRSG 596. Nursing Project** **3 hours**

*Prerequisites:* Senior status and permission of the dean or the program coordinator.

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.

**NRSG 598. Thesis** **4 hours**

*Prerequisites:* NRSG 530, senior status, and permission of program coordinator.

Student designed research under the supervision of a faculty committee culminating in a master thesis.

### Adult Nurse Practitioner Courses

**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**

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

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

**NRSG 554. Advanced Physical Assessment** **3 hours**

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

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

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

*Prerequisite:* Completion of core courses or permission of dean or program coordinator.  
Perspectives of family composition, culture, values, ethics, development, growth, and behaviors that influence the well-being of the client in the framework of the community. Methods in assessment of family structure, dynamics, performance, epidemiology, and strengths/weaknesses furnish the basis for developing approaches for primary, secondary and tertiary interventions and improvement of family functions.

**NRSG 560. Primary Care of Adults** **4 hours**

*Prerequisites:* NRSG 550, 554; *Pre- or co-requisite:* NRSG 552.  
Comprehensive primary care course emphasizing primary, secondary, and tertiary care of well and ill adults. Concepts of health promotion, pathophysiology, epidemiology, pharmacology, and physical assessment are integrated throughout as common and chronic health problems are studied. Diagnostic tests are reviewed. Differential and actual diagnoses are discussed based on client presentation. Management plans are formulated based on standards of practice and best evidence.

**NRSG 562. Practicum: Primary Care of Adults I** **4 hours**

*Pre- or co-requisite:* NRSG 560.  
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.

**NRSG 564. Role Development for Nurse Practitioners** **2 hours**

*Prerequisite:* NRSG 560.  
A capstone course focusing on professional and clinical issues, roles, relationships, legal and ethical situations, practice management, and preparation for professional NP certification.

**NRSG 566. Practicum: Primary Care of Adults II** **4 hours**

*Prerequisite:* NRSG 562; *Co-requisite:* NRSG 564.  
A continuation of clinical practicum with emphasis on the differential diagnosis and management of the more intensive common, acute, and chronic adult health problems. Precepted by nurse practitioners and other healthcare providers. Includes a minimum of 240 hours of clinical practice.

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**Family Nurse Practitioner Courses****NRSG 570. Primary Care of Children** **3 hours**

*Pre- or co-requisites:* NRSG 550, 552, 554.  
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 560, 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.

**NRSG 573. Practicum: Primary Care of Families II** **5 hours**

*Prerequisite:* NRSG 571; *Pre- or co-requisite:* NRSG 564.

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

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**Nurse Educator Courses****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. Applies pharmacologic principles to assessment findings. *Not open to students in nurse practitioner emphasis.*

**NRSG 580. Nursing Curriculum Design and Evaluation** **4 hours**

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

A study of curriculum development, design, implementation, and evaluation in nursing education. Theories and models for curriculum design and evaluation are examined. The Neuman Systems Model and selected educational and nursing theories are evaluated for usefulness and implementation into the nursing classroom situation. Curricular strategies and evaluation methods that address the affective, cognitive, and psychomotor domains of learning within classroom and clinical settings are analyzed. Test design, construction, blue printing, and analysis are included. Some objectives for this course are met through attendance at an off-site “boot camp” for new nurse educators.

**NRSG 582. Teaching Practicum: Area of Clinical Emphasis** **3 hours**

A capstone course that provides a setting for practice of the nurse educator role. Opportunity will be provided for the student to integrate theories such as the Neuman Systems Model, concepts, strategies, and technical innovations in the classroom. Some objectives for this course are met through attendance at an off-site “boot camp” for new nurse educators. One hour theory, two hours clinical (90 clock hours).

**NRSG 584. Clinical Education Practicum: Area of Clinical Emphasis** **1 hour**

Provides opportunity to apply educational strategies with students of nursing in the clinical area of choice. Includes 60 hours of clinical practice.

**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.

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**Master of Science in Nursing Courses****NRSG 500. Individual Study and Clinical Practice** **1-3 hours**

*Prerequisite:* Permission of dean or program coordinator.

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

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

*Prerequisite:* Permission of dean or program coordinator.

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



**NRSG 565. Graduate Studies - Topics in Nursing** **1-3 hours**

*Prerequisite:* Permission of dean or program coordinator.

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

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

*Prerequisite:* Permission of program coordinator.

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

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

**NRSG 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.

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## SCHOOL OF RELIGION

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**Dean:** Ron E. M. Clouzet

**Faculty:** Ron E. M. Clouzet, Michael G. Hasel, J. Douglas Jacobs, Greg A. King,  
Jud Lake, Donn W. Leatherman, Carlos G. Martin, Edwin Reynolds,  
Philip G. Samaan

**Research Faculty:** Norman Gulley

**Adjunct Faculty:** Gordon Bietz, Jack J. Blanco, Ganoune Diop, Derek Morris

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

The Master of Arts programs in Church Leadership and Management, Evangelism, Homiletics, Religious Education, and Religious Studies are designed to provide quality education in preaching, church leadership, outreach, teaching, religion, and lay ministry. The purpose 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.

### Programs Offered

Master of Arts (MA) with the following five emphases:

- ▶ Church Leadership and Management
- ▶ Evangelism
- ▶ Homiletics
- ▶ Religious Education
- ▶ Religious Studies

### Courses for the Master of Arts Degree

The curriculum of the Master of Arts consists of a minimum of 36 semester credit hours beyond the baccalaureate degree. Electives must be approved by the School of Religion. A maximum of six (6) semester hours of transfer credit are allowed from other institutions. All degree requirements must be completed within seven years from first enrollment. Most courses will be available as class intensives during the summer.

### Guidelines for Intensives

1. Students must receive permission to take classes before registering for their first course.
2. Students can only take up to 12 hours of course work before completing all prerequisites for admission and being formally accepted in the MA program.
3. Students should expect pre-session assignments for graduate intensives. Typical pre-session assignments include 1000-1500 pages of reading, depending on other pre-session assignments.
4. Pre-session assignments are due the first day of the intensive. Only assignments handed in on time will receive full credit. There will be no credit for pre-session assignments that are handed in following the completion of the intensive.
5. Post-session assignments give the student opportunity to apply information learned during the intensive to the local ministry context for further research on the subject. These will be due five months after the session is over. Late work may not be accepted for credit after the due date.

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## 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. Completion of 16 Personality Factor Profile concurrently with the first course taken in residence at Southern Adventist University or submit results from a 16PF taken within the year preceding registration for the first course.
4. Upon request, the student will need to take the Graduate Record Examination (GRE) and submit a score based on the student's cumulative undergraduate GPA x 200 plus the GRE score for a minimum of 1400. Provisional acceptance is between 1300 and 1400.
5. Presentation of an official transcript from an accredited bachelor's degree. Other prerequisites may apply to the specific emphases.
6. A non-refundable commitment deposit of \$100 per class, applicable to tuition.
7. Upon request, a minimum TOEFL score of 600 (paper-based)/250 (computer-based), for students for whom English is not the first language.
8. International graduate students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL). If they maintain ESL grades of B or above for two semesters or when their TOEFL scores reach 600, they will be permitted to take a full course-load of graduate classes.

### Graduation Requirements

1. File a completed graduate application with the Records and Advisement Office two months before the expected graduation date.
2. Finish all coursework with a minimum grade point average of 3.00, including no more than two classes with a minimum grade of C.
3. Pass a written comprehensive examination taken no earlier than three months and no later than twelve 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.
  - a. The examination is expected to last four and a half hours.
  - b. The candidate for graduation will need to give comprehensive answers to several questions drawn from a larger list of questions available for research and review at the end of his or her coursework.
  - c. A score of 80% or above will constitute a passing grade.
  - d. In case of failure, the examination may be repeated only once. A second failure will disqualify the student for graduation from the MA program.

## Emphasis in CHURCH LEADERSHIP AND MANAGEMENT

This emphasis is not intended for basic theological training but as graduate education for the continued development of pastoral leadership.

### Objectives:

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

### Additional Prerequisites for Admission:

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

### 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 the program with a minimum grade point average of 3.00 and no more than two courses with C grades.
3. Pass a written or oral comprehensive exam designed by the faculty of the School.

### The CORE Courses are as follows:

<i>Ministry courses:</i>		<b>12</b>
RELP 513	Effective Church Leadership	3
RELP 521	Time and Life Management	3
RELT 520	Spirituality in Ministry	3
RELP 515	Equipping Laity for Ministry <b>OR</b>	3
RELT 581	Biblical Ethics and Contemporary Society	
<i>Management courses:</i>		<b>9</b>
BUAD 505	Management in a Changing World	3
BHRM 510	Human Resource Management	3
BUAD 555	Leadership and Change <b>OR</b>	3
ACCT 505	Financial Accounting	
<i>Research course:</i>		<b>3</b>
RELG 600	Research Methods and Writing	3
TOTAL		<b>24</b>

**ELECTIVES:**

<i>Select twelve (12) semester hours from graduate courses offered by the following:</i>	<b>12</b>
Select nine (9) hours from the School of Religion	9
Select three (3) hours from the School of Business and Management	3
<b>Total Hours Required for Church Leadership and Management Emphasis</b>	<b>36</b>

**Emphasis in EVANGELISM**

This emphasis is not intended for basic theological training but as graduate education for the continue development of evangelistic skills.

**Objectives:**

1. To enhance skills in personal soul winning and public evangelism.
2. To introduce new methods of evangelism and mission outreach for a rapidly changing, post-modern society in North America and the world.
3. To increase the ability to exegete the Bible in harmony with principles of biblical hermeneutics.
4. To communicate the gospel in the context of the Three Angels' Message 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, work in Revelation seminars, assisted with Health Education seminars).
2. Presentation of an official transcript from an accredited bachelor's degree program indicating successful completion of: (a) at least 12 semester hours in biblical and theological studies (18 quarter hours); (b) at least one introductory course in biblical preaching. Students lacking preaching credits must take RELP 401, Fundamentals of Biblical Preaching or an equivalent course to meet the necessary requirement.

**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 the program with a minimum grade point average of 3.00 and no more than two courses with C grades.
3. Pass a written or oral comprehensive exam designed by the faculty of the School.

**The CORE Courses are as follows:**

<i>Evangelism courses:</i>	<b>9</b>
RELP 532 Principles and Strategies for Church Growth <b>OR</b>	3
RELP 537 Church Planting Strategies	
RELP 534 Personal Soul-Winning Skills <b>OR</b>	3
RELP 542 Urban Ministry and Evangelism	
RELT 552 Theology of Mission and Evangelism <b>OR</b>	3
RELT 568 World Religions	

<i>Evangelistic Preaching course:</i>	<b>3</b>
REL P 524 Evangelistic Preaching <b>OR</b>	3
REL P 591 Preaching Practicum	
 <i>Biblical courses:</i>	<b>9</b>
REL B 540 Old Testament Themes <b>OR</b>	3
REL B 550 New Testament Themes	
REL B 555 Studies in Daniel <b>OR</b>	3
REL B 556 Studies in Revelation	
REL B 553 Studies in Romans <b>OR</b>	3
REL T 546 Doctrine of Salvation	
 <i>Research course (3):</i>	<b>3</b>
REL G 600 Research Methods and Writing	3
 TOTAL	<b>24</b>
 <b>ELECTIVES:</b>	
<i>Select twelve (12) semester hours from graduate courses offered by the School of Religion.</i>	<b>12</b>
 Total Hours Required for Evangelism Emphasis	<b>36</b>

### **Emphasis in HOMILETICS**

This emphasis is not intended for basic theological training but as graduate education for the continued development of preaching skills.

#### **Objectives:**

1. To enhance skills in the preparation and delivery of sermons.
2. To introduce new methods of homiletical speech.
3. To increase the ability to exegete the Bible in harmony with principles of biblical hermeneutics.
4. To broaden biblical and theological knowledge for richer biblical messages.
5. To develop analytical thinking skills.

#### **Additional Prerequisites for Admission:**

1. A minimum of six years of pastoral experience or as approved for admission by the School of Religion.
2. Presentation of an official transcript from an accredited bachelor's degree indicating successful completion of: (a) at least 30 semester hours (45 quarter hours) in religion; (b) at least one year of a biblical language, and (c) at least three semester hours of homiletics. Persons who entered the ministry later in life may be granted special consideration with regard to the above prerequisites.

#### **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 the program with a minimum grade point average of 3.00 and no more than two courses with C grades.
3. Pass a written or oral comprehensive exam designed by the faculty of the School.

**The CORE Courses are as follows:**

<i>Homiletics courses:</i>	<b>9</b>
RELP 501 Advanced Preaching Methods <b>OR</b>	3
RELP 508 Expository Preaching	
RELP 524 Evangelistic Preaching <b>OR</b>	3
RELP 591 Preaching Practicum	
RELP 561 Preaching to the Secular Mind <b>OR</b>	3
RELP 569 Sermon Designs for Biblical Preaching	
 <i>Homiletics Exegesis course:</i>	<b>3</b>
RELB 541 Preaching from the Old Testament Text <b>OR</b>	3
RELB 551 Preaching from the New Testament Text	
 <i>Foundational Biblical course:</i>	<b>3</b>
RELB 540 Old Testament Themes <b>OR</b>	3
RELB 550 New Testament Themes	
 <i>Ministry courses:</i>	<b>6</b>
RELP 521 Time and Life Management <b>OR</b>	3
RELT 520 Spirituality in Ministry	
RELP 532 Principles and Strategies for Church Growth <b>OR</b>	3
RELT 571 Renewal and Mission of the Church	
 <i>Research course:</i>	<b>3</b>
RELG 600 Research Methods and Writing	3
 TOTAL	<b>24</b>
 <b>ELECTIVES:</b>	
<i>Select twelve (12) semester hours from graduate courses offered by the School of Religion:</i>	<b>12</b>
 Total Hours Required for Homiletics Emphasis	<b>36</b>

**Emphasis in RELIGIOUS EDUCATION**

(Joint degree between the School of Religion and the School of Education and Psychology)

**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. Completion of 16 Personality Factor Profile concurrently with the first course taken in residence at Southern Adventist University or submit results from a 16PF taken within the year preceding registration for the first course.

4. Upon request, the student will need to take the Graduate Record Examination(GRE) and submit a score based on the entrance criteria of GPA x 200 and GRE for a minimum of 1400. Provisional acceptance is between 1300 and 1400.
5. Presentation of an official transcript from an accredited bachelor's degree.
6. A non-refundable commitment deposit of \$100 per class, applicable to tuition.
7. Upon request, a minimum TOEFL score of 600 (paper-based)/250 (computer-based), for students for whom English is not the first language.
8. International graduate students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL). If they maintain ESL grades of B or above for two semesters or when their TOEFL scores reach 600, they will be permitted to take a full course-load of graduate classes.

**Objectives:**

1. To develop a biblical philosophy of education.
2. To broaden the knowledge base in religion and education.
3. To enhance competency in teaching and preaching.
4. To develop analytical thinking skills.
5. To consider and evaluate new theological and educational trends.

**Additional Prerequisites for Admission:**

1. A record of educational ministry and other ministries indicating the places and dates of service, and the capacity in which the applicant was employed.
2. Presentation of an official transcript from an accredited bachelor's degree program with 12 hours of undergraduate religion courses and teaching certification.

**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 the program with a minimum grade point average of 3.00 and no more than two courses with C grades.
3. Pass a written or oral comprehensive exam designed by the faculty of the School of Religion.

**The CORE Courses are as follows:**

<i>Biblical courses:</i>	<b>6</b>
RELB 540 Old Testament Themes <b>OR</b>	3
RELB 555 Studies in Daniel	
RELB 550 New Testament Themes <b>OR</b>	3
RELB 556 Studies in Revelation	
<i>Theological courses:</i>	<b>6</b>
RELT 531 Hermeneutics and Biblical Interpretation	3
RELT 581 Biblical Ethics in Contemporary Society	3
<i>Ministry courses:</i>	<b>6</b>
RELP 521 Time and Life Management	3
RELT 520 Spirituality in Ministry	3



<i>Research course:</i>	<b>3</b>
RELG 600 Research Methods and Writing	3
<b>TOTAL</b>	<b>21</b>
<b>ELECTIVES:</b>	
<i>Select fifteen (15) semester hours from the graduate courses offered by the following:</i>	<b>15</b>
Select three (3) hours from the School of Religion.	3
Select twelve (12) hours from the School of Education and Psychology listed below:	12
COUN 502 Foundations of School Counseling	2
COUN 506 Developmental Psychology—Growth Years	3
COUN 510 Advanced Lifespan Development	3
COUN 514 Drugs and Addictions	3
COUN 522 Theories and Personality	3
EDAD 524 Foundations of Educational Administration	3
EDCI 535 Philosophy of Education	3
EDCI 546 Improving Instruction	3
EDIE 512 Counseling and Psychology of Exceptional Individuals and Their Families	3
EDIE 531 Behavior Management of Exceptional Individuals	3
EDOE 543 Environmental Ministries for Teachers and Youth Leaders	2
EDOE 563 Wilderness Stewardship	2
EDOE 593 Adventure-based Counseling	2
EDUC 520 Theories of Learning	2
EDUC 541 Principles of Counseling	3
<b>Total Hours Required for Religious Education</b>	<b>36</b>

## **Emphasis in RELIGIOUS STUDIES**

### **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. Completion of 16 Personality Factor Profile concurrently with the first course taken in residence at Southern Adventist University or submit results from a 16PF taken within the year preceding registration for the first course.
4. Upon request, the student will need to take the Graduate Record Examination (GRE) and submit a score based on the entrance criteria of GPA x 200 and GRE for a minimum of 1400. Provisional acceptance is between 1300 and 1400.
5. Presentation of an official transcript from an accredited bachelor's degree.
6. A non-refundable commitment deposit of \$100 per class, applicable to tuition.
7. Upon request, a minimum TOEFL score of 600 (paper-based)/250 (computer-based), for students for whom English is not the first language.

8. International graduate students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL). If they maintain ESL grades of B or above for two semesters or when their TOEFL scores reach 600, they will be permitted to take a full course-load of graduate classes.

**Objectives:**

1. To acquire knowledge for further academic training in religion.
2. To provide resources for developing and implementing a biblical philosophy of life.
3. To establish a sound theological foundation for Christian faith and practice.
4. To introduce sound methods for effective Christian service.

**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 church activities in which the applicant has engaged (e.g., conducted Bible studies, work in Revelation seminars, assisted with Health Education seminars).
2. Presentation of an official transcript from an accredited bachelor's degree program with 12 hours of undergraduate religion courses.

**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 the program with a minimum grade point average of 3.00 and no more than two courses with C grades.
3. Pass a written or oral comprehensive exam designed by the faculty of the School.

**The CORE Courses are as follows:***Theological courses (9):*

RELT 520	Spirituality in Ministry	3
RELT 531	Hermeneutics and Biblical Interpretation	3
RELT 581	Biblical Ethics and Contemporary Society	3

*Biblical courses (6):*

RELB 540	Old Testament Themes <b>OR</b>	3
RELB 555	Studies in Daniel	
RELB 550	New Testament Themes <b>OR</b>	3
RELB 556	Studies in Revelation	

*Professional course from the following (3):*

RELP 515	Equipping Laity for Ministry <b>OR</b>	3
RELP 534	Personal Soul-Winning Skills <b>OR</b>	
RELP 542	Urban Ministry and Evangelism	

*Research course (3):*

RELG 600	Research Methods and Writing	3
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TOTAL		21
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**ELECTIVES:**

*Select fifteen (15) semester hours from graduate courses offered by the School of Religion.* **15**

Total Hours Required for Religious Studies Emphasis **36**

### **Biblical Studies**

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

Directed study 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 culture 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 will also discuss the history of the discipline of Old Testament Theology.

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

An examination of the presentation and development of the major theological concepts and themes of the Old Testament from the perspective of the Christian faith. Course requirements will 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. A significant research assignment is required.

**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. A significant research assignment is required.

**RELB 550. New Testament Themes** **3 hours**

An introduction to and study of the major themes of the New Testament as expressed in its various literature types. Emphasis will be given to understanding these themes within the context of the significance of the life, death, resurrection, and high priestly ministry of Jesus Christ for contemporary society.

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

This course will engage 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 will be 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 will be 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 symbolisms of Daniel to discover their meaning and relevance for today. A research paper will be required.
- RELB 556. Studies in Revelation** **3 hours**  
A study of the prophecies and symbolisms of Revelation with their historical fulfillments. Special attention will be given to discovering its special message for our day. A research paper will be required.
- RELB 565. Topics in Biblical Studies** **3 hours**  
This course will cover 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.

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### **General Studies**

- RELG 564. Early and Medieval Church History** **3 hours**  
A study of the history of western Christianity from the end of the apostolic period through the 15<sup>th</sup> century, paying particular attention to institutional and theological development. A significant research assignment is required.
- RELG 565. Reformation and Post-Reformation Church History** **3 hours**  
A study of the Protestant Reformation, the Counterreformation, and religion in America, culminating with contemporary religious trends. A significant research assignment is required.
- RELG 600. Research Methods and Writing** **3 hours**  
A course dealing with techniques and tools including library and on-line 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. A research paper is required.

### **Professional Studies**

- RELP 401. Fundamentals of Biblical Preaching** **3 hours**  
This introductory course focuses on the preparation and delivery of expository sermons. The student will learn and implement a ten-step method in preparing an expository sermon. This sermon will be preached and analyzed in a peer-review setting. Only available to students with no formal preaching training. *Credit will not be given towards a master's degree.*
- RELP 500. Directed Study** **1-3 hours**  
Directed study designed to make up deficiencies in a student's undergraduate degree.
- RELP 501. Advanced Preaching Methods** **3 hours**  
An exploration of various models of Biblical preaching with an emphasis on inductive method and extemporaneous delivery. Course requirements will include preparation, delivery, and evaluation of sermons in a peer-review setting.

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- REL P 508. Expository Preaching** **3 hours**  
An advanced course on the theology and construction of expository sermons. Attention will be given to exegetical procedure, homiletical form, relevant illustration, and accurate application. The student will learn strategies for developing exegetical outlines of biblical books or chapter and transforming these outlines into fresh, contemporary sermons for today's audience. Course requirements will include preparation, delivery, and evaluation of sermons in a peer-review setting.
- REL P 513. Effective Church Leadership** **3 hours**  
Church leadership viewed from the perspective of character and effectiveness. Issues covered will include visioning, local mission development, mentoring, effective administration, and decision making. Case studies and group interaction will be used for learning purposes.
- REL P 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 will be carefully examined.
- REL P 517. Pastoral Counseling** **3 hours**  
Counseling theory and practice in church related settings. Mental health programs and follow-up are studied.
- REL P 519. Church and Community Health Education** **3 hours**  
Based on principles outlined in the Bible and the Spirit of Prophecy, this course will deal 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. A significant research assignment is required.
- REL P 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 will be 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.
- REL P 524. Evangelistic Preaching** **3 hours**  
This course concentrates on the development and delivery of Christ-centered, distinctive Adventist messages with emphasis on soul-winning decisions and the use of multi-media. Instruction includes sermon preparation for an evangelistic series.
- REL P 525. Youth Ministry in the Local Church** **3 hours**  
This course will emphasize 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.
- REL P 532. Principles and Strategies for Church Growth** **3 hours**  
This course will focus 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 will include year-long planning for community outreach, church planting, evangelistic preparation, and membership training.
- REL P 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 will be gained in laboratory exercises and in the field.

- REL P 537. Church Planting Strategies** **3 hours**  
The course will focus 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 will be surveyed. Students will 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.
- REL P 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.
- REL P 561. Preaching to the Secular Mind** **3 hours**  
The understanding of post-modern society and how to communicate the character of God and the truths of Scripture through effective sermons. Course requirements will include preparation, delivery, and evaluation of sermons in a peer-review setting.
- REL P 565. Topics in Professional Studies** **3 hours**  
This course will deal with selected topics of interest in the area of pastoral studies.
- REL P 569. Sermon Designs for Biblical Preaching** **3 hours**  
The student will explore a variety of sermon designs such as inductive, narrative plots, and other audience-centered preaching forms. Delivery focus will be on youth, secular people, and various ethnic congregations. Course requirements will include preparation, delivery, and evaluation of sermons in a peer-review setting.
- REL P 591. Preaching Practicum** **3 hours**  
The course is offered in connection with a field school of evangelism in which students will 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**

- 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. A significant research assignment or project is required.
- 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 will be paid to contemporary methods of interpretation and their impact on the authority and trustworthiness of Scripture.

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- RELT 538. Prophetic Guidance in the Adventist Church** **3 hours**  
An in-depth study of the gift of prophecy as seen in the life and ministry of Ellen G. White. Controversial issues in revelation and inspiration are explored. A significant assignment answering objections is required.
- RELT 542. Studies in Biblical Doctrines** **3 hours**  
An in-depth study of key biblical doctrines such as salvation, the nature of God and man, the Great Controversy, and the final destiny of God's people. A significant research assignment is required.
- RELT 546. Doctrine of Salvation** **3 hours**  
The central purpose of this class will be to study the plan of salvation/righteousness by faith. It will focus on building a biblically based understanding of salvation through the sanctuary and key soteriological books like Romans, Galatians, and John. Some time will also be 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 will also be 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. A significant research assignment is required.
- RELT 565. Topics in Theological Studies** **3 hours**  
This course will cover 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 will also compare and contrast these religions, consider areas of commonality between these religions and biblical Christianity, and provide insights as to how to share Christianity with practitioners of these religions. A research paper will be required.
- 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 will be 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 will deal 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.

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# THE REGISTRY

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## BOARD OF TRUSTEES

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## ADMINISTRATORS

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Dale J. Bidwell, B.S. (1989)	Senior Vice President, Financial Administration
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Katie Lamb, Ph.D. (1972)	Associate Vice President, Academic Administration Dean, Graduate Studies
Steve Pawluk, Ed.D (2002)	Senior Vice President, Academic Administration
Vinita Sauder, M.B.A. (1983)	Vice President, Marketing and Enrollment Services
William Wohlers, Ph.D. (1973)	Vice President, Student Services

## OTHER OFFICIALS

Eddie Avant, B.S. (1998)	Director, Campus Safety
Helen Bledsoe, B.S. (1984)	Thatcher South Manager and Assistant Dean
Marc Grundy, M.B.A. (1996)	Director, Enrollment Services
Henry Hicks, B.S. (1998)	Executive Director, Information Systems
Genevieve Cottrell, MInf (2001)	Director, Library
Ed Wright, D.Min. (1985)	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

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Ron Clouzet	Dean, School of Religion
Genevieve Cottrell	Director, Library
Alberto dos Santos	Dean, School of Education and Psychology
Marc Grundy	Director, Enrollment Services
Phil Hunt	Dean, School of Nursing
Steve Pawluk	Senior Vice President, Academic Administration
Vinita Sauder	Vice President, Marketing and Enrollment Services
Don Van Ornam	Dean, School of Business and Management
Joni Zier	Director, Records and Advisement

## GRADUATE INSTRUCTIONAL FACULTY

(Dates in parentheses indicate the beginning year of employment at Southern Adventist University.)

### **Desiree Batson—Ph.D., Associate Professor of Nursing**

B.S., Southern Adventist University; M.S.N., University of Wisconsin, Madison; Ph.D., University of Tennessee, Knoxville. (1997)

### **Krystal Bishop—Ed.D., Professor of Education**

B.S., Southern Adventist University; M.A., University of South Florida-Tampa; Ed.D., University of South Florida, Tampa. (1996)

### **Charles D. Burks—Ph.D., Professor of Psychology**

B.A., Evangel College; M.S., University of Nebraska—Omaha; Ph.D., Florida State University. (1998)

### **Ron E. M. Clouzet—D.Min., Dean and Professor of Ministry**

B.A., Loma Linda University—La Sierra; M.Div., Andrews University; D.Min., Fuller Theological Seminary. Th.D. Candidate, University of South Africa. (1993)

### **Myrna Colon—Ph.D., Professor of Education**

B.A. and M.A., University of Puerto Rico; Ed.S. and Ph.D., Andrews University. (2001)

### **Robert Coombs—Ph.D., Professor of Psychology**

B.A., Carson-Newman College; M.Div., The Southern Baptist Theological Seminary, D.Min., The Southern Baptist Theological Seminary; Ph.D., The University of Tennessee. (2004)

### **Alberto dos Santos—Ed.D., Dean and Professor of Education and Psychology**

B.A., University of South Africa; M.A. and Ed.D., Andrews University. (1995)

### **Denise Dunzweiler—Ph.D., Professor of Education**

B.A., Loma Linda University-La Sierra; M.A., Sonoma State University; Ph.D., Andrews University. (1996)

### **Holly Gadd—Ph.D., F.N.P., Professor of Nursing**

B.S., Andrews University; M.S.N., Loma Linda University; F.N.P., Midwestern State University, Ph.D., Texas Woman's University. (2000)

### **H. Robert Gadd—Ph.D., C.P.A., Professor of Business and Management**

B.S., Southern Adventist University; M.B.A., University of Maryland at College Park; Ph.D. University of Texas at Arlington. (2000)

### **David Gerstle—Ph.D., Professor of Nursing**

B.S., Union College; M.S.N. University of Texas, Ph.D., University of Tennessee, Knoxville. (1994)

**Norman Gulley—Ph.D., *Research Professor of Systematic Theology***

Diploma in Theology, Newbold College; B.A., Southern Adventist University; M.A. and M.Div., Andrews University; Ph.D., University of Edinburgh. (1978)

**Jan Haluska—Ph.D., *Professor of English***

B.S., Pacific Union College, M.A., Andrews University; Ph.D., University of Tennessee, Knoxville. (1981)

**Michael G. Hasel—Ph.D., *Professor of Near Eastern Studies and Archaeology***

B.A. and M.A., Andrews University; M.A. and Ph.D., University of Arizona. (1998)

**J. Douglas Jacobs—D.Min., *Associate Professor of Religion***

B.A., Southern Adventist University; M.Div. And D.Min., Andrews University. (2002)

**Barbara James—D.S.N., *Dean and Professor of Nursing***

B.S., Southern Adventist University; M.S.N., University of Texas at Arlington; D.S.N., University of Alabama at Birmingham. (1991)

**Greg A. King—Ph.D., *Professor of Biblical Studies***

B.A., Southern Adventist University; M.Div., Andrews University; Ph.D., Union Theological Seminary. (2004)

**Jud Lake—D.Min., Th.D., *Professor of Pastoral Theology***

B.A., Southern Adventist University; M.Div., Andrews University; D.Min., Reformed Theological Seminary. Th.D., University of South Africa. (1997)

**Donn W. Leatherman—Ph.D., *Professor of Old Testament Studies***

B.Th., Canadian Union College; M.Div., Andrews University; Ph.D., McGill University. (1992)

**Carlos G. Martin—Ph.D., *Professor of Missions and Evangelism***

B.Div., River Plate College; M.A., Andrews University; M.Div. and Ph.D., Southwestern Baptist Seminary. (2001)

**Robert Montague—Ph.D., *Associate Professor of Business and Management***

B.S., Loma Linda University; M.B.A., University of Missouri; Ph.D., University of Iowa. (1999)

**Cliff Olson—Ph.D., *Professor of Business and Management***

B.A., University of Northern Colorado; M.S., Colorado State University; Ph.D., Colorado State University. (1989)

**Edwin Reynolds—Ph.D., *Professor of New Testament Studies***

B.A., B.S., and M.A., Pacific Union College; M.A. and Ph.D., Andrews University. (2004)

**MaryAnn Roberts—D.Sc.N., *Professor of Nursing***

B.S. and M.S.N., Andrews University; D.Sc.N., University of Alabama, Birmingham. (1992)

**Philip G. Samaan—D.Min., *Professor of Applied Theology and Evangelism***

B.A., Walla Walla College; M.Div., Andrews University; M.S.P.H., Loma Linda University; D.Min., Andrews University. (1998)

**Mark Smith—J.D., C.P.A., *Associate Professor of Business and Management***

B.S., Union College; J.D., University of Nebraska, Lincoln. (2005)

**Carleton L. Swafford—Ph.D., *Professor of Education***

B.A., Southern Adventist University; M.S. and Ph.D., University of Tennessee, Knoxville. (1992)

**John Wesley Taylor, V—Ph.D., Ed.D., *Professor of Education and Psychology***

B.A. and B.S., Weimar College; M.A. and Ph.D., Andrews University; Ed.D., University of Virginia. (2003)

**Don Van Ornam—Ph.D., C.P.A., Dean and Professor of Business and Management**  
B.A., La Sierra College; M.S., University of California, Los Angeles; Ph.D., Claremont Graduate University. (1997)

**Neville Webster—D. Commerce, Professor of Business and Management**  
B. Comm, M.Comm., and D.Comm, University of South Africa. (2002)

**Penelope Webster—Ph.D., Professor of Psychology**  
B.A. and M.A., University of South Africa; Ph.D., Andrews University. (2002)

**Jon Wentworth—M.B.A., Associate Professor of Business and Management**  
B.A., B.S., Southern Adventist University; M.B.A., University of Tennessee, Nashville. (1996)

**Ruth Williams Morris—Ph.D., Professor of Psychology**  
B.A., Oakwood College; M.A., Andrews University; Ph.D., University of Minnesota. (2000)

### ***Adjunct Faculty***

**Gordon Bietz—D.Min., President, Southern Adventist University**  
B.A., Loma Linda University-La Sierra; M.Div. and D.Min, Andrews University; Merrill Fellow at Harvard University Divinity School. (1997)

**Jack J. Blanco—Th.D., Adjunct Professor of Theology, Southern Adventist University**  
B.A., Union College; M.A. and M.Div., Andrews University; M.Th., Princeton Theological Seminary; Th.D., University of South Africa.

**Gerald Colvin—Ed.D., Ph.D., Adjunct Professor of Education and Psychology, Southern Adventist University**  
B.A., Union College; M.Ed. and Ed.D. University of Arkansas; Ph.D., University of Georgia.

**Herbert Coolidge—Ph.D., C.P.A., Adjunct Professor of Business and Management, Southern Adventist University**  
B.S., Southern Adventist University; M.B.A. and Ph.D., Michigan State University.

**Ganoune Diop—Ph.D., Professor of Religion, Oakwood College**  
B.A. and M.A., Saleve University; Diploma, Maitrise en Philologie et Histoire de L'Orient Ancien, Institut Catholique De Paris; Ph.D., Andrews University.

**Letitia Erdmann—Ed.D., Consultant**  
B.S., Middle Tennessee State University; M.E.D., Vanderbilt University; Ed.D., Vanderbilt University.

**David Gerstle—Ph.D., Professor of Nursing, Southern Adventist University**  
B.S., Union College; M.S.N., University of Texas, Arlington; Ph.D., University of Tennessee, Knoxville.

**Josef Ghosn—Ed.D., Professor of Business, Florida Hospital**  
B.A., Middle East College; M.B.A., Andrews University; Ed.D., University of Massachusetts—Lowell.

**Leona Gulley—Ed.D., Adjunct Professor of Psychology, Southern Adventist University**  
B.S., Columbia Union College; M.A., Far East Theological Seminary; M.H.S., Philippine Union College; M.S., Andrews University; Ed.D., Vanderbilt University.

**Derek Morris—D.Min., Pastor, Forest Lake Seventh-day Adventist Church**  
B.A., Columbia Union College; M.Div. and D. Min., Andrews University; D. Min., Gordon-Conwell Theological Seminary.

**Ralph Trecartin—Ph.D., Assistant Professor, State University of New York**  
B.A., Atlantic Union College; M.B.A., Andrews University; Ph.D., Michigan State University.

**Greg Willett—J.D., *Attorney***

B.B.A., Southern Adventist University; J.D., Washington and Lee University.

**Ben Wygal—Ph.D., *Assistant to the President, Southern Adventist University***

B.A., Texas Tech University, Lubbock; M.A. and Ph.D., University of Texas, Austin.