

Graduate Catalog 2014–2015

Admissions Information for Graduate Studies

Phone 1.800.SOUTHERN (768.8437) or 423.236.2694

Email graduatestudies@southern.edu

Web southern.edu/graduatestudies

Fax 423.236.1694

Mailing Address

PO Box 370

Collegedale TN 37315-0370

TABLE OF CONTENTS

Academic Calendar	2
This is Southern Adventist University	4
Admissions	9
Financing Your Education	13
Academic Policies	19
School of Business and Management	26
School of Computing	37
School of Education and Psychology	41
School of Nursing	54
School of Religion	81
School of Social Work	92
Global Community Development	101
Course Descriptions	106
The Registry	152
Faculty	154
Index	161

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.

Academic Calendar 2014–2015

Summer 2014

Online registration for summer opens March 25, 2014.

School of Business & Management

May 5–Jun 13 and Jun 16–Jul 25

School of Education & Psychology

Counseling: May 5–30, Jun 2–26, Jun 30–Jul 24

Education: Jun 2–27, Jun 15–27 Outdoor Intensive, Jun 30–Jul 24

School of Nursing

May 12–Aug 22

School of Religion

Jun 2–18, Jun 16–27, Jun 30–July 11

School of Social Work

May 4–9

Global Community Studies

May 5–Aug 22

First Semester, Fall 2014

Aug 24–Dec 14	School of Social Work classes begin and end
Aug 25–Dec 17	School of Computer Science classes begin and end
Aug 25–Dec 17	School of Education & Psychology classes begin and end
Aug 25–Dec 17	Global Community Development classes begin and end
Aug 25–Nov 10	School of Business and Management classes begin and end, 12-week semester
Aug 25–Dec 18	School of Business and Management classes begin and end, 16-week semester
Aug 26–Dec 16	School of Nursing classes begin and end
Aug 31–Sep 10	School of Education & Psychology—Outdoor Ed Fall Intensives
Sep 4–Dec 3	Begin ordering December graduation regalia— www.cbgrad.com
Sep 11	Graduate Open House, 6:30 p.m., Hulsey Wellness Center
Oct 17–19	Mid-Semester Break

Oct 24	Graduate Vespers, 6 p.m.
Oct 24	Deadline to request Dec/May graduation at Records & Advisement Office
Nov 4–14	Returning students Online Preregistration for Winter 2015
Nov 17–Jan 20	New and Transfer students Online Registration for Winter 2015
Nov 24–30	Thanksgiving Break
Dec 2	Graduate Christmas Party, 5:30 p.m.
Dec 15 - 17	Semester Examinations
Dec 17	Commencement, 7 p.m., Iles Auditorium
Dec 22	Fall 2014 grades due at 5 p.m.
Dec 18–Jan 11	Christmas Vacation

Second Semester, Winter 2015

Jan 11–Apr 21	School of Social Work classes begin and end
Jan 12–Apr 10	School of Business & Management classes begin and end, 12-week semester
Jan 12–May 6	School of Business & Management classes begin and end, 16-week semester
Jan 12–May 6	School of Computer Science classes begin and end
Jan 12–May 6	School of Education & Psychology—Counseling classes begin and end
Jan 12–May 6	Global Community Development classes begin and end
Jan 12–May 6	School of Nursing classes begin and end
Jan 18–28	School of Education & Psychology—Outdoor Ed Winter Intensives
Jan 16–Apr 14	Begin ordering May graduation regalia— www.cbgrad.com
Jan 19	Martin Luther King Jr. Day/Community Service Day
Mar 6–15	Spring Break
Mar 19	Graduate Open House, 6:30 p.m., Hulsey Wellness Center
Mar 31–Apr 10	Returning Students Online Preregistration for Fall 2015
Apr 17	Graduate Vespers, 6 p.m.
May 4–6	Semester Exams and Registration for First Summer Session
May 10	Commencement, 9:30 a.m., Chattanooga Convention Center
May 12	Winter 2015 Grades due 5 p.m.

This is Southern Adventist University

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

The Mission

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

Vision

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

Core Values

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

Educational Philosophy

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

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

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

Institutional Goals

Southern Adventist University will

- **Learning Community**
nurture campus learning communities that engage students with ideas that mark educated persons, global and multicultural perspectives, and advanced technology to develop both ethical principles and intellectual flexibility.
- **Faculty and Staff**
hire and develop a competent and diverse faculty and staff who model balanced ethical lives, integrate faith and learning, demonstrate scholarship through teaching, research, and other scholarly and creative activities, and celebrate and energize the student spirit as they respect and support the different ways students develop their minds, their persons, and their citizenship.
- **Students**
recruit, retain, and support a capable, diverse student body.
- **Campus Environment**
provide a safe, nurturing learning community of faith for students, faculty, and staff.
- **Student Service**
enable every student to participate in local service and/or mission service activities.
- **Partnerships**
pursue and nurture partnerships with alumni, church, community, business and industry, civic organizations, and government in order to analyze, project, and respond to changing needs to help ensure that graduates are prepared for a life of service.
- **Stewardship**
steward resources entrusted to the university through effective fiscal management to fulfill its mission, vision and goals.

Student Learning Goals

Students of Southern Adventist University will

- **Spiritual**
grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist Church.
- **Intellectual**
develop a commitment to lifelong-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.

- **Occupational**
exhibit excellence and moral leadership in their chosen field of study and/or profession.
- **Social**
develop socio-emotional maturity that will enable them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
- **Physical**
take responsibility for their own wellbeing through a health-promoting lifestyle.

Guiding Principles for Graduate Programs

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

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

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

History

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

In 1916, because of limited acreage available for further expansion of plant facilities, the school was moved to the Thatcher farm in Hamilton County, Tennessee. The

name "Collegedale" was given to the anticipated community. At its new location, the school opened as Southern Junior College and continued as such until 1944 when it achieved senior college status, after which the name was changed to Southern Missionary College. In 1982 the name was changed to Southern College of Seventh-day Adventists. University status was achieved in 1996 when the name was changed to Southern Adventist University. In 2012, a doctor of nursing practice was added to the curriculum.

Setting

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

Accreditation and Memberships

Southern Adventist University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award one-year certificates, associate degrees, baccalaureate degrees, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of Southern Adventist University.

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

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

- The School of Business and Management is accredited through the International Assembly for Collegiate Business Education (Olathe, KS 66221, telephone number, 913.631.3009).
- The School of Education and Psychology teacher education program is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers P-12 education at Southern Adventist University. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes. The University is approved by the Tennessee State Board of Education for the preparation of secondary and elementary teachers, and has received preliminary approval for Administrator PreK-12 licensure.
- The M.S. in Global Community Development is pending SACS approval.
- The Associate of Science, Bachelor of Science, and Master of Science degree programs in nursing are accredited by the Accreditation Commission for

Education in Nursing (ACEN) (3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326). The Doctor of Nursing Practice degree program is in approved candidacy status with ACEN, awaiting initial accreditation. The School of Nursing is an agency member of the Council of Baccalaureate and Higher Degree Programs and the Council of Associate Degree Programs of the National League for Nursing. The School of Nursing is approved by the Tennessee Board of Nursing.

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

Facilities

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

- Brock Hall—Business and Management, English, History and Political Studies, Journalism and Communication, Visual Art and Design, WSMC FM90.5
- Daniels Hall—Social Work
- Hackman Hall—Religion
- Hickman Science Center—Biology, Chemistry, Computing, Mathematics, Physics and Engineering
- Hulsey Wellness Center—Physical Education, Health and Wellness
- J. Mabel Wood Hall—Music
- Ledford Hall—Technology
- Lynn Wood Hall—Advancement, Alumni, Development, Heritage Museum, Student Success Center/Counseling and Testing
- Florida Hospital Hall—Nursing
- McKee Library—Main Campus Library
- Miller Hall—Modern Languages
- Summeour Hall—Education and Psychology, Teaching Materials Center, 21st Century Classroom
- William Iles Physical Education Center—Physical Education, Swimming Pool
- Wright Hall—Administration

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

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

Admissions

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

Application for admission to graduate study, with the exception of the RN to MSN program and the accelerated Computer Science program is open to any person with a four-year bachelor's degree from a regionally accredited institution. Applicants must have a satisfactory grade point average (see requirement of individual Schools). All application materials become the property of the University and are not forwarded or returned. Incomplete and inactive applications are purged after 12 months. An applicant whose file has been purged must reapply by the deadline dates for the term in which enrollment is anticipated.

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

Admission Requirements

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

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

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

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

Deadlines

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

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

School of Nursing application deadlines are as follows:

TERM	U.S. RESIDENTS	INTERNATIONAL STUDENTS
Fall	May 1	March 1
Winter	October 1	August 1

Admission Categories

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

Regular Admission

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

Provisional Admission

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

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

Non-degree Admission

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

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

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

- Non-degree application form.

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

Registrations

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

To begin the registration process:

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

Admission of International Students

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

The following items must be submitted before admission is considered.

1. A completed application form and nonrefundable application fee.
2. Official or attested university records, including proof of all degrees received, with certified translations and evaluations (see International Evaluations).
3. Certification of English proficiency. Students whose native language is not English must have a minimum TOEFL score of 600 (paper-based) or 100 (Internet-based). TOEFL information and registration are available online at www.ets.org/toefl.
4. Documented evidence of financial resources sufficient to support the student for the calendar year, in addition to an international student deposit of \$3,000 (USD).
5. Official scores on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT), if required.
6. Letters of recommendations or rating forms.

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

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

International students admitted to graduate study are encouraged to arrive on campus two weeks prior to the beginning of classes. They should contact the international student adviser upon arrival. Graduate Studies must be notified of any change in the entering date after admission has been granted. All international students with student

12 ADMISSIONS

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

According to current immigration laws, international students with student visas may work on campus provided that employment is available and provided that the student is enrolled in a full course of study nine (9) graduate hours for each semester in attendance and is making progress to the completion of a degree. On-campus employment is limited to 20 hours per week while classes are in sessions and 40 hours per week during university vacation days.

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

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

International Transcripts

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

International Evaluations

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

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

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

English Proficiency

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

Financing Your Education

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

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

Federal Direct Loan Requirements and Disbursements

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

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

Ability to Benefit

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

Satisfactory Academic Progress Policy for Receiving Federal Financial Aid

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

Requirements

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

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

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

Time Frame for Receiving Financial Aid

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

Progress Review

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

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

Fees and Charges 2014–2015

Effective May 1, 2014, graduate tuition is \$585 per credit hour. Tuition for a doctorate program is \$820 per credit hour.

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

Add/Drop Fee	\$25.00
Application Fee—online	25.00
Application Fee—paper	40.00
Commitment deposit—Social Work	250.00
Global Community Development Program Fee	3,000.00
Insufficient funds check fee and penalty	25.00
Validation Exam	50.00
Validation Exam Recording Fee/Credit	40.00

Lab fees:

Lab fee 1	10.00
Lab fee 2	15.00
Lab fee 3	20.00
Lab fee 4	30.00

Lab fee 5	60.00
Lab fee 6	90.00
Lab fee 7	120.00
Lab fee 8	150.00
Lab fee 9	180.00
Lab fee 10	210.00
Lab fee 11	240.00
Lab fee 12	300.00
Lab fee 13	325.00
Lab fee 14	350.00
Lab fee 15	400.00
Lab fee 16	500.00
Lab fee 17	600.00
Lab fee 18	700.00
Lab fee 19	800.00
Lab fee 20	900.00
Lab fee 21	1,000.00
Lab fee 22	1,100.00
Lab fee 23	1,200.00
Lab fee 24	1,300.00
Lab fee 25	1,400.00
Lab fee 26	1,500.00
Lab fee 27	1,600.00
Lab fee 28	1,700.00
Lab fee 29	1,800.00
Lab fee 30	1,900.00
Lab fee 31	2,000.00
Lab fee 32	2,500.00
Lab fee 33	3,000.00
International Student Deposit	3,000.00
Parking fee	15.00
Replacement of ID card	20.00
Transcript fees:	
Processing Fee	2.25
Electronic Option Fee	1.75
FedEx Service (U.S. and Canada destinations only)	25.00

Payment Plans

Southern Adventist University offers a three-percent discount for students enrolled at least half-time who pay with cash or check their full expenses prior to the start of classes; or a one-percent discount to those enrolled at least half-time who pay by credit card their full expenses prior to the start of classes. Southern offers online payment plans for any charges that are not paid in full before the semester begins or

that are not already covered by federal loans. Sign up for payment plans online at southern.edu/payment. Students receiving federal loans that are equal to or greater than their tuition expenses and are guaranteed by the lender prior to registration are not required to pay until the loan proceeds are received by Southern.

Financial Aid Budget 2014–2015

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

Estimated Expenses

	(12 mos.)	(8 mos.)	(4 mos.)
Tuition (9 credit hrs.)	\$15,795	\$10,530	\$5,265
Housing	9,990	6,600	3,300
Board	3,150	2,100	1,050
Books and Supplies	1,650	1,100	600
Transportation	3,000	2,000	1,000
Personal/Medical	3,000	2,000	1,000
Financial Aid Budget*	\$36,495	\$24,330	\$12,165
DNP Tuition (9 credit hrs.)	\$22,140	\$14,760	\$7,380
Books and Supplies	500	500	500
Financial Aid Budget*	\$22,640	\$15,260	\$7,880

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

Refunds

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

Refunds are calculated as follows:

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

Refunds for shortened school term including summer sessions:

1st and 2nd day	100%
3rd and 4th day	60%
5th day through end of term	0%

International Student Deposit

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

Student Insurance

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

Payment Methods

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

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

Summer Residence Hall

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

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

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

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

University Apartments

University apartments are available on a first-come-first-served basis. The application is online at southern.edu/housing. Rental arrangements are made in Financial Administration (423.236.2816). Approval through Student Finance for the rent to be billed on the student account, and a \$250 commitment deposit, is required before a rental agreement is issued. An additional \$5 deposit for each key is billed on the student account. These deposits are fully refundable unless there are unpaid rental charges, cleaning charges, or unreturned keys. Additional charges are assessed if the deposit is insufficient to cover these costs. Semester rental charges are posted to the student's account a semester at a time to be paid monthly. Rates are subject to change without notice.

Books and Supplies

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

Release of Transcripts or Diplomas

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

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

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

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

Academic Policies

General Requirements for Master's Degree

Admission, Progression and Degree Candidacy

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

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

Credit and Course Requirements and Limitations

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

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

Validation Examinations

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

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

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

Graduation Requirements

In order to graduate, a candidate must:

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

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

Responsibilities of the Student

Students are responsible for regulations and procedures published in this bulletin and in school entrance materials. Advancement in the program is contingent upon the adherence to the decisions of the Graduate Council and the policies and procedures as published in this catalog. To avoid unnecessary delay or interruption of study, the student must assume the initiative in such matters as securing approval of a program of study and arranging for required tests and examinations.

Second Master's Degree

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

Student Records Privacy Policy

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

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

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

A more thorough explanation of records may be obtained from the Records and Advisement Office. The Director of Records and Advisement will further explain and clarify the Family Educational Rights and Privacy Act to students, parents, or

interested parties upon request. A FERPA tutorial and quiz is available at southern.edu/records.

Thesis Requirement

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

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

DNP Scholarly Project

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

Time Limit for Degree Completion

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

YEARS	SCHOOL/DEGREE
7	Religion
7	Education and Psychology
6	Business and Management, Nursing (MSN/MBA)
5	Business and Management
5	Computer Science
5	Nondepartmental (GCDP)
5	Nursing (DNP)
5	Nursing (MSN)
4	Social Work
3	Post-Master's Certificate

Transfer Credit

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

Veterans Educational Benefits

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

Withdrawal from a Course

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

Enrollment

Advisement

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

Attendance

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

Course Load for Intensive Classes

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

Enrollment Status

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

Independent Study

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

Medical Records

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

Online Programs

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

Readmission

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

Reclassification

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

Registration

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

Reinstatement Policy

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

Repeated Courses

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

Second Emphasis

Courses may be taken online or on campus toward a second emphasis; transfer credit does not apply. Each emphasis consists of additional credits totaling at least one-third the amount of credits required for the degree. Refer to the School for clarification. Credit hours may apply to only one emphasis.

Grade Policies**Grading System**

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

GRADE POINTS PER HOUR

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

Minimum Grades

Grades below C do not count toward graduate earned credit. A maximum of two courses with earned C grades may count toward a master's degree. Students accepted under provisional status are permitted one C grade providing the overall GPA is 3.00 or above.

Requirements for the DNP degree are:

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

Petition and Academic Grievance Procedures

Academic Grievances

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

Academic Integrity

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

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

Disability Services

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

The University does not assume the responsibility of identifying students who qualify for accommodations or special services. The student must 1) voluntarily and confidentially identify to the Disability Services Coordinator (DSC) as having a

qualifying disability and 2) provide appropriate documentation to be certified to receive accommodations.

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

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

Petitions

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

School of Business and Management

Dean and Program Coordinator: Mark Hyder

Graduate Enrollment Counselor: Lisa Kuhlman

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

Adjunct Faculty: Neville Webster, Ben Wygal

Mission Statement

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

Objectives

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

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

Degrees Offered

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

Online Program

The Master of Business Administration (Management and Healthcare Administration emphases) degree program is available online. You may contact

business.southern.edu or the School of Business and Management (423.236.2751) for more information.

Accreditation

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

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

Prerequisites for Admission

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

Admission Requirements

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

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

1. A bachelor's degree from an accredited institution in any major.
2. A cumulative undergraduate grade point average of 3.00 or higher.
3. A Graduate Management Admissions Test (GMAT) taken within the past five years. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related management experience may be admitted without a GMAT score.

4. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 600 (paper based)/250 (computer-based)/100 (Internet-based), having taken the test within the past year or demonstrate proficiency in the use of the English language.

Provisional Admission

A student accepted on academic provisional basis may be admitted to regular status upon the completion of 12 credit hours taken through Southern with a minimum grade of B in each course. Students are not permitted to repeat courses in order to satisfy this requirement. Students who do not satisfy this requirement will not be permitted to continue in the program.

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

Admission to the Programs

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

Time Limits

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

Residence

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

Transfer Credit and Progression

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

Second Emphasis

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

Graduation Requirements

A candidate must:

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

MASTER OF BUSINESS ADMINISTRATION, M.B.A.

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

The emphases in the MBA are:

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

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

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

CORE Courses for all MBA Emphases

- BUAD 505 - Management in a Changing World **3 hours**
- BUAD 510 - Accounting for Control and Decision Making **3 hours**
- BUAD 520 - Financial Management **3 hours**
- BUAD 530 - Organizational Behavior **3 hours**
- BUAD 540 - Marketing Management **3 hours**
- BUAD 555 - Leadership and Change **3 hours**

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

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

Core Subtotal 24 Hours

Emphasis in Accounting

Select twelve (12) hours from the following courses:

ACCT - Accounting Electives **9 hours**

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours** *

ACCT 507 - Intermediate Financial Accounting I **3 hours** (or equivalent)

ACCT 508 - Intermediate Financial Accounting II **3 hours** (or equivalent) *

FNCE 505 - Principles of Finance **3 hours** *

Subtotal 12 Hours

Core Subtotal 24 Hours

TOTAL 36-48 HOURS

Emphasis in Customized

(Must be approved in advance with the dean)

Select twelve (12) hours from the following courses:

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours** *

FNCE 505 - Principles of Finance **3 hours** *

Subtotal 6 Hours

Core Subtotal 24 Hours

TOTAL 36-42 HOURS

Emphasis in Finance

Select nine (9) hours from the following courses:

FNCE - Finance Electives **9 hours**

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours** *

FNCE 505 - Principles of Finance **3 hours** *

Subtotal 6 Hours

Emphasis in Healthcare Administration

(Also available online)

Select twelve (12) hours from the following courses:

HADM - Healthcare Administration **9 hours**

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours ***

FNCE 505 - Principles of Finance **3 hours ***

Subtotal 6 Hours

Core Subtotal 24 Hours

TOTAL 36–42 HOURS

Emphasis in Management

(Also available online)

Select twelve (12) hours from the following courses:

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

BHRM 510 - Human Resource Management **3 hours**

BEXM - Management Electives **6 hours**

ECON 521 - Managerial Economics **3 hours**

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours ***

FNCE 505 - Principles of Finance **3 hours ***

Subtotal 6 Hours

Core Subtotal 24 Hours

TOTAL 36–42 HOURS

Emphasis in Marketing Management

Select twelve (12) hours from the following courses:

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

BHRM 510 - Human Resource Management **3 hours**

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

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

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

BMKT 595 - Independent Study **3 hours**

BMKT 597 - Marketing Research **3 hours**

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours** *

FNCE 505 - Principles of Finance **3 hours** *

Subtotal 6 Hours

Core Subtotal 24 Hours

TOTAL 36–42 HOURS

Emphasis in Nonprofit Leadership

Select twelve (12) hours from the following courses:

NPLD - Nonprofit Electives **9 hours**

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

ACCT 505 - Financial Accounting **3 hours** *

FNCE 505 - Principles of Finance **3 hours** *

Subtotal 6 Hours

Core Subtotal 24 Hours

TOTAL 36–42 HOURS

MASTER OF FINANCIAL MANAGEMENT, M.F.M.

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

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

Admission Requirements

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

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

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

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

Courses for the Master of Financial Management

The program consists of 30 hours of courses.

Core Courses

- ACCT 510 - Accounting for Control and Decision Making **3 hours**
- BUAD 505 - Management in a Changing World **3 hours**
- BUAD 562 - Integrating Faith and Business **3 hours**
- FNCE 510 - Financial Management **3 hours**
- FNCE 515 - Applied Corporate Finance **3 hours**
- ACCT 564 - Financial Statement Analysis **3 hours**
or FNCE 564 - Financial Statement Analysis **3 hours**

Core Subtotal 18 Hours

Select twelve (12) hours from the following courses:

- ACCT 520 - Accounting Theory **3 hours**
- ACCT 550 - Advanced Accounting **3 hours**
- ACCT 552 - Auditing **3 hours**
- ACCT 556 - Federal Taxation **3 hours**
- ACCT 557 - Advanced Federal Taxation **3 hours**
- ACCT 587 - Accounting and Reporting in the SEC Environment **3 hours**
- FNCE 550 - Working Capital Management **3 hours**
- FNCE 552 - Financial Markets, Rates, and Flows **3 hours**
- FNCE 553 - Financial Institutions **3 hours**
- FNCE 555 - Fundamentals of Investment **3 hours**
- FNCE 561 - Portfolio Management **3 hours**

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalents*

- ACCT 505 - Financial Accounting **3 hours** *
- ACCT 507 - Intermediate Financial Accounting I **3 hours** *
- ACCT 508 - Intermediate Financial Accounting II **3 hours** *
- FNCE 505 - Principles of Finance **3 hours** *

Subtotal 12 Hours

TOTAL 30-42 HOURS

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

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

The emphases in the MSA are:

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

Admission Requirements

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

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

Admission to the Program

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

Courses for the Master of Science in Administration

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

The CORE Courses for all MSA Emphases

- BUAD 505 - Management in a Changing World **3 hours**
- BUAD 540 - Marketing Management **3 hours**
- BUAD 555 - Leadership and Change **3 hours**
- BUAD 562 - Integrating Faith and Business **3 hours**
- NPLD 552 - Christian Missionary Entrepreneurship **3 hours**
- NPLD 570 - Strategic Management in Nonprofit Organizations **3 hours**
- Core Subtotal 18 Hours**

Required for students who have not taken undergraduate equivalent*

- ACCT 505 - Financial Accounting **3 hours** *
- Subtotal 3 Hours**

Emphasis in Church Administration

Select twelve (12) hours of electives from:

RELB, RELP or RELT

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalent*

ACCT 505 - Financial Accounting **3 hours ***

Subtotal 3 Hours

Core Subtotal 18 Hours

TOTAL 30–33 HOURS

Emphasis in Customized

(Must be approved in advance with the dean)

Select twelve (12) hours from the following courses:

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalent*

ACCT 505 - Financial Accounting **3 hours ***

Subtotal 3 Hours

Core Subtotal 18 Hours

TOTAL 30–33 HOURS

Emphasis in Nonprofit Leadership

Select six (6) hours from:

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

Select an additional six (6) hours from:

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

Subtotal 12 Hours

Required for students who have not taken undergraduate equivalent*

ACCT 505 - Financial Accounting **3 hours ***

Subtotal 3 Hours

Core Subtotal 18 Hours

TOTAL 30–33 HOURS

Emphasis in Outdoor Education

Choose one of the following course combinations:

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

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

or EDOE 523 - Leadership in Outdoor Education **2 hours**

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

or EDOE 533 - Developing Outdoor Teaching Sites **2 hours**

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

Subtotal 3 Hours

Select nine (9) hours from:

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

Subtotal 9 Hours

Required for students who have not taken undergraduate equivalent*

ACCT 505 - Financial Accounting **3 hours** *

Subtotal 3 Hours

Core Subtotal 18 Hours

TOTAL 30–33 HOURS

School of Computing

Dean: Richard L. Halterman

Program Coordinator: Tyson Hall

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

Mission Statement

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

The School of Computing offers a Master of Science in Computer Science with two options: Computer Science and Embedded Systems.

MASTER OF SCIENCE IN COMPUTER SCIENCE, M.S.

Emphasis in Computer Science

Emphasis in Embedded Systems

Prerequisites for Admission

Students with undergraduate degrees in Computer Science from non-ABET accredited programs and students with an undergraduate degree in an area outside of Computer Science may be required to take specific prerequisite undergraduate courses in computer science or embedded systems prior to admission.

Admission to the Program

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

1. A BS in Computer Science degree from an ABET-accredited program, or a four-year undergraduate degree in Computer Science or related program with permission.
2. Cumulative undergraduate grade point average of 3.00 or higher.
3. International students must have a TOEFL score of at least 600 (paper-based)/250 (computer-based)/100 (Internet-based) having taken the test within the past year or demonstrated proficiency in the use of the English language.
4. Students may be admitted to the program at the beginning of both fall and winter semesters

Provisional Admission

A student accepted on provisional basis may be admitted to regular status upon the completion of 12 graduate credit hours taken through Southern with a minimum grade of B- in each course. Students are not permitted to repeat courses in order to satisfy this requirement. Students who do not satisfy this requirement will not be permitted to continue in the program.

Permission to Take Classes

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

Time Limits

Graduate students will normally take two courses per semester (6 hours) for four semesters (24 hours). During the second year of the program students will add the project/thesis course to the normal course load giving a total of nine hours per semester (an additional 6 hours). Normal progress of part-time students will be one or more courses per semester. The time allowed from graduate program enrollment to the conferring of the Master of Science in Computer Science degree may not exceed five years. Application for an extension will be considered on an individual basis.

Residence

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

Transfer Credit and Progression

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

Graduation Requirements

A candidate for graduation must:

1. Complete an application to graduate, which must be filed with Records and Advisement at least two months prior to the anticipated graduation date.
2. Complete all required coursework with a minimum GPA of 3.00, including no more than two courses with a grade below B-. Courses with a grade below a C will not be counted for credit toward the MS in Computer Science degree.

3. Successfully complete and defend a project or thesis.
 - A project consists of significant individual development work. In the process the student will successfully complete an approved Project Proposal and publicly defend a final Project Report that meets the standards defined on the School of Computing web site.
 - The Thesis consists of a body of original scholarly work completed by an individual student. In the process the student will successfully complete an approved Thesis Proposal and publicly defend a thesis that meets the standards defined on the School of Computing web site.
 - After all coursework has been completed and the student has taken the required 6 hours of project/thesis credit, the student must take at least one project/thesis credit per semester until the project/thesis is completed and accepted.

Options for Completing the MS in Computer Science

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

Courses for Master of Science in Computer Science Emphasis

CORE Courses for all Computer Science Emphases

- CPHE 533 - Advanced Computer Architecture **3 hours**
 - CPTR 511 - Testing and Quality Assurance **3 hours**
 - CPTR 531 - Algorithms **3 hours**
 - CPTR 542 - Advanced Network Security **3 hours**
 - CPTR 571 - System Software and Architecture **3 hours**
 - CPTR 575 - Issues in Computer Science and Religion **3 hours**
- Required Core 18 hours**

Emphasis in Computer Science

Required Core 18 hours

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

Subtotal 15 hours

TOTAL 33 HOURS

Emphasis in Embedded Systems

Required Core 18 hours

CPHE Electives **6 hours** (CPTR 3 hours allowed)

CPHE 598 - Project **1-6 hours**

or CPHE 599 - Thesis **1-6 hours**

Subtotal 15 hours

TOTAL 33 HOURS

School of Education and Psychology

Dean: John W. McCoy

Director of MEd Programs & Instructional Leadership Coordinator: Bonnie Eder

Literacy Education Coordinator: Krystal Bishop

Outdoor Education Program Director & Coordinator: Douglas Tilstra

Clinical Mental Health Counseling Program Coordinator: Steve French

Director of Counseling Programs & School Counseling Program Coordinator:
Ileanna Freeman

Graduate Enrollment Counselor: Mikhaile Spence

Faculty: Krystal Bishop, Robert Coombs, Ardelle Dickinson, Bonnie Eder, Ileanna Freeman, Steve French, Alfredo Fuentes, Faith Laughlin, John W. McCoy, Carleton L. Swafford, Douglas Tilstra, Tron Wilder, Ruth WilliamsMorris

Mission Statement

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

Degrees Offered

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

The emphases in Counseling are:

- Clinical Mental Health Counseling
- School Counseling

The emphases in Education are:

- Instructional Leadership
- Literacy Education
- Outdoor Education

Delivery Formats

Most graduate courses in the School of Education and Psychology are offered in a face-to-face format. Certain courses, however, are offered in online, hybrid, and/or

intensive seminar formats. For online course availability and more information visit online.southern.edu or contact the Southern Online office at 423.236.2087.

General Information

Admission

1. **GPA Requirement:** A minimum of 3.25 grade point average on the undergraduate level or a 3.00 average (with no grade lower than a B-) on a minimum of 9 semester hours of graduate credit is required.
2. **TOEFL:** International students whose language of education is not English must submit their score on the Test of English as a Foreign Language (TOEFL). A minimum score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the Internet-based test is required for regular admission.
3. **Statement of Purpose:** Prior to the faculty interview (see program-specific requirements), candidates are to complete a written "Statement of Purpose" regarding their motivation for joining the particular graduate program and what they hope to gain from the program.
4. **Background Check:** Applicants must submit evidence of having passed a background check and affirm that they are not registered sex offenders on the Tennessee Sex Offender Registry. Legal declaration and waiver forms are available from the School of Education and Psychology.
5. **Résumé:** Applicants are to submit a professional résumé.
6. **Admission Approval:** Receive program admission approval from the appropriate admissions committee.

Regular admission may be granted when the applicant meets all admission requirements, including program-specific requirements. Individuals who lack a general graduate or program-specific requirement may be considered for provisional admission on an individual basis. In terms of GPA, individuals with an overall undergraduate grade point average of less than 3.25 may be considered for provisional admission if the grade point average of their upper division (300- and 400-level) courses exceeds a 2.75. Provisional acceptance may not extend beyond 9 credit hours, and is not extended to international students.

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

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

Admission to Candidacy

In order to enroll in Clinical Internship, MS in Counseling students must be admitted to candidacy. MEd students must be admitted to candidacy in order to progress beyond the completion of 24 credit hours in their program. Students should refer to program-specific requirements for additional details.

Program Completion

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

MASTER OF SCIENCE IN COUNSELING, M.S.

Mission, Goal and Objectives

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

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

Admission to the Program

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

1. **Prerequisite Coursework:** The completion of a minimum of 6 credits in psychology or behavioral sciences on the upper-division undergraduate or graduate level plus one class in research and/or statistics is required. [Note: If taken at the graduate level, these courses will not be counted as part of the graduate program.]
2. **Recommendations:** Three letters of recommendation, including one academic and one professional, from recent sources, are required. Letters are required and

additional recommendation forms (to be attached to letters) are available from the Graduate Studies Office or online at southern.edu/graduatestudies.

3. **Interview:** An interview by Counseling area faculty to assess the candidate's values, commitment to multiculturalism, attitudes, and communication skills. This interview will be conducted prior to the candidate's regular admission.
4. **Personality Test:** Results from the 16 PF personality test must be on record prior to completion of faculty interview. Contact the School of Education and Psychology Graduate Enrollment Counselor for instructions.

Progression

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

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

Admission to Candidacy

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

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

Field Experiences

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

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

To register for Internship, a minimum of 38 credits must be completed for School Counseling, and 44 credits for Clinical Mental Health Counseling. A student who is seeking a double-emphasis degree must complete separate fieldwork (e.g., Practicum II and Internship) settings for each emphasis. External supervisors of internship or practicum must meet the following criteria: (a) three years experience in current position (b) licensure in respective area, and (c) recommendation by the school or agency administration.

Program Completion

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

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

Courses for Master of Science in Clinical Mental Health Counseling Emphasis

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

The REQUIRED courses are as follows:

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

Electives

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

- COUN 507 - Sexuality: Issues in Counseling **2–3 hours**
- COUN 565 - Topics in Counseling **1–3 hours**
- COUN 591 - Marriage and Family Counseling II **3 hours**
- COUN 595 - Independent Study **1–3 hours**
- COUN 599 - Master's Thesis **1–6 hours** (6 hours required)
- Subtotal 4–6 Hours**

TOTAL 60–62 HOURS

NOTE: *Availability of courses may vary*

Courses for Master of Science in School Counseling Emphasis

The Master of Science degree in School Counseling is approved by the Tennessee State Board of Education and the National Council for Accreditation of Teacher Education (NCATE). This program includes 50 semester hours of courses and field practice. Additional semester hours may be required of candidates who need to remove deficiencies or who have particular interests. According to State of Tennessee certification requirements, school counseling candidates without prior teaching experience will need to participate in an additional orientation experience, including observation of, participation in, and analysis of classroom teaching in a school setting as an early part of their academic program. Candidates who wish to meet the requirements for School Counselor certification in Tennessee must complete their degree and pass the designated PRAXIS II exam.

The REQUIRED courses are as follows:

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

TOTAL 50 HOURS

Thesis Option:

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

TOTAL 50–56 HOURS

NOTE: *Availability of courses may vary*

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

Goals and Objectives

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

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

Admission to the Program

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

1. **Prerequisite Coursework:** Completion of a minimum of nine semester credits in undergraduate education courses (or in graduate education courses which will not be counted as a part of the graduate program). Applicants to the Master of Science in Education with an Outdoor Education emphasis are exempt from this requirement.
2. **Recommendations:** Submission of two professional recommendations. Forms are available from the Graduate Studies Office or online at southern.edu/graduatestudies.
3. **Educational Experience (Instructional Leadership Only):** Verification of two years successful teaching experience in a public school or non-public school, preK–12, that is approved by a recognized accrediting agency or approved by a state department of education; an institution of higher education approved by a regional accrediting association; U.S. government teaching programs; teacher exchange programs; or teaching in the armed forces of the United States.

Admission to Candidacy

MSEd students cannot progress beyond the completion of 24 credit hours in their program requirements without being admitted to candidacy. MSEd students must complete the following requirements for admission to candidacy.

1. **GPA:** Maintain a minimum graduate grade point average of 3.00.
2. **Program Survey:** Submit a completed Program Survey. This form is available from the School of Education and Psychology.
3. **Dispositions Assessment:** Obtain from the area of emphasis coordinator an evaluation of proficient or higher on each of the core areas identified on the Dispositions Assessment form.

4. **Midpoint Professional Portfolio:** Receive an overall score of proficient or higher on the midpoint Professional Portfolio.
5. **Professional Membership:** Present documentation of membership in a professional organization.
6. **Position Paper:** Receive a score of proficient or higher on each of the components of the program-specific position paper. This paper will be completed in EDAD 520 for Instructional Leadership, EDLE 567 for Literacy Education, and EDOE 543 for Outdoor Education.
7. **Admission Approval:** Receive approval for Admission to Candidacy from the MEd Advisory Council.

Field Experiences

Candidates in the MEd programs are required to conduct research as a component of Clinical Practice. The proposal will typically be developed as part of the graduate research course. The results of the research study are to be made available as a resource for faculty and colleagues.

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

Program Completion

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

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

Courses for the Master of Science in Education

One of the following emphases is to be selected:

Emphasis in Instructional Leadership

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

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

The REQUIRED courses are as follows:

EDAD 520 - Foundations of Instructional Leadership **3 hours**

EDIL 546 - Improving Instruction **3 hours**

EDIL 561 - Instructional Design **3 hours**

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

EDUC 588 - Statistics **3 hours**

EDUC 591 - Methods of Educational Research **3 hours**

EDIL 594 - Clinical Practice **3 hours**

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

Subtotal 21 Hours

Select eighteen (18) hours from an area

(e.g. EDAD, EDLE, EDOE, or other content area, such as math, science, English, or history).

This program is intended for advanced study in an area of existing certification and thus allows the transfer of up to 18 graduate credits in a specific content area from an accredited institution of higher education. The candidate must present a rationale for the inclusion of these courses in his or her program of study, which must then be approved by the MSED Advisory Council.

Individuals interested in pursuing a course of study in administration (e.g. school principal or superintendent) must select their 18 hours from courses with the EDAD prefix. These individuals should also complete the EDAD, rather than the EDIL, Clinical Practice.

Subtotal 18 Hours

TOTAL 39 HOURS

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

Emphasis in Literacy Education

The Master of Science emphasis in Literacy Education is designed to empower classroom teachers to keep learners at the heart of all literacy instruction, while responding to the demands of research-based pedagogical practice mandated by federal initiatives such as No Child Left Behind. The Literacy Education program focuses on enhancing classroom pedagogy with a goal of teaching differently. Because most courses contain a significant application component, teachers are given ample opportunities to translate theory into practice.

The REQUIRED courses are as follows

- EDLE 527 - Implementing Reading Workshop **3 hours**
- EDLE 537 - Implementing Writing Workshop **3 hours**
- EDLE 565 - Critical Thinking in Content Literacy **3 hours**
- EDLE 567 - Literacy Instruction in Primary Classrooms **3 hours**
- EDLE 573 - The Art of Teaching Writing **3 hours**
- EDLE 586 - Professional Applications in Literacy **3 hours**
- EDLE 594 - Clinical Practice **3 hours**
- EDUC 531 - Technology and the Educator **3 hours**
- EDUC 577 - Reading Assessment and Remediation **3 hours**
- EDUC 588 - Statistics **3 hours**
- EDUC 593 - Educational Action Research **3 hours**

Subtotal 33 Hours

Select three (3) hours of elective from:

EDAD, EDIL, EDLE, EDOE or EDUC

Subtotal 3 Hours

TOTAL 36 HOURS

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

Emphasis in Outdoor Education

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

Option 1: The Outdoor Professional Intensives

These intensive sessions are designed for outdoor professionals (camp directors, naturalists, etc.) who need to continue working while enrolled in classes. To accommodate the work schedules of such professionals, each semester requires attendance at a ten-day intensive, with additional projects and/or assignments to be

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

Option 2: The Classroom Teacher Summer Field School

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

The REQUIRED courses are as follows

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

Subtotal 9 Hours

Select twelve (12) hours from the following courses:

- EDOE 503 - Principles and Concepts of Outdoor Education **2 hours**
- EDOE 504 - Field Experience in Principles and Concepts of Outdoor Education **1 hour**
- EDOE 513 - Nature Study **2 hours**
- EDOE 514 - Field Experience in Nature Study **1 hour**
- EDOE 523 - Leadership in Outdoor Education **2 hours**
- EDOE 524 - Field Experience in Leadership in Outdoor Education **1 hour**
- EDOE 533 - Developing Outdoor Teaching Sites **2 hours**
- EDOE 534 - Field Experience in Developing Outdoor Teaching Sites **1 hour**
- EDOE 535 - Outdoor Therapy: Design and Procedures **2 hours**
- EDOE 536 - Field Experience in Outdoor Therapy **1 hour**

Subtotal 12 Hours

Electives

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

Subtotal 15 Hours

TOTAL 36 HOURS

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

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

Suggested Schedules for Outdoor Professional Intensives**Winter Outdoor Site Development Intensive (even years)**

EDOE 513 - Nature Study **2 hours**

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

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

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

EDOE 577 - Outdoor Intensive Lab—Winter **0 hours**

EDUC 591 - Methods of Educational Research **3 hours**

Electives (up to 3 credits) **1-3 hours**

Winter Outdoor Perspectives Intensive (odd years)

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

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

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

EDOE 577 - Outdoor Intensive Lab—Winter **0 hours**

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

Electives or Internship **2-5 hours**

Fall Outdoor Leadership Intensive

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

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

EDOE 543 - Environmental Ministries **2 hours**

EDOE 563 - Wilderness Stewardship **2 hours**

EDOE 576 - Outdoor Intensive Lab—fall **0 hours**

Electives or Internship **2-5 hours**

School of Nursing

Dean: Barbara James

Program Coordinator: Holly Gadd

Graduate Enrollment Counselor: Diane Proffitt

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

Adjunct Faculty: Stephen Bauer, Michael Cafferky, H. Robert Gadd, Harold Mayer, Harry W. Miller III, Robert Montague, Cliff Olson, MaryAnn C. Roberts, Dennis Steele, Neville Webster, Jon Wentworth, Ben Wygal

Mission Statement

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

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

Degrees Offered

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

Master's Degrees:

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

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

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

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

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

Acute Care Nurse Practitioner - Adult/Gerontology

- Adult/Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator (available on campus and online)

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

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

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

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

DOCTOR OF NURSING PRACTICE, D.N.P.

- Emphasis in Acute Care Adult/Gerontology
- Emphasis in Acute Care Specialization
- Emphasis in Lifestyle Therapeutics

DNP Overview

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

Accreditation

The Doctor of Nursing Practice (DNP) degree program is approved by the Southern Association of Colleges and Schools (SACS). The Accreditation Commission for Education in Nursing (ACEN) has accepted the candidacy application for the DNP program. Full program accreditation is anticipated following a campus visit in February 2014.

DNP Admission Requirements

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

1. General University admission – documents submitted to graduate studies office
 - Graduate Application
 - Official transcripts from undergraduate and graduate schools attended, documenting MSN, a minimum cumulative graduate GPA of 3.00 and evidence of successful completion of an undergraduate or graduate course in statistics (3 credit hours)
 - Three letters of recommendation (2 from a clinical setting; 1 academic)
 - Narrative statement describing the applicant's purpose and goals
 - Curriculum vitae
2. School of Nursing admission to the DNP program—documents submitted to graduate enrollment counselor in the School of Nursing
 - Scholarly writing sample (e.g. previous graduate-level paper)
 - Current RN licensure in state or location of residence
 - Current Advanced Practice Certification from a nationally recognized organization (Acute Care emphases only)
 - Current Advanced Practice License in state or location of residence as required by that jurisdiction (Acute Care emphases only)
 - Work experience as an RN. A minimum of two years (4000 hours) is generally expected. Acute care applicants should document acute care skill set. Exceptions related to work experience may be considered for students with limited work experience. These students are required to obtain and maintain ongoing work experience as a registered nurse or nurse practitioner while enrolled in the graduate curriculum.
 - Interview by faculty member(s) - scheduled once all other documents have been submitted
 - International students must submit official transcripts along with an evaluation by an accredited evaluation service. Applicants must achieve a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) within the past year prior to application.
3. Satisfactory outcome of the health and safety assessments, and completion of basic emergency training requirements of the program – documents submitted to graduate enrollment counselor in the School of Nursing
 - Physical exam
 - Criminal background check
 - Drug screen
 - Current immunizations*
 - CPR / BLS certification*

*currency must be maintained throughout DNP program

Admission to the Program

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

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

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

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

Application Deadlines

All documents for Step 1 and Step 2 of the admission process must be complete by May 1, 2014 for fall 2014 admission. Applications will be prioritized for review based on an applicant's level of education, work experience, and completion of all items of the application process.

Applicant Notification of Admission Status

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

Time Limits

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

Progression

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

Student academic standing is monitored regularly for incomplete, unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas

are subject to advisement and consideration regarding program progression. In general the following rules apply to progression:

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

Residence

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

DNP Graduation Requirements

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

Courses for the Doctor of Nursing Practice

CORE Courses

HADM 532 - Healthcare Economics and Finance **3 hours**

NRSG 711 - Healthcare Technology in Advanced Practice **2 hours**

NRSG 714 - Practical Epidemiology and Research **3 hours**

NRSG 716 - Applied Biostatistics in Clinical Research **3 hours**

NRSG 722 - Genetics and Environment in Disease **3 hours**

NRSG 723 - Christian Leadership and Management **2 hours**

RELT 540 - Christianity and Ethics in Professional Practice **3 hours**

Required Core 19 hours

Scholarly Project Courses

NRSG 810 - Scholarly Project Development **1 hour**

NRSG 815 - Scholarly Project Progression **2 hours**

NRSG 820 - Scholarly Project Implementation **3 hours**

NRSG 825 - Scholarly Project Evaluation **3 hours**

Required Scholarly Project 9 hours

Emphasis in Acute Care Adult/Gerontology

Required Core 19 hours

Required Scholarly Project 9 hours

NRSNG 757 - Acute Care Concepts and Skills I **3 hours**

NRSNG 759 - Acute Care Concepts and Skills II **3 hours**

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

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

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

NRSNG 730 - Emergency and Disaster Management **2 hours**

TOTAL 42

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

Emphasis in Acute Care Specialization

Required Core 19 hours

Required Scholarly Project 9 hours

NRSNG 761 - Acute Care Specialization I **2 hours**

NRSNG 762 - Acute Care Specialization II **2 hours**

NRSNG 730 - Emergency and Disaster Management **2 hours**

NRSNG 783 - Practicum I: Acute Care Specialization **2 hours**

NRSNG 784 - Practicum II: Acute Care Specialization **2 hours**

TOTAL 38

Emphasis in Lifestyle Therapeutics

Required Core 19 hours

Required Scholarly Project 9 hours

NRSNG 728 - Introduction to Lifestyle Therapeutics **2 hours**

NRSNG 734 - Educating and Motivating Patients for Lifestyle Changes **2 hours**

NRSNG 744 - Exercise Modalities for Lifestyle Change **3 hours**

NRSNG 746 - Nutritional Approaches to Disease Prevention and Management **3 hours**

NRSNG 765 - Current Topics in Advanced Practice **1–3 hours** (1 hour required)

TOTAL 39

MASTER OF SCIENCE IN NURSING, M.S.N

Accreditation

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

MSN Admission Requirements

1. Completed graduate application.
2. A baccalaureate degree with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. Three hours in statistics.
5. An undergraduate GPA of 3.00 or better. If the candidate has previously taken 12 or more graduate credits from another college or university, the graduate GPA may be substituted for the undergraduate GPA.
6. Applicants with less than a 3.00 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
7. Personal interview and two professional references.
8. A minimum of two years (4,000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have substantive experience in critical care or a related area, and submit documentation of critical care skill set with application.
9. Individual exceptions related to work experience may be considered for students with limited work experience. These students are required to obtain and maintain ongoing work experience as a registered nurse while enrolled in the graduate curriculum.
10. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) with testing within the past year.

Admission to the Program

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

Application Process

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to May 1 for fall admission, and by October 1 for winter admission. Priority is given to most

qualified applicants based on level of education, work experience, and completion of all items of the application process. Enrollment in the nurse practitioner emphasis is limited.

2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunizations, recent physical examination, and healthcare provider CPR certification to School of Nursing MSN Enrollment Counselor.

Applicant Notification of Admission Status

1. Files of applicants who have completed the application process (steps 1–3 above) will be considered for program admission by the School of Nursing Graduate Admissions Committee at scheduled meetings in May and October.
2. Applicants will be notified in writing of the Admissions Committee's decision within one month following the published application deadline (typically by June 1 or November 1).

Time Limits

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

Progression

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

Student academic standing is monitored regularly for incomplete, in-progress, unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. In general the following rules apply to progression:

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

Residence

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

MSN Graduation Requirements

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

Courses for the Master of Science in Nursing

The CORE courses are as follows:

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

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

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

NRSG 540 - Health Care Policy **3 hours**

or HADM 545 - Healthcare Policy **3 hours**

NRSG 594 - MSN Capstone **2 hours**

Core Subtotal 14 Hours

One of the following emphases is to be selected:

Emphasis in Acute Care Nurse Practitioner - Adult/Gerontology*

Objectives

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

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

Courses

- NRSNG 550 - Advanced Pathophysiology **3 hours**
- NRSNG 552 - Advanced Pharmacology **3 hours**
- NRSNG 555 - Advanced Health Assessment **4 hours**
- NRSNG 635 - Role Development for Advanced Practice Nurses **2 hours**
- NRSNG 640 - Primary Care of Adults I **3 hours**
- NRSNG 645 - Practicum: Primary Care of Adults I **4 hours**
- NRSNG 650 - Primary Care of Adults II **3 hours**
- NRSNG 757 - Acute Care Concepts and Skills I **3 hours**
- NRSNG 759 - Acute Care Concepts and Skills II **3 hours**
- NRSNG 671 - Practicum: Acute Care of Adults I **3 hours**
- NRSNG 673 - Practicum: Acute Care of Adults II **3 hours**
- Subtotal 34 Hours**
- Core Subtotal 14 Hours**

TOTAL 48 HOURS

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

Emphasis in Adult/Gerontology Nurse Practitioner*

Objectives

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

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

Courses

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

NRSRG 650 - Primary Care of Adults II **3 hours**

NRSRG 655 - Practicum: Primary Care of Adults II **4 hours**

Subtotal 29 Hours

Core Subtotal 14 Hours

TOTAL 43 HOURS

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

Emphasis in Family Nurse Practitioner*

Objectives

The Family Nurse Practitioner program will prepare graduate nurses who:

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

Courses

NRSRG 550 - Advanced Pathophysiology **3 hours**

NRSRG 552 - Advanced Pharmacology **3 hours**

NRSRG 555 - Advanced Health Assessment **4 hours**

NRSRG 556 - Family and Community Systems **3 hours**

NRSRG 635 - Role Development for Advanced Practice Nurses **2 hours**

NRSRG 640 - Primary Care of Adults I **3 hours**

NRSRG 650 - Primary Care of Adults II **3 hours**

NRSRG 662 - Primary Care of Children **3 hours**

NRSRG 665 - Practicum: Primary Care of Families I **5 hours** **

NRSRG 670 - Practicum: Primary Care of Families II **5 hours** **

Subtotal 34 Hours

Core Subtotal 14 Hours

TOTAL 48 HOURS

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

***Substitution of NRSRG 645, NRSRG 655, NRSRG 663 may be made.*

Emphasis in Nurse Educator

Objectives

The Nurse Educator program will prepare graduates who will:

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

Courses

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

NRSRG 550 - Advanced Pathophysiology **3 hours**

NRSRG 552 - Advanced Pharmacology **3 hours**

NRSRG 555 - Advanced Health Assessment **4 hours**

NRSRG 581 - Nursing Curriculum Design **3 hours**

NRSRG 583 - Classroom Instruction and Evaluation **3 hours**

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

NRSRG 591 - Practicum: Area of Clinical Emphasis **2 hours**

Subtotal 24 Hours

Core Subtotal 14 Hours

TOTAL 38 HOURS

ACCELERATED RN TO MASTER OF SCIENCE IN NURSING

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

RN to MSN Admission Requirements

1. Completed graduate application.
2. An associate degree or diploma with a major in nursing from a recognized college or university with an accredited program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly

encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.

4. Completion of the following undergraduate general education and cognate courses. Some courses may be taken as part of the RN-MSN program instead of as prerequisites. Students who have completed the majority of these requirements are considered stronger candidates for admission to the RN-MSN program.
 - Chemistry: Survey of Chemistry – 3 hours
 - Computer: Literacy/skills – 3 hours
 - Communication: Public speaking – 3 hours
 - English: Composition – 6 hours
 - History: Elective - 3 hours
 - General: History/government/economics, philosophy, humanities, fine arts, language, or literature – 3 hours
 - Religion: Elective – 3 hours
5. Completion of the following undergraduate general education and cognate courses at Southern Adventist University, unless otherwise approved:
 - SOCI 349 Aging and Society - 3 hours
 - RELT 373 Christian Ethics – 3 hours
 - PEAC 225 Fitness for Life – 1 hour
6. A minimum undergraduate GPA of 3.25.
7. Applicants with less than a 3.25 grade point average may be admitted provisionally. Students initially granted provisional acceptance may progress through the program with a maximum of one C grade.
8. A minimum of two years (4,000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have substantive experience in critical care or a related area, and submit documentation of critical care skill set with application.
9. Individual exceptions related to work experience may be considered for students with limited work experience. These students are required to obtain and maintain ongoing work experience as a registered nurse while enrolled in the graduate curriculum.
10. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) with testing within the past year.

Admission to the Program

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

Application Process

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office prior to May 1

for fall admission, and by October 1 for winter admission. Priority is given to most qualified applicants based on level of education, work experience, and completion of all items of the application process. Enrollment in the nurse practitioner emphasis is limited.

2. Arrange for a personal interview with a School of Nursing graduate faculty prior to the application deadline.
3. Provide proof of current Tennessee RN licensure or multistate RN licensure, current immunizations, recent physical examination, and healthcare provider CPR certification to School of Nursing MSN Enrollment Counselor.

Applicant Notification of Admission Status

1. Files of applicants who have completed the application process will be considered for program admission by the School of Nursing Graduate Admissions Committee at scheduled meetings in May and October.
2. Applicants will be notified in writing of the Admissions Committee's decision within one month following the published application deadline (typically by June 1 or November 1).

Time Limits

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

Progression

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

Student academic standing is monitored regularly for incomplete, in-progress, unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. In general the following rules apply to progression:

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

Residence

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

Accelerated RN to MSN Graduation Requirements

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

*BS level nursing, MSN core, and emphasis courses

Courses for Accelerated RN to Master of Science in Nursing

The MSN CORE courses are as follows

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

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

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

NRSG 540 - Healthcare Policy **3 hours**

or HADM 545 - Healthcare Policy **3 hours**

NRSG 594 - MSN Capstone **2 hours**

Subtotal 14 Hours

One of the following emphases is to be selected

Emphasis in Acute Care Nurse Practitioner - Adult/Gerontology (Accelerated option)*

Objectives

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

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

BS level nursing courses:

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

Master level nursing courses:

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

Subtotal 51 Hours

Core Subtotal 14 Hours

TOTAL 65 HOURS

(Total excluding general education and cognates)

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

Emphasis in Adult/Gerontology Nurse Practitioner (Accelerated Option)*

Objectives

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

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

Emphasis courses

BS level nursing courses:

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

Master level nursing courses:

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

Subtotal 43 Hours

Core Subtotal 14 Hours

TOTAL 57 HOURS

(Total excluding general education and cognates)

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

Emphasis in Family Nurse Practitioner (Accelerated Option)*

Objectives

The Family Nurse Practitioner program will prepare graduate nurses who:

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

Emphasis courses

BS level nursing courses:

- NRS 316 - Applied Statistics for Health Professions **3 hours** (or MATH 215)

NRS 328 - Nursing Assessment **3 hours**
 NRS 340 - Community Health Nursing **5 hours**
 NRS 485 - Nursing Leadership and Management **3 hours**

MSN level courses:

NRS 550 - Advanced Pathophysiology **3 hours**
 NRS 552 - Advanced Pharmacology **3 hours**
 NRS 555 - Advanced Health Assessment **4 hours**
 NRS 556 - Family and Community Systems **3 hours**
 NRS 635 - Role Development for Advanced Practice Nurses **2 hours**
 NRS 640 - Primary Care of Adults I **3 hours**
 NRS 650 - Primary Care of Adults II **3 hours**
 NRS 662 - Primary Care of Children **3 hours**
 NRS 665 - Practicum: Primary Care of Families I **5 hours** **
 NRS 670 - Practicum: Primary Care of Families II **5 hours** **

Subtotal 48 Hours

Core Subtotal 14 Hours

TOTAL 62 HOURS

(Total excluding general education and cognates)

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

***Substitution of NRS 645, NRS 655, NRS 663 may be made.*

Emphasis in Nurse Educator (Accelerated Option)

Objectives

The Nurse Educator program will prepare graduates who will:

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

Emphasis courses

BS level nursing courses:

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

MSN level courses

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

NRSRG 550 - Advanced Pathophysiology **3 hours**

NRSRG 552 - Advanced Pharmacology **3 hours**

NRSRG 555 - Advanced Health Assessment **4 hours**

NRSRG 581 - Nursing Curriculum Design **3 hours**

NRSRG 583 - Classroom Instruction and Evaluation **3 hours**

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

NRSRG 591 - Practicum: Area of Clinical Emphasis **2 hours**

Subtotal 41 Hours

Core Subtotal 14 Hours

TOTAL 55 HOURS

(Total excluding general education and cognates)

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

**Emphasis in Healthcare Administration
(on campus and online)**

Objectives

Graduates of the MSN/MBA program will:

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

Prerequisites for Admission

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

MSN/MBA Admission Requirements

1. Submit completed Southern nursing graduate application and all required documents for University admission to the Graduate Studies Office.
2. A baccalaureate degree with a major in nursing from a college or university with an accredited nursing program.
3. Current licensure as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. Three hours in statistics, equivalent to MATH 215.
5. A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula: $GPA \times 200 + GMAT = 1000$. An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related experience may be admitted without a GMAT score.
6. A minimum of one year (2000 hours) of current nursing experience.
7. International students must provide an official GMAT score as a prerequisite for acceptance. In addition they must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) with testing within the past year.
8. Personal interview with both the School of Nursing and School of Business and Management Graduate Program Coordinators.

Provisional Admission

An applicant with a combined GPA/GMAT score of less than 1000 may be admitted under scholastic provisional status. A student accepted on this basis may be admitted to regular status upon the completion of 12 credit hours taken through Southern with a minimum grade of "B" in each course. Students are not permitted to repeat courses in order to satisfy this requirement. Students who do not satisfy this requirement will not be permitted to continue in the program.

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

Admission to the Dual-degree Program

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

Time Limits

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

Progression

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

Student academic standing is monitored regularly for incomplete, in-progress, unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. In general the following rules apply to progression:

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

Residence

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

MSN/MBA Graduation Requirements

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

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

Nursing CORE courses

NRS 515 - Theoretical Concepts of Nursing **2 hours**

NRSRG 520 - Health Promotion Across the Lifespan **3 hours**
 NRSRG 527 - Nursing Research: Foundations of Evidence-based Practice
4 hours
 NRSRG 540 - Health Care Policy **3 hours**
 or HADM 545 - Healthcare Policy **3 hours**
 NRSRG 594 - MSN Capstone **2 hours**
Nursing Core Subtotal 14 Hours

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

ACCT 505 - Financial Accounting **3 hours**
 FNCE 505 - Principles of Finance **3 hours**
Prerequisite Subtotal 6 Hours

MBA Core Courses

BUAD 505 - Management in a Changing World **3 hours**
 BUAD 510 - Accounting for Control and Decision Making **3 hours**
 BUAD 530 - Organizational Behavior **3 hours**
 BUAD 555 - Leadership and Change **3 hours**
 BUAD 562 - Integrating Faith and Business **3 hours**
 BUAD 570 - Strategic Decision Making **3 hours**
 HADM 532 - Healthcare Economics and Finance **3 hours**
 HADM 552 - Healthcare Marketing and Human Resources **3 hours**
MBA Core Subtotal 24 Hours

Emphasis in Healthcare Administration

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

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

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

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

Emphasis Subtotal 14 Hours

TOTAL 52-58 HOURS

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

Post-Master's Certificates

Prerequisites for Admission

1. Completed graduate application.
2. A master's degree with a major in nursing from a recognized college or university with an accredited program.

3. Current license as a registered nurse in Tennessee or current multistate license with privilege to practice in the state of Tennessee. A Georgia license is strongly encouraged for nurse practitioner students. Online students must have current licensure in the state or country of practice.
4. A graduate GPA of 3.00 or better.
5. Personal interview and two professional references.
6. A minimum of one year (2,000 hours) of current nursing experience. Acute care nurse practitioner program applicants must have a minimum of two years (4,000 hours) of nursing experience and have substantive experience in critical care or a related area, and submit documentation of critical care skill set with application.
7. International students must have a TOEFL score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) with testing within the past year.

Admission to the Program

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

Application Process

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

Applicant Notification of Admission Status

1. Files of applicants who have completed the application process will be considered for admission by the School of Nursing Graduate Admissions Committee at scheduled meetings in May and October.
2. Applicants will be notified in writing of the Admissions Committee's decision within one month following the published application deadline (typically by June 1 or November 1).

Time Limits

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

Progression

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

Student academic standing is monitored regularly for incomplete, in-progress, unsatisfactory or low course grades and GPA. Students noted to have difficulties in any of these areas are subject to advisement and consideration regarding program progression. In general the following rules apply to progression within a certificate program:

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

Residence

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

Post-Master's Completion

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

Courses for the Post-Master's Certificate

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

Emphasis in Acute Care Nurse Practitioner - Adult/Gerontology (Post-Master's Certificate Option)*

Objectives

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

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

Courses

- NRSNG 520 - Health Promotion Across the Lifespan **3 hours**
- NRSNG 550 - Advanced Pathophysiology **3 hours**
- NRSNG 552 - Advanced Pharmacology **3 hours**
- NRSNG 555 - Advanced Health Assessment **4 hours**
- NRSNG 635 - Role Development for Advanced Practice Nurses **2 hours**
- NRSNG 640 - Primary Care of Adults I **3 hours**
- NRSNG 645 - Practicum: Primary Care of Adults I **4 hours**
- NRSNG 650 - Primary Care of Adults II **3 hours**
- NRSNG 757 - Acute Care Concepts and Skills I **3 hours**
- NRSNG 759 - Acute Care Concepts and Skills II **3 hours**
- NRSNG 671 - Practicum: Acute Care of Adults I **3 hours**
- NRSNG 673 - Practicum: Acute Care of Adults II **3 hours**

TOTAL 37 HOURS

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

Emphasis in Adult/Gerontology Nurse Practitioner (Post-Master's Certificate Option)*

Objectives

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

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

Courses

NRSRG 520 - Health Promotion Across the Lifespan **3 hours**

NRSRG 550 - Advanced Pathophysiology **3 hours**

NRSRG 552 - Advanced Pharmacology **3 hours**

NRSRG 555 - Advanced Health Assessment **4 hours**

NRSRG 556 - Family and Community Systems **3 hours**

NRSRG 635 - Role Development for Advanced Practice Nurses **2 hours**

NRSRG 640 - Primary Care of Adults I **3 hours**

NRSRG 650 - Primary Care of Adults II **3 hours**

NRSRG 645 - Practicum: Primary Care of Adults I **4 hours**

NRSRG 655 - Practicum: Primary Care of Adults II **4 hours**

TOTAL 32 HOURS

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

Emphasis in Family Nurse Practitioner (Post-Master's Certificate Option)*

Objectives

The Family Nurse Practitioner program will prepare graduate nurses who:

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

Courses

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

TOTAL 37 HOURS

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

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

Emphasis in Nurse Educator (Post-Master's Certificate Option)

Objectives

The Nurse Educator program will prepare graduates who will:

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

Courses

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

TOTAL 27 HOURS

School of Religion

Dean: Greg A. King

Graduate Program Coordinator: Edwin Reynolds

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

Research Faculty: Norman Gulley

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

Mission Statement

The School of Religion offers biblical, theological, and practical courses to help its students experience a growing relationship with Jesus Christ, understand His teachings in the context of the Seventh-day Adventist Church, and live ethical lives in harmony with the Scriptures. It provides quality graduate training with emphases in Church Leadership and Management, Church Ministry and Homiletics, Evangelism and World Missions, Biblical and Theological Studies, and Religious Studies, so its graduates, solidly grounded in Scripture and with a clear burden for others' salvation, become instruments in God's hands to impact the world.

Degrees Offered

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

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

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

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

- Biblical and Theological Studies
- Religious Studies

General Information

The **Master of Ministry** program, with emphases in Church Leadership and Management, Church Ministry and Homiletics, and Evangelism and World Mission, is designed to provide quality professional graduate education in church leadership, church ministry, preaching, outreach, evangelism, and world mission. The emphasis in Church Leadership and Management is specifically designed to prepare church leaders and administrators with training in the principles of business management, as

well as to equip them with leadership ministry training skills. The emphasis in Church Ministry and Homiletics is specifically designed to enrich the preparation of pastors for local church ministry. The emphasis in Evangelism and World Mission is specifically designed to enrich the preparation of workers for gospel outreach to the world.

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

The purpose of all of these programs is to enhance the ability of students to serve a culturally diverse church and society from a biblical perspective and to deepen each student's personal relationship with Jesus Christ.

Curriculum

The curriculum for the MMin and MA degrees consists of a minimum of 36 semester credit hours beyond the baccalaureate degree. A maximum of six (6) semester hours of transfer credit may be allowed from other institutions (see Transfer Credit). All degree requirements must be completed within seven years from first enrollment. Courses are offered primarily as intensive sessions during the summer. Requirements for successful completion of a given course generally consist of a pre-session reading assignment, attendance and participation in a two- or three-week intensive class session in residence, and a post-session writing assignment. All courses require a research paper or major project, which is generally the post-session assignment for the course. No more than three courses may be taken within one summer. The recommended load is two courses per summer.

Admission to Classes

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

Course Audit

With the approval of the School of Religion, students may register on an audit basis in courses for which they are qualified. Auditors may be admitted to classes if space is still available after all students who wish to enroll for credit have been accommodated.

Class attendance is expected, but examinations, reports, and other assignments are not included, except as requested by the student and allowed by the professor. With the approval of the professor and School dean, the student may change a course registration from audit to credit or from credit to audit only during the first three days of the summer intensive classes. No credit may be given at any later time for courses audited. Courses taken for audit are charged at one-half of the regular graduate tuition charge.

Guidelines for Pre-Session and Post-Session Assignments

1. Students should expect pre-session assignments for summer graduate intensives. Typical pre-session assignments include approximately 1,000 pages of reading per intensive class for MMin students, and approximately 1,200 pages of reading per intensive for MA students, depending on other pre-session assignments.
2. Pre-session assignments are due the first day of the intensive session. Only assignments submitted on time will receive full credit. There will be no credit for pre-session assignments that are submitted following the completion of the intensive.
3. Post-session assignments give the student opportunity to apply information learned during the intensive to the local ministry context and to do further research on the subject matter. Due dates for these assignments are listed in the course syllabus. Post-session assignments for MA students will require approximately 20% more than what is required for MMin students.

MASTER OF ARTS, M.A.

Prerequisites for Admission

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

1. Presentation of an official transcript from an accredited bachelor's degree. This transcript must include a minimum of 12 semester hours in religion. Other prerequisites may apply to the specific emphases.
2. A minimum cumulative undergraduate GPA of 3.25. For an undergraduate GPA of 2.75 to 3.24, the GRE (Graduate Record Examination) is required with a combined verbal and quantitative score of at least 300 and a minimum analytical writing score of 4.5.
3. Two recommendations. If the applicant is employed by the Seventh-day Adventist Church, one of these recommendations must be from the applicant's employing organization.
4. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity in which the applicant was employed.
5. Submission of a formal paper of at least 3,000 words that meets the following criteria:

- It is research-based, demonstrating appropriate use of valid sources.
 - It reflects the ability to write lucidly, with careful organization of ideas.
 - It demonstrates care and consistency in format, style, and mechanics.
 - It meets the standards of at least a B letter-grade paper when compared with other research papers that are completed on the undergraduate level.
6. Upon request, for students for whom English is not the first language, a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based)/250 (computer-based)/100 (Internet-based). Students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL).
 7. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Graduation Requirements

1. File a completed graduate application with the Records and Advisement Office not less than two months before the expected graduation date.
2. Finish all coursework with a minimum grade point average of 3.25, including no more than two classes with a minimum letter grade of C. (See grade policies.)
3. Pass a written comprehensive examination taken no earlier than 3 months and no later than 12 months after completion of the last period of the student's last course in the program. Examination dates will be arranged in consultation with the Graduate Program Coordinator.
 - The examination is expected to last 4 1/2 hours.
 - The candidate for graduation will need to give comprehensive answers to several questions drawn from a larger list of questions available for research and review at the end of his or her coursework.
 - A score of 80% or above will constitute a passing grade.
 - In case of failure, the examination may be repeated only once. A second failure will disqualify the student for graduation from the MA program.

Project and Thesis Procedure

1. All MA students choosing the emphasis in Biblical and Theological Studies must complete a thesis, while students who choose the emphasis in Religious Studies must complete either a thesis or a project.
2. The project must be done in conjunction with an adviser assigned by the Graduate Studies Committee. The adviser will work with the student to select a topic, plan the research, guide in the organization of the paper, and evaluate the result.
3. The thesis must be done in conjunction with a three-person Thesis Committee, chaired by the adviser and appointed by the Graduate Studies Committee. The student will select a topic in consultation with the adviser and prepare a thesis proposal to be submitted to the Thesis Committee for approval. After approval by

the Thesis Committee, the student will complete the research, chapter by chapter, under the guidance of the adviser, submitting each chapter to the Thesis Committee for approval. The Thesis Committee must approve the final product.

4. The project or thesis must conform to the style guidelines of the School of Religion, which are based on the footnote and bibliography style of the latest edition of the *Chicago Manual of Style* or *Turabian's Manual for Writers*.

Emphasis in Biblical and Theological Studies

Objectives

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

Additional Prerequisites for Admission

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

CORE Courses

Biblical Studies courses:

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

Subtotal 12 Hours

Theological Studies courses:

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

Subtotal 12 Hours

Research courses:

RELG 600 - Research Methods and Writing **3 hours**

RELB 650 - Thesis in Biblical Studies **1–6 hours** (6 hours required)

or ELT 650 - Thesis in Theological Studies **1–6 hours** (6 hours required)

Subtotal 9 Hours

Electives

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

Subtotal 3 Hours

TOTAL 36 HOURS

Emphasis in Religious Studies

Objectives

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

CORE Courses

Biblical and Theological courses:

REL 531 - Hermeneutics and Biblical Interpretation **3 hours**

REL 568 - World Religions **3 hours**

REL 581 - Biblical Ethics and Contemporary Society **3 hours**

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

or RELB 546 - Pauline Epistles **3 hours**

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

or RELB 556 - Studies in Revelation **3 hours**

REL 538 - Prophetic Guidance in the Adventist Church **3 hours**

or REL 563 - Contemporary Theological Issues **3 hours**

REL 542 - Studies in Biblical Doctrines **3 hours**

or REL 546 - Doctrine of Salvation **3 hours**

Subtotal 21 Hours

Research courses:

RELG 600 - Research Methods and Writing **3 hours**

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

or REL 620 - Project in Theological Studies **3 hours**

or RELB 650 - Thesis in Biblical Studies **1–6 hours** (6 hours required)

or RELT 650 - Thesis in Theological Studies **1–6 hours** (6 hours required)

Subtotal 6–9 Hours

Electives

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

Subtotal 6–9 Hours

TOTAL 36 HOURS

MASTER OF MINISTRY, M.MIN.

Prerequisites for Admission

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

1. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 12 semester hours in religion. Other prerequisites may apply to the specific emphases.
2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99 the GRE (Graduate Record Examination) is required with a combined verbal and quantitative score of at least 295 and a minimum analytical writing score of 4.
3. Two recommendations. If the applicant is employed by the Seventh-day Adventist Church, one of these recommendations must be from the applicant's employing organization.
4. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity/capacities in which the applicant was employed.
5. Submission of a formal paper of at least 3,000 words that meets the following criteria:
 - It is research-based, demonstrating appropriate use of valid sources.
 - It reflects the ability to write lucidly, with careful organization of ideas.
 - It demonstrates care and consistency in format, style, and mechanics.
 - It meets the standards of at least a B letter-grade paper when compared with other research papers that are completed on the undergraduate level.
6. Upon request, for students for whom English is not the first language, a minimum Test of English as a Foreign Language (TOEFL) score of 600 (paper-based)/250 (computer-based)/100 (Internet-based). Students with TOEFL scores between 550 and 599 will be required to study English as a Second Language (ESL).
7. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Graduation Requirements

1. File a completed graduate application with the Records and Advisement Office not less than two months before the expected graduation date.
2. Finish all coursework with a minimum grade point average of 3.00, including no more than two classes with a minimum letter grade of C. (See grade policies.)
3. Pass a written comprehensive examination with a minimum score of 80%. The examination will consist of writing essays for two hours on major issues from one key area of the student's emphasis, which has been determined in advance by the Graduate Studies Committee. The exam should be completed not less than one month or more than three months after completing the last period of the last course in the student's program. In case of failure, the exam may be repeated only once. A second failure will disqualify the student for graduation from the MMin program.

Emphasis in Church Leadership and Management

Objectives

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

CORE Courses

Ministry courses:

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

Subtotal 15 Hours

Management courses:

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

or NPLD 585 - Contemporary Issues in Church and Nonprofit Leadership

3 hours

Subtotal 15 Hours

Electives

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

Subtotal 6 Hours

TOTAL 36 HOURS

Emphasis in Church Ministry and Homiletics

Objectives

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

Additional Prerequisites for Admission

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

Biblical and Theological courses:

RELT 520 - Spirituality in Ministry **3 hours**

RELT 525 - Theology of Ministry **3 hours**

RELT 531 - Hermeneutics and Biblical Interpretation **3 hours**

RELT 581 - Biblical Ethics and Contemporary Society **3 hours**

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

or RELB 551 - Preaching from the New Testament Text **3 hours**

Subtotal 15 Hours

Professional courses:

RELP 513 - Effective Church Leadership **3 hours**

RELP 515 - Equipping Laity for Ministry **3 hours**

RELP 521 - Time and Life Management **3 hours**

RELP 501 - Advanced Preaching Methods **3 hours**

or RELP 508 - Expository Preaching **3 hours**

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

or RELP 591 - Evangelistic Preaching Practicum **3 hours**

Subtotal 15 Hours

Electives

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

Subtotal 6 Hours

TOTAL 36 HOURS

Emphasis in Evangelism and World Mission

Objectives

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

Additional Prerequisites for Admission

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

CORE Courses

Biblical and Theological courses:

RELT 531 - Hermeneutics and Biblical Interpretation **3 hours**

RELT 552 - Theology of Mission and Evangelism **3 hours**

RELT 568 - World Religions **3 hours**

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

or RELB 556 - Studies in Revelation **3 hours**

Subtotal 12 Hours

Professional courses:

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

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

RELP 570 - World Mission **3 hours**

RELP 591 - Evangelistic Preaching Practicum **3 hours**

RELP 524 - Evangelistic Preaching **3 hours**

or RELP 561 - Preaching to the Secular Mind **3 hours**

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

or RELP 537 - Church Planting Strategies **3 hours**

Core Subtotal 18 Hours

Electives

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

Subtotal 6 Hours

TOTAL 36 HOURS

School of Social Work

Dean: Kristie Wilder

MSW Program Director: Mioara Diaconu

MSW Field Director: Evie Nogales Baker

Graduate Enrollment Counselor: Tricia Foster

Faculty: Evie Nogales Baker, Mioara Diaconu, René Drumm, Annette Heck, Lorri Merchant, Magdana Philossaint, D. Lauara Racovita-Szilagyi, Cornel Rusu, Kristie Wilder

Mission Statement

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

Degree Offered

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

- Child and Family Advocacy and Treatment
- Entrepreneurship in Social Services
- International Social Work
- Marital Therapy and Stability
- Older Adult Enrichment
- Spiritual Care in Nontraditional Settings
- Trauma and Emergency Management

MASTER OF SOCIAL WORK, M.S.W.

- Emphasis in Child and Family Advocacy and Treatment
- Emphasis in Entrepreneurship in Social Services
- Emphasis in International Social Work
- Emphasis in Marital Therapy and Stability
- Emphasis in Older Adult Enrichment
- Emphasis in Spiritual Care in Nontraditional Settings
- Emphasis in Trauma and Emergency Management

MSW Admission Levels

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

Foundation Placement Admission Requirements

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

1. **Application:** Complete the university's graduate application.
2. **Prerequisite undergraduate degree:** Bachelor's degree from an accredited college or university.
3. **Transcript(s):** Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. **GPA Requirement:** Possess an overall GPA of at least 3.00 (on a 4.00 scale) in undergraduate coursework. Any lower GPA will result in the applicant being considered for provisional admission, which will require an interview with members of the MSW Leadership Team.
5. **Professional References:** Submit two professional recommendations from a college professor or work supervisor. Should the MSW Leadership Team have further questions about the applicant's aptitude for a career in social work, they may request a personal interview, third reference and/or additional information.
6. **Personal Statement:** Submit a personal statement describing the applicant's motivation for graduate school in the field of social work. Guidelines for the personal statement are located in the School of Social Work and Graduate Studies websites.
7. **Résumé:** Submit a professional résumé.

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

Advanced Placement Admission Requirements

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

1. **Application:** Complete the university's graduate application.
2. **Prerequisite undergraduate degree:** Bachelor's degree in social work from a recognized college or university program accredited by the Council on Social

Work Education. Maximum time allowed for BSW degree to transfer for Advanced Placement Admission is six years.

3. **Transcript(s):** Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. **GPA Requirement:** Possess an overall GPA of at least 3.00 (on a 4.00 scale) in undergraduate coursework with no more than one grade of C or lower in a core social work course. Any lower GPA will result in the applicant being considered for provisional admission, which will require an interview with members of the MSW Leadership Team.
5. **Professional References:** Submit two professional recommendations from a college professor, work supervisor, or a field instructor. Should the MSW Leadership Team have further questions about the applicant's aptitude for a career in social work, they may request a personal interview and/or a third reference reflecting past satisfactory practice experience from the applicant's field placement faculty liaison, field instructor, or current human services job supervisor.
6. **Personal Statement:** Submit a professional statement describing the applicant's motivation for graduate school in the field of social work. Guidelines for the personal statement are located on the School of Social Work and Graduate Studies websites.
7. **Résumé:** Submit a professional résumé.

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

Non-refundable Deposit

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

Reapplication

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

Admission Cycle

The MSW program uses a rolling admission process until a cohort of up to 25 graduate students in each admission level has been selected out of the pool of applicants each academic year. An accepted student ensures a spot in the incoming cohort when the \$250 deposit is received.

Transfer Students

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

Academic Credit for Life Experience

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

Progression in the MSW Program

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

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

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

MSW Graduation Requirements

1. Students must complete and submit a Graduation Contract, with the Records and Advisement Office, a minimum of two months prior to the expected graduation date. The form is located on Southern's records webpage: southern.edu/records.
2. Students must complete all coursework with a minimum grade point average of 3.00, including no more than two classes with a grade below B-. Classes with a grade of C- or below will not be counted for credit toward the master's degree.

Time Limit

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

Courses for the Master of Social Work

The FOUNDATION CORE courses are as follows

SOCW 509 - Social Work Practice With Individuals and Families **3 hours**

SOCW 511 - Human Behavior and the Social Environment I **3 hours**

SOCW 512 - Human Behavior and the Social Environment II **3 hours**

SOCW 513 - Foundation Portfolio Seminar I **1 hour**

SOCW 514 - Social Work Practice With Groups, Organizations, and Communities **3 hours**

SOCW 516 - Foundation Portfolio Seminar II **1 hour**

SOCW 533 - Social Welfare Issues and Policies **3 hours**

SOCW 541 - Integration of Faith and Foundation Practice: Seminar I **1 hour**

SOCW 542 - Integration of Faith and Foundation Practice: Seminar II **1 hour**

SOCW 547 - Foundation Practicum **1–6 hours** (6 hours required before matriculating to Advanced Placement)

SOCW 597 - Research Methods **3 hours**

Foundation Core Subtotal 28 Hours*

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

The ADVANCED CORE courses are as follows

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

Advanced Core Subtotal 24 Hours*

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

CORE FOUNDATION AND ADVANCED COURSES TOTAL 52 HOURS*

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

Emphasis in Child and Family Advocacy and Treatment

Foundation Core - 28 Hours

Advanced Core - 24 Hours

Emphasis - 9 Hours

Required nine (9) hours:

- SOCW 654 - Child and Family Advocacy and Treatment: Emphasis
Foundation **3 hours**
 - SOCW 655 - Child and Family Advocacy and Treatment: Emphasis I **3 hours**
 - SOCW 656 - Child and Family Advocacy and Treatment: Emphasis II **3 hours**
- Subtotal 9 Hours**

TOTAL 61*/33

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

Emphasis in Entrepreneurship in Social Services

Foundation Core - 28 Hours

Advanced Core - 24 Hours

Emphasis - 9 Hours

Select nine (9) hours from the following:

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

Subtotal 9 Hours

TOTAL 61*/33

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

Emphasis in International Social Work

Foundation Core - 28 Hours

Advanced Core - 24 Hours

Emphasis - 9 Hours

Required nine (9) hours:

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

Subtotal 9 Hours

TOTAL 61*/33

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

Emphasis in Marital Therapy and Stability

Foundation Core - 28 Hours

Advanced Core - 24 Hours

Emphasis - 9 Hours

Required nine (9) hours:

- SOCW 661 - Marital Therapy and Stability: Emphasis Foundation **3 hours**
- SOCW 662 - Marital Therapy and Stability: Emphasis I **3 hours**
- SOCW 663 - Marital Therapy and Stability: Emphasis II **3 hours**

Subtotal 9 Hours**TOTAL 61*/33**

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

Emphasis in Older Adult Enrichment**Foundation Core - 28 Hours****Advanced Core - 24 Hours****Emphasis - 9 Hours****Required nine (9) hours:**

- SOCW 667 - Older Adult Enrichment: Emphasis Foundation **3 hours**
- SOCW 668 - Older Adult Enrichment: Emphasis I **3 hours**
- SOCW 669 - Older Adult Enrichment: Emphasis II **3 hours**

Subtotal 9 Hours**TOTAL 61*/33**

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

Emphasis in Spiritual Care in Nontraditional Settings**Foundation Core - 28 Hours****Advanced Core - 24 Hours****Emphasis - 9 Hours****Select nine (9) hours from the following:**

- RELP 515 - Equipping Laity for Ministry **3 hours**
- RELP 519 - Church and Community Health Education **3 hours**
- RELT 520 - Spirituality in Ministry **3 hours**
- RELT 568 - World Religions **3 hours**
- RELT 581 - Biblical Ethics and Contemporary Society **3 hours**

Subtotal 9 Hours**TOTAL 61*/33**

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

Emphasis in Trauma and Emergency Management

Foundation Core - 28 Hours

Advanced Core - 24 Hours

Emphasis - 9 Hours

Required nine (9) hours:

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

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

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

Subtotal 9 Hours

TOTAL 61*/33

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

Global Community Development

Director: Sharon Pittman

Mission Statement

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

Program Objectives

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

1. To give each student advanced knowledge and skills for conducting sustainable, Christ-centered, holistic mission service globally.
2. To provide both career and executive students with an advanced level evidence-based hybrid academic program delivered with flexibility in a global mission and multi-cultural context.
3. To prepare graduate servant leaders with a commitment for designing and facilitating sustainable enterprise-oriented and community-owned development/relief projects to serve marginalized people.
4. To ground online and project-based learning in a results- and impacted-oriented scholarly research environment.

MASTER OF SCIENCE IN GLOBAL COMMUNITY DEVELOPMENT

Program Delivery Format

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

Admission Requirements

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

1. Submit an official transcript from the accredited institution granting your four-year baccalaureate degree.
2. A cumulative undergraduate grade point average of 3.00 or higher.
3. Two references from professional work supervisors and/or faculty instructors.
4. Personal statement.
5. Readiness assessment.
6. Program readiness interview with leadership team.
7. Every applicant whose native language is not English, or whose undergraduate instruction was not in English, must provide an English proficiency TOEFL score of at least 600 (paper based)/250 (computer-based)/100 (Internet-based).

Provisional Admission

A student accepted on provisional basis may be admitted to regular status upon the completion of 11 credit hours taken through Southern with a minimum grade point of 3.0 and no grade below a B- in each course. Students are not permitted to repeat courses in order to satisfy this requirement. Students who do not satisfy this requirement will not be permitted to continue in the program.

Admission to the Program

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

Time Limit

This program is structured to meet the needs of the part-time as well as the full-time student. Normal progress through the programs for the full-time student is outlined in the curricular plan. Normal progress for part-time students will be one or more courses per semester. The time allowed from enrollment to the graduate program to the conferring of the Master of Global Community Development degree may not exceed five years. Application for an extension will be considered on an individual basis.

Transfer Credit

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

Student Handbook

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

Graduation Requirements

A MGCD candidate must:

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

Note: This program is in the routine process of gaining accreditation approval by Southern Association of Colleges and Schools.

Global Community Development Curriculum

There are eight (8) core competencies in this 33-credit graduate degree in Global Community Development. The program is designed to include both online-learning and face-to-face, project-centered applied learning. The four to five (4–5) semester full-time program consists of four (4) integral coursework rotations—Knowledge Building, Experiential Learning, Field Application, Learning Defense—each of which is described below.

Core Competencies

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

1. Assimilate Christ's model of mutual submission in providing community-owned global service while sharing our faith for an abundant life and proactively ameliorating injustice.
2. Practice principled and ethical leadership while ensuring personal and relational wellbeing and safety.
3. Integrate contemporary strengths-oriented theoretical constructs while crafting creative assets- focused, capacity- building intervention models.
4. Partner relief/development service activities with sustainable entrepreneurship efforts.
5. Engage and mobilize key stakeholders to ensure community-owned, sustainable project impacts.

6. Use results-oriented research methods to baseline, implement, monitor and evaluate community change and the efficiency and effectiveness of projects.
7. Mentor communities to design culturally contextual best-practice humanitarian projects.
8. Appraise and disseminate professional results-oriented best practices for achieving positive growth and sustainable behavior-change impacts.

Knowledge Building Rotation 1

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

Required Courses

- GCDP 505 - Foundations of Christian Values and Witness in Development/Relief **2 hours**
- GCDP 510 - Theories of Global Community Development/Relief **2 hours**
- GCDP 515 - Principles of Development Entrepreneurship **2 hours**
- GCDP 520 - Techniques for Project Planning and Capacity Building **2 hours**
- GCDP 525 - Methods of Scholarship in Development/Relief **2 hours**
- GCDP 528 - Preparation for Global Service **1 hour**
- Subtotal 11 Hours**

Experiential Learning Rotation 2

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

Required Courses

- GCDP 550 - Community Training and Assessment **2 hours**
- GCDP 555 - Families, Children and Special Populations **2 hours**
- GCDP 560 - Politics and Legal Issues in Community Development **2 hours**
- GCDP 570 - Community Organizing and Mobilization **2 hours**
- GCDP 575 - Community-Owned Project Management **2 hours**
- GCDP 580 - Evidence-based Project Monitoring and Evaluation **2 hours**
- Subtotal 12 Hours**

Field Application Rotation 3

This *Field Application* Rotation 3 offers a two-semester internship in a global learning project context. The focus for this will be on practicing all the community development skills learned during the second *Experiential Learning* Rotation 2. It is required for all students in the program. Working with a program adviser, each student will develop an *Individual Learning Plan* (ILP) linked to their unique sector of interest. Internships will have routine online expert supervision. A minimum of 700 documented hours of community practice (100 hours per credit hour) will be completed in this minimum two-semester internship. This rotation must be successfully completed prior to students beginning their fourth and final *Learning Defense* Rotation 4.

Required Courses

GCDP 565 - Special Topics Seminar **1 hour** (2 hours required)

GCDP 592 - Field Practice Internship **1-7 hours** (7 hours required)

Subtotal 9 Hours

Learning Defense Rotation 4

This final *Learning Defense* Rotation 4 is a portfolio capstone wrap-up semester. Students will evidence their graduate learning in an online e-portfolio. When cleared by their adviser, students will present a professional oral defense of the e-portfolio. During one semester, students will also complete all of their graduation paperwork. If a student chooses to extend this defense process beyond one semester, they must register for this class again each additional semester until their defense is successfully completed. This rotation must be successfully completed prior to students being cleared for graduation.

Required Course

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

Subtotal 1 Hour

TOTAL 33 HOURS

Course Descriptions

Accounting

ACCT 505 - Financial Accounting | 3 hours

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

ACCT 507 - Intermediate Financial Accounting I | 3 hours

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

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

ACCT 508 - Intermediate Financial Accounting II | 3 hours

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

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

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

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

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(s): ACCT 312, ACCT 508 or equivalent.

This course is cross-listed with FNCE 520.

A student may receive credit for this course from only one program. 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(s): ACCT 221, 222 or ACCT 505.

This course is cross-listed with FNCE 530.

A student may receive credit for this course from only one program. This course provides an advanced study of controller functions, accounting techniques, and financial techniques, concepts, and procedures as they relate to the functions and responsibilities of the controller. Topics will include planning and control functions, management reporting systems, and investment planning.

ACCT 550 - Advanced Accounting | 3 hours

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

This course is cross-listed with ACCT 450 in the BBA program.

A student may receive credit for this course from only one program. This course is an in-depth study of selected accounting topics such as consolidated financial statements, partnerships, business firms in financial difficulty, estates and trusts, foreign exchange, and segment reporting.

ACCT 552 – Auditing | 3 hours

Prerequisite(s): ACCT 312, ACCT 508 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(s): ACCT 221, 222 or ACCT 505.

This course is cross-listed with ACCT 456 in the BBA program.

A student may receive credit for this course from only one program. This course is a study of the Federal tax system. The primary emphasis is the Federal income tax as it applies to individuals. A study of other federal taxes and the taxation of other entities is included.

ACCT 557 - Advanced Federal Taxation | 3 hours

Prerequisite(s): ACCT 456, 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(s): ACCT 457, 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

Prerequisite(s): ACCT 312 or ACCT 508; FNCE 510 or BUAD 520.

This course is cross-listed with FNCE 564.

A student may receive credit for this course from only one program. A capstone class designed to synthesize financial information learned in previous courses. Utilizing information from financial accounting and finance courses, students analyze financial statements of various companies and make investing, lending, and management decisions based on the information provided in those statements.

ACCT 585 - Contemporary Issues of Professional Practice | 3 hours

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

ACCT 587 - Accounting and Reporting in the SEC Environment | 3 hours

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

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

ACCT 595 - Independent Study | 3 hours

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

108 COURSE DESCRIPTIONS

ACCT 597 - Accounting Research | 3 hours

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

Management

BEXM 505 - Legal Framework of Decisions | 3 hours

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

BEXM 520 - Corporate Intrapreneurship | 3 hours

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

BEXM 560 - Seminar in Entrepreneurship | 3 hours

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

BEXM 585 - Contemporary Issues in Management | 3 hours

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

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

Prerequisite(s): Permission of the instructor

A trip designed to acquaint the student with important international business centers and facilities along with cultural experiences unique to the country. Various types of organizations will be visited related to the purpose of the trip. Lab fee 33 will be assessed for this course. An additional fee may be required to cover additional travel expenses.

BEXM 595 - Independent Study | 3 hours

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

BEXM 597 - Management Research | 3 hours

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

Human Resource Management

BHRM 510 - Human Resource Management | 3 hours

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

BHRM 530 - Human Resource Development and Training | 3 hours*Prerequisite(s): BHRM 510.*

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

BHRM 560 - Compensation and Benefits | 3 hours*Prerequisite(s): BHRM 510.**This course is cross-listed with MGNT 460.*

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

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

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

BHRM 595 - Independent Study | 3 hours

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

BHRM 597 - Human Resource Management Research | 3 hours

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

Marketing Management**BMKT 520 - Integrated Marketing Communications | 3 hours***Prerequisite(s): BUAD 540.*

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

BMKT 550 - International Marketing Management | 3 hours

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

BMKT 585 - Contemporary Issues in Marketing Management | 3 hours

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

BMKT 595 - Independent Study | 3 hours

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

110 COURSE DESCRIPTIONS

BMKT 597 - Marketing Research | 3 hours

Prerequisite(s): BUAD 540 and Statistics.

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

Business Administration

BUAD 504 - Communication Skills for Managers | 3 hours

The course analyzes basic models of communication applicable to the workplace. This analysis provides a theoretical framework for effective communication. Emphasis is placed on the connection between communication and the functions of management. Lab fee 4 will be assessed for this course.

BUAD 505 - Management in a Changing World | 3 hours

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

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

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

This course is cross-listed with FNCE 510.

A student may receive credit for this course from only one program. Understanding and analyzing information for decision-making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed.

BUAD 530 - Organizational Behavior | 3 hours

Leadership, motivation, group dynamics, decision-making, interpersonal relations, change. Designing and implementing the organizational structure: corporate divisions, departments, support groups. Organizing work: positions, specifications, performance standards and review, reward systems, program and project management.

BUAD 540 - Marketing Management | 3 hours

The marketing process, product development, pricing, packaging, promotional strategy, development of channels of distribution integrated into a program for profit and nonprofit organizations. Contains a research component.

BUAD 555 - Leadership and Change | 3 hours

Examines theory and leadership practices in various types of organizations. Particular emphasis is placed on the strategic role of leaders in leading organizational development and change in an

age of rapidly changing markets and technologies. Examines why organizational change efforts succeed or fail, and what leaders can do to anticipate and effect needed organizational changes successfully.

BUAD 562 - Integrating Faith and Business | 3 hours

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

BUAD 565 - Topics in Business | 1-3 hours

Prerequisite(s): Permission of instructor.

Selected topics designed to meet the needs or interest of students in specialty areas of business and management. This course may be repeated for credit with permission.

BUAD 570 - Strategic Decision Making | 3 hours

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

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

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

A trip designed to acquaint the student with important large business centers and facilities. Focus will be on financial, merchandising, advertising, and cultural organizations. Lab fee 32 will be assessed for this course.

BUAD 595 - Independent Study | 3 hours

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

ECON 521 - Managerial Economics | 3 hours

Prerequisite(s): ECON 224; ECON 225

The economics of the individual firm in its decision-making. Forecasting economic conditions using economic indicators and economic models.

Counseling

COUN 503 - Foundations of School Counseling | 3 hours

Provides a background for understanding the school setting and how the diverse roles of the professional school counselor fit together in a comprehensive manner. History, philosophy, ethical and legal considerations, modes of intervention (e.g., individual student planning, responsive services, guidance program management), school counselor professional identity, and current trends in school counseling are studied.

COUN 507 - Sexuality: Issues in Counseling | 2-3 hours

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

112 COURSE DESCRIPTIONS

COUN 510 - Advanced Lifespan Development | 3 hours

Issues in development throughout the life cycle are studied. The impact of early physical, cognitive, and psychological developmental issues and the effects of significant periods of life change are considered. Theories of individual and family development are studied, as well as counseling interventions appropriate to facilitate optimal development and wellness.

COUN 514 - Drugs and Addictions | 3 hours

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

COUN 516 - Career Counseling | 3 hours

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

COUN 520 - Principles of Counseling | 3 hours

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

COUN 521 - Psychopathology | 3 hours

Prerequisite(s): COUN 520.

This course emphasizes diagnostic criteria for the disorders included in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Revised Text (DSM-IV-TR). Mental disorders are defined and categorized in terms of their manifestations and symptoms. Cultural variations in symptoms and gender and age-related features of the disorders are also considered, as well as empirically based treatments currently available for each condition.

COUN 526 - Ethics and Legal Aspects of Counseling | 2 hours

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

COUN 528 - Learning and School Counseling Interventions | 3 hours

The effects of atypical growth and development, health and wellness, language, ability level, and multicultural issues, as well as factors of resiliency on student learning are studied. Strategies and intervention plans designed to improve the personal, social, and academic functioning of students with exceptionalities and/or emotional and behavioral difficulties are also examined and practiced.

COUN 530 - Assessment and Appraisal | 3 hours

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

COUN 553 - Group Counseling and Procedures | 3 hours

Prerequisite(s): COUN 520.

Provides understanding of group counseling processes from both theoretical and experiential perspectives. Group counseling, leadership, and facilitation styles are studied. Contains a

requirement for direct experience in which students participate as group members and leaders in small group activities for a minimum of 10 clock hours over the course of the semester. Group leadership responsibilities may extend into the following semester.

COUN 556 - Theories and Techniques of Counseling | 3 hours

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

COUN 558 - Crisis Counseling | 2 hours

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

COUN 561 - Multicultural Issues in Counseling | 3 hours

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

COUN 565 - Topics in Counseling | 1–3 hours

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

COUN 570 - Counseling in Community Agencies | 3 hours

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

COUN 575 - Administration of Counseling Services | 3 hours

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

The management of mental health services and programs, including areas such as administration, finance, accountability, public mental health policy, and regulatory processes, is examined. Students become familiar with the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare, and the operation of programs and networks that promote mental health in a multicultural society. As the capstone course, this includes the completion of a position paper.

COUN 577 - Administration of School Counseling Services | 3 hours

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

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

114 COURSE DESCRIPTIONS

COUN 582 - Clinical Practicum I | 1 hour

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

COUN 583 - Clinical Practicum II: Clinical Mental Health Counseling | 1–2 hours

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

This course consists of supervised field experience in a clinical mental health setting. A total of 100 clock hours (50 clock hours per semester hour) of direct observation, consultation in the clinical area, and practice of counseling skills is required. The student must attend a weekly hour-long individual supervision session with a supervisor and a weekly 1.5-hour group supervision. Video recording of counseling sessions is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15.

COUN 583 - Clinical Practicum II: School Counseling | 1–2 hours

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

This course consists of supervised field experience in PreK–12 school settings. A total of 100 clock hours (50 clock hours per semester hour) of direct observation, consultation in the clinical area, and practice of counseling skills is required. The student must attend a weekly hour-long individual supervision session with a supervisor and a weekly 1.5-hour group supervision. Video recording of counseling sessions is essential. Applications for Fall Practicum II experiences must be submitted for approval by April 15 of the previous school year. Applications for Winter Practicum II experience must be submitted for approval by October 15.

COUN 584 - Clinical Internship: Clinical Mental Health Counseling | 1–6 hours

Prerequisite(s): COUN 583; Completion of 40 semester hours in degree program; admission to candidacy.

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

COUN 584 - Clinical Internship: School Counseling | 1–6 hours

Prerequisite(s): COUN 583; Completion of 29 semester hours in degree program; admission to candidacy.

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

COUN 588 - Statistics | 3 hours

This course provides the student with the necessary skills to understand, evaluate, and analyze quantitative research in the field of counseling. The course is an introduction to descriptive and

inferential statistics as applied to research in the behavioral sciences. Topics covered include methods of organizing data, measures of central tendency and variability, correlation and regression, tests of hypotheses with parametric and nonparametric statistical methods.

COUN 590 - Marriage and Family Counseling I | 3 hours

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

COUN 591 - Marriage and Family Counseling II | 3 hours

Prerequisite(s): COUN 590.

This course will further explore the role of marital, couple, and family counselors in a variety of practice settings and in relation to other helping professionals. Issues of marital, couple, family life-cycle dynamics, healthy family functioning, family structures, development in a multicultural society, family of origin, intergenerational influences, socioeconomic status, and belief systems will be discussed in depth.

COUN 592 - Marriage and Family Counseling III | 3 hours

Prerequisite(s): COUN 591; Completion of at least 30 semester hours in degree program.

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

COUN 593 - Child and Adolescent Problems and Treatment | 3 hours

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

COUN 595 - Independent Study | 1-3 hours

This is an option for students to extend their learning beyond what is available in planned courses. It is a cooperative learning experience involving a student and a faculty member. Approval from the student's adviser as well as a faculty committee must be obtained before the study is initiated. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

COUN 598 - Research and Program Evaluation | 3 hours

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

COUN 599 - Master's Thesis | 1-6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, under the guidance of a thesis adviser, and its subsequent implementation. The final report will consist of the following sections: (1) Focus of the Study, (2) Review of the Literature,

116 COURSE DESCRIPTIONS

(3) Methodology of the Study, (4) Results of the Study, and (5) Discussion of the Findings. Both the proposal and the final report must be approved by a thesis committee, consisting of the thesis adviser and two other faculty members. The thesis committee must be approved by the School of Education and Psychology. In addition, the student must complete an oral defense of the thesis before their thesis committee, the faculty adviser, the Dean of the School of Education and Psychology, and the Dean of Graduate Studies. The oral defense will typically consist of a visual presentation, followed by a question/answer session. Note: This course must be taken for a total of 6 hours prior to thesis defense.

Hardware and Embedded Systems

CPHE 505 - Transition Course | 1–6 hours

Course work needed for admission to the master's program. This course does not count towards the master's degree requirements. May be repeated as necessary.

CPHE 533 - Advanced Computer Architecture | 3 hours

Prerequisite(s): CPHE 222 or equivalent

Fundamentals in design and quantitative analysis of modern processor microarchitectures including exploration of the current processor trends and various hardware and software techniques in high-performance computing. Review of pipeline and memory hierarchies and branch prediction. Dynamic scheduling, superscalar techniques, speculative execution, prefetching, high-speed I/O, VLIW, multi-threaded processors, and application-specific processors such as those for embedded and graphics systems. (Winter, odd years)

CPHE 546 - Embedded Systems in Robotics and Automation | 3 hours

Introduction to the fundamental kinematic, dynamic, and computational principles underlying most modern robotic systems. Coordinate transformations, manipulator kinematics, mobile-robot kinematics, actuation and sensing, feedback control, vision, and motion planning. (Fall, even years)

CPHE 554 - Advanced Digital Signal Processing | 3 hours

Prerequisite(s): CPHE 310 or equivalent

Advanced and real-time digital signal processing methods. Review of two sided Z-transform, linear time-invariant discrete-time systems, and sampling theory. A/D and D/A conversion, rate conversion, and oversampling techniques for ADC and DAC; filter design, quantization in digital filter implementation, and discrete Fourier analysis. Implementation of real-time DSP applications in embedded environments. (Winter, odd years)

CPHE 564 - Real-time Embedded Systems | 3 hours

Prerequisite(s): CPHE 410 or equivalent

Exploration of the principles, methods, and techniques for building hard and soft real-time embedded systems. Real-time operating system considerations including resource management, scheduling, performance, concurrency, and dependability. Interaction with devices including memory management, device drivers, communication buses, and networks. Embedded software development, testing, and analysis. Embedded hardware design including embedded processor architectures, reconfigurable devices, and SoCs. Application-level concepts common to embedded systems such as signal processing, image processing, computer vision, sensor networks, and feedback control will be incorporated as relevant to hands-on course projects. (Winter, even years)

CPHE 593 - Topics | 3 hours

Topics of current significance in computer science embedded systems.

CPHE 595 - Independent Study | 3 hours

Individual study and research under the supervision of a graduate faculty member. Only two independent study courses (a total of no more than six hours) are allowed to apply toward the Master of Science in Computer Science degree. Must be approved by the School of Computing before beginning the independent study.

CPHE 598 - Project | 1-6 hours

A project consisting of significant work by an individual student. Involves the preparation of a project proposal, including a review of the literature, completion of the project, and preparation of a report, all under the guidance of a project adviser. The School of Computing must approve the project topic and the adviser. The student must successfully defend their project in a public, oral presentation. Note: This course must be taken for a total of at least six hours prior to the presentation. After all course work for the master's program has been completed the student must take at least one hour project credit per semester until the project is completed.

CPHE 599 - Thesis | 1-6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, including a review of the literature, under the guidance of a thesis adviser and its subsequent implementation. The School of Computing must approve a thesis committee consisting of the thesis adviser and two or more other faculty members. The student must successfully defend their thesis in a public, oral defense. Note: This course must be taken for a total of at least six hours prior to thesis defense. After all course work for the Master's program has been completed the student must take at least one hour thesis credit per semester until the thesis is completed.

Computer Science

CPTR 505 - Transition Course | 1-6 hours

Course work needed for admission to the master's program. This course does not count towards the master's degree requirements. May be repeated as necessary.

CPTR 511 - Testing and Quality Assurance | 3 hours

A focus on the testing techniques, concepts, and processes needed to produce high quality, commercial grade software. The course examines the underlying theories that drive adequacy criteria for effective testing and exposes students to current research in software testing. (Fall, odd years)

CPTR 521 - Advanced Database Systems | 3 hours

Prerequisite(s): CPTR 319, MATH 280 or equivalent

Topics taken from spatial-temporal and constraint databases, data modeling, indexing, data warehousing, and data mining. Issues related to business intelligence are also discussed. (Fall, even years)

CPTR 531 - Algorithms | 3 hours

Prerequisite(s): CPTR 318, MATH 191, MATH 280 or equivalents

Techniques for the design and analysis of algorithms, divide-and-conquer, greedy, and dynamic programming algorithms. Computational complexity and analysis of particular algorithms of practical or theoretical importance in computer science. (Fall, even years)

CPTR 542 - Advanced Network Security | 3 hours

Prerequisite(s): CPTR 328, MATH 191, MATH 280 or equivalents

Advanced Network Security focuses on advanced, current topics in network security. Topics may include cryptography, privacy, confidentiality, integrity, authentication, network defense, penetration testing, offensive security, security protocols and other topics as appropriate. (Fall, odd years)

118 COURSE DESCRIPTIONS

CPTR 551 - Parallel and Distributed Systems | 3 hours

Prerequisite(s): CPTR 365, CPTR 318

Fundamentals of parallel and distributed computing, computational models, parallel / concurrency languages and algorithm, mapping and performance evaluations, Internet, mobile computing, and multi-tier computing. (Winter, even years)

CPTR 553 - Advanced Software Engineering | 3 hours

Prerequisite(s): CPTR 209 or equivalent

An in-depth examination of software engineering including: business context and drivers, impact of process on corporate structure, requirements, architecture, implementation, project and product management, team dynamics, supporting tools and frameworks, and regulatory and compliance issues. (Fall, even years)

CPTR 571 - System Software and Architecture | 3 hours

Prerequisite(s): CPTR 365, CPTR 318 or equivalents

A study of the design and implementation of software systems. Software systems design issues in contemporary software systems; description, structure, architecture, development, testing, and deployment. A major software system will be developed. (Winter, odd years)

CPTR 575 - Issues in Computer Science and Religion | 3 hours

Examines scientific method, truth, reality, logic and computability, authority/inspiration, faith and reason as they interact with computational sciences. Including non-logical factors in acceptance of scientific statements as authoritative arguments for the existence of God, causality, determinism and miracles, and scientific revolutions and paradigm shifts with relation to trends in religion and philosophy.

CPTR 593 - Topics | 3 hours

Topics of current significance in computer science.

CPTR 595 - Independent Study | 3 hours

Individual study and research under the supervision of a graduate faculty member. Only two independent study courses (a total of no more than six hours) are allowed to apply toward the Master of Science in Computer Science degree. Must be approved by the School of Computing before beginning the independent study.

CPTR 598 - Project | 1-6 hours (6 hours required)

A project consisting of significant work by an individual student. Involves the preparation of a project proposal, including a review of the literature, completion of the project, and preparation of a report, all under the guidance of a project adviser. The School of Computing must approve the project topic and the adviser. The student must successfully defend their project in a public, oral presentation. Note: This course must be taken for a total of at least six hours prior to the presentation. After all course work for the Master's program has been completed the student must take at least one hour project credit per semester until the project is completed.

CPTR 599 - Thesis | 1-6 hours (6 hours required)

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, including a review of the literature, under the guidance of a thesis adviser, and its subsequent implementation. The School of Computing must approve a thesis committee consisting of the thesis adviser and two or more other faculty members. The student must successfully defend their thesis in a public, oral defense. Note: This course must be taken for a total of at least six hours prior to thesis defense. After all course work for the master's program has been completed the student must take at least one hour thesis credit per semester until the thesis is completed.

Educational Administration and Supervision

EDAD 520 - Foundations of Instructional Leadership | 3 hours

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

EDAD 545 - Supervision of Instruction | 3 hours

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

EDAD 570 - Personnel Administration | 3 hours

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

EDAD 573 - Educational Facilities Planning | 3 hours

A study of the planning of educational facilities, including buildings, equipment, and sites as influenced by educational philosophy, need, and financial resources available. Management of educational facilities is also addressed.

EDAD 574 - Legal Aspects of Education | 3 hours

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

EDAD 577 - School Public Relations | 3 hours

A study of the means for securing cooperative educational planning through mutual understanding between the school and its public. The interpersonal process in educational organizations, communications, and group dynamics for educational administrators are also studied. Students will develop an individualized sample marketing plan for use at their school.

EDAD 579 - School Finance | 3 hours

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

EDAD 594 - Clinical Practice | 3 hours

Prerequisite(s): EDUC 591.

Candidates are immersed in the learning community and provided opportunities to demonstrate competence in the professional role of instructional leadership as administrators. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative evaluation. The action research proposal provides the framework for the culminating activity. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591.

120 COURSE DESCRIPTIONS

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

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

Individual research/study project in educational administration under the supervision of a graduate studies professor. This course may be repeated. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

Instructional Leadership

EDIL 535 - Philosophy of Education | 3 hours

In-depth study of the philosophical foundations of education. Reviews the major schools of philosophic thought and theories of education. Explores connections between philosophy, education theory, and educational practice; probes current issues and reforms. Scriptural frameworks and Christian education principles as expounded by E.G. White are incorporated.

EDIL 545 - Foundation of Curriculum Development | 3 hours

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

EDIL 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.

EDIL 561 - Instructional Design | 3 hours

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

EDIL 565 - Seminar: Trends in Education | 3 hours

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

EDIL 570 - Educational Assessment | 3 hours

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

EDIL 594 - Clinical Practice | 3 hours

Prerequisite(s): EDUC 591.

Candidates are immersed in the learning community and provided opportunities to demonstrate competence in the professional role of instructional leadership in the area of declared emphasis. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative evaluation. The action research proposal provides the framework for the culminating activity. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591.

EDIL 595 - Independent Study in Instructional Leadership | 1-3 hours

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

Individual research/study project in instructional leadership under the supervision of a graduate professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

Literacy Education

EDLE 527 - Implementing Reading Workshop | 3 hours

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

EDLE 537 - Implementing Writing Workshop | 3 hours

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

EDLE 565 - Critical Thinking in Content Literacy | 3 hours

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

EDLE 567 - Literacy Instruction in Primary Classrooms | 3 hours

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

EDLE 573 - The Art of Teaching Writing | 3 hours

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

EDLE 586 - Professional Applications in Literacy | 3 hours

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

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

EDLE 594 - Clinical Practice | 3 hours

Prerequisite(s): EDUC 593.

Candidates are immersed in the learning community and provided opportunities to demonstrate competence in the professional role of instructional leadership in the area of literacy education. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative evaluation. The action research proposal provides the framework for the culminating activity. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 593.

122 COURSE DESCRIPTIONS

EDLE 595 - Independent Study in Literacy Education | 1–3 hours

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

Individual research/study project in literacy education under the supervision of a graduate professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

Outdoor Education

EDOE 503 - Principles and Concepts of Outdoor Education | 2 hours

Corequisite(s): EDOE 504.

This course covers the basic concepts and the history of the outdoor education movement. Scope of contemporary programs in the U.S. and abroad are also addressed. The course also includes the examination of the teaching of learning processes relevant to outdoor and environmental education. Must be taken concurrently with Outdoor Intensive Lab.

EDOE 504 - Field Experience in Principles and Concepts of Outdoor Education | 1 hour

Corequisite(s): EDOE 503.

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

EDOE 513 - Nature Study | 2 hours

Corequisite(s): EDOE 514.

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

EDOE 514 - Field Experience in Nature Study | 1 hour

Corequisite(s): EDOE 513.

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

EDOE 523 - Leadership in Outdoor Education | 2 hours

Corequisite(s): EDOE 524.

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

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

Corequisite(s): EDOE 523.

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

EDOE 528 - Interpretation of Natural and Historical Resources | 2 hours

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

EDOE 533 - Developing Outdoor Teaching Sites | 2 hours*Corequisite(s): EDOE 534.*

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

EDOE 534 - Field Experience in Developing Outdoor Teaching Sites | 1 hour*Corequisite(s): 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 schoolyard site. Must be taken concurrently with Outdoor Intensive Lab.

EDOE 535 - Outdoor Therapy: Design and Procedures | 2 hours*Corequisite(s): EDOE 536.*

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

EDOE 536 - Field Experience in Outdoor Therapy | 1 hour*Corequisite(s): EDOE 535.*

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

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

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

EDOE 538 - Technology in Outdoor Education | 2 hours

This course will provide participants with knowledge of various types of equipment used in surveying, sampling, or collecting data for biological research. Participants will work with professionals in the field to develop the skills needed to use equipment, and then learn ways to involve their students in similar activities in the outdoor classroom. Must be taken concurrently with Outdoor Intensive Lab.

EDOE 543 - Environmental Ministries | 2 hours

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

EDOE 553 - Ecology Education | 2 hours

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

EDOE 563 - Wilderness Stewardship | 2 hours

An intensive backcountry camping course to be taught entirely in the field. It will provide the student with basic knowledge and understanding of minimal environmental impact while pursuing outdoor recreational activities. Professional reading will be required prior to the trip

124 COURSE DESCRIPTIONS

from writers such as Thoreau, Leopold, Muir, Carson, and other voices of stewardship. Must be taken concurrently with Outdoor Intensive Lab.

EDOE 564 - Special Topics | 1–4 hours

Topics of current significant and interest in outdoor education are covered. Must be taken concurrently with Outdoor Intensive Lab. This course may be repeated for a maximum of 6 hours.

EDOE 565 - Nature Journaling | 1–2 hours

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

EDOE 568 - Nature Photography | 1–2 hours

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

EDOE 573 - Outdoor Curriculum and Methods, Grades 1–6 | 1–2 hours

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

EDOE 574 - Outdoor Curriculum and Methods, Grades 7–12 | 1–2 hours

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

EDOE 575 - Internship in Outdoor Education | 1–4 hours

An internship designed to meet the particular needs and interests of the individual participant. Internship will be conducted in cooperation with a day or residential outdoor education facility. A minimum of forty (40) clock hours is required for each semester hour of credit. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591. This course may be repeated for a maximum of four (4) semester hours total.

EDOE 576 - Outdoor Intensive Lab—Fall | 0 hours

This is required 10-day lab for any student attending a Fall Outdoor Education Field Intensive session. Lab fee 19 will be assessed for this course.

EDOE 577 - Outdoor Intensive Lab—Winter | 0 hours

This is a required 10-day lab for any student attending a Winter Outdoor Education Field Intensive session. Lab fee 15 will be assessed for this course.

EDOE 578 - Outdoor Intensive Lab—Summer | 0 hours

This is a required 10-day lab for any student attending a Summer Outdoor Education Field Intensive session. Lab fee 12 will be assessed for this course.

EDOE 585 - Workshop in Outdoor Education | 1–4 hours

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

EDOE 593 - Adventure-Based Counseling | 2 hours

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

EDOE 595 - Independent Study in Outdoor Education | 1–3 hours

Prerequisite(s): 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 campsite. A maximum of six Independent Study hours are allowed to apply toward a student's degree.

Education

EDUC 521 - Theories of Learning | 3 hours

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

EDUC 531 - Technology and the Educator | 3 hours

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

EDUC 532 - Psychology and Behavior of Exceptional Individuals | 3 hours

This course is focused on the psychological aspects of exceptionality and the implications for classroom management. The course provides an opportunity for in-depth examination and administration of various models and techniques for the management of exceptional individuals according to counseling and psychology theory.

EDUC 543 - Assessment of Exceptional Individual | 3 hours

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

EDUC 565 - Topics in Education | 1–3 hours

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

126 COURSE DESCRIPTIONS

EDUC 566 - Seminar: Trends and Issues in Education | 1–3 hours

Analysis of current and emerging educational trends. This course also involves exploration of curricular concerns and/or instructional issues which shape the teaching/learning process.

EDUC 567 - Curriculum and Strategies for Children with Learning Differences | 3 hours

Planning, developing, and implementing curriculum for exceptional students is the focus of this course. Study will include the application of the three-tier model of Response to Intervention in order to tailor instruction for students with varied learning needs in the multiage classroom. The North American Division REACH Manual will also receive special emphasis in this course.

EDUC 577 - Reading Assessment and Remediation | 3 hours

This course examines the various causes of reading difficulties and the instructional procedures, strategies, and materials for remediating those difficulties. This course involves the application of course content in a field experience with K–8 students.

EDUC 588 - Statistics | 3 hours

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

EDUC 591 - Methods of Educational Research | 3 hours

Fundamentals of research methodology are covered. This course examines the forms, methods, and tools of scholarly research, which facilitates the development and presentation of a research proposal. Recommended for Instructional Leadership and Outdoor Education students. (Odd years)

EDUC 593 - Educational Action Research | 3 hours

Fundamentals of research methodology are covered. This course examines the forms, methods, and tools of scholarly research, which facilitate the development and presentation of an action research proposal. Students transferring this credit must submit an approved action research proposal. Recommended for Literacy Education students. (Even years)

EDUC 595 - Independent Study in Education | 1–3 hours

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

Individual research/study project in education under the supervision of a graduate studies professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

EDUC 598 - Master's Thesis | 3–6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, under the guidance of a thesis adviser, and its subsequent implementation. The final report will consist of the following sections: (1) Focus of the Study, (2) Review of the Literature, (3) Methodology of the Study, (4) Results of the Study, and (5) Discussion of the Findings. Both the proposal and the final report must be approved by a thesis committee, consisting of the thesis adviser and two other faculty members. The thesis committee must be approved by the School of Education and Psychology. In addition, the student must complete an oral defense of the thesis before their thesis committee, the faculty adviser, the Dean of the School of Education and Psychology, and the Dean of Graduate Studies. The oral defense will typically consist of a visual presentation, followed by a question/answer session. Note: This course must be taken for a total of 6 hours prior to thesis defense.

Finance

FNCE 505 - Principles of Finance | 3 hours

Corequisite(s): ACCT 505 or equivalent

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

FNCE 510 - Financial Management | 3 hours

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

This course is cross-listed with BUAD 520.

A student may receive credit for this course from only one program. Understanding and analyzing information for decision making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed.

FNCE 515 - Applied Corporate Finance | 3 hours

Prerequisite(s): BUAD 520 or FNCE 510.

This course utilizes a case study format to apply financial theory, tools, and techniques in analyzing and addressing business decisions. The type of business decisions addressed include valuation of cash flows, capital budgeting, risk, and return, cost of capital, working capital, and leasing issues.

FNCE 520 - Finance Theory | 3 hours

Prerequisite(s): BUAD 520 or FNCE 510.

This course is cross-listed with ACCT 520.

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

FNCE 525 - International Finance | 3 hours

Prerequisite(s): BUAD 520 or FNCE 510.

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

FNCE 530 - Controllership | 3 hours

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

This course is cross-listed with ACCT 530.

A student may receive credit for this course from only one program. This course provides a study of controller functions, accounting and financial techniques, concepts, and procedures as they relate to the functions and responsibilities of the controller. Topics will include planning and control functions, management reporting systems, and investment planning.

FNCE 550 - Working Capital Management | 3 hours

Prerequisite(s): FNCE 315 or FNCE 505.

This course is cross-listed with FNCE 450.

A student may receive credit for this course from only one program. Includes topics addressing short-term financial management. In addition, the course covers the cost to benefit trade-offs of liquidity, management of working capital, management and budgeting of cash, and short-term investing and financing issues.

128 COURSE DESCRIPTIONS

FNCE 552 - Financial Markets, Rates, and Flows | 3 hours

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

This course is cross-listed with FNCE 452.

A student may receive credit for this course from only one program. This course looks at the relations between interest rates, market conditions, and risk management. In addition, it considers mediums of exchange, money and credit, the structure of debt securities, and the impact of public policies on the credit environment.

FNCE 553 - Financial Institutions | 3 hours

Prerequisite(s): FNCE 510 or equivalent.

This course considers the role, management, and impact of financial institutions on the financial market system. Topics include such items as the operating and regulatory environment of financial institutions and their function as intermediaries. Other issues include the management of interest rate risk, liquidity risk, and credit risk for depository institutions. Finally, topics related to non-depository financial institutions such as mutual funds, insurance companies, and security firms, etc. are covered.

FNCE 555 - Fundamentals of Investment | 3 hours

This course is cross-listed with FNCE 455.

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

FNCE 561 - Portfolio Management | 3 hours

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

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

FNCE 562 - Derivatives | 3 hours

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

This course covers the origin of derivative instruments, valuation, and application by financial institutions to manage risk and speculate. Derivatives come by their name honestly in that they derive their value from some underlying asset, such as equity securities, debt securities, currencies, and commodities, etc. Topics related to the following derivative contracts will be covered: options, forwards, future contracts, and swaps.

FNCE 564 - Financial Statement Analysis | 3 hours

Prerequisite(s): BUAD 520 or FNCE 510.

This course is cross-listed with ACCT 564.

A student may receive credit for this course from only one program. See ACCT 564 for course description.

FNCE 585 - Contemporary Issues in Finance | 3 hours

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

FNCE 595 - Independent Study | 3 hours

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

FNCE 597 - Finance Research | 3 hours

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

Global Community Development

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

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

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

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

GCDP 515 - Principles of Development Entrepreneurship | 2 hours

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

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

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

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

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

GCDP 528 - Preparation for Global Service | 1 hour

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

GCDP 550 - Community Training and Assessment | 2 hours

Prerequisite(s): Successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

In this Experiential Learning Rotation 2 course students will practice participatory leadership while engaging, training, and supporting key stakeholders as they conduct their community-owned baseline assessments.

GCDP 555 - Families, Children and Special Populations | 2 hours

Prerequisite(s): Successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

In this Experiential Learning Rotation 2 course students will mentor community members to generate locally contextual advocacy and action plans and/or social marketing campaigns that strengthen families and vulnerable children while empowering marginalized and/or special indigenous populations.

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

Prerequisite(s): Successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525, and GCDP 528 coursework.

In this Experiential Learning Rotation 2 course students will engage local communities to advocate with local, government, and national key stakeholder groups. Additionally, they will identify legal issues that could impact their projects.

130 COURSE DESCRIPTIONS

GCDP 564 - Seminar: Trends in Development/Relief | 1–4 hours

In this seminar, contemporary trends, issues and/or practices in global community development/relief are explored in the context of how they can improve sustainable impacts across diverse sectors. (Variable)

GCDP 565 - Special Topics Seminar | 1 hour

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

GCDP 570 - Community Organizing and Mobilization | 2 hours

Prerequisite(s): Successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

In this Experiential Learning Rotation 2 course students will organize and mobilize community members as they do strategic planning, project design, and proposal development for their multi-sector community change interventions.

GCDP 575 - Community-Owned Project Management | 2 hours

Prerequisite(s): Successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

In this Experiential Learning Rotation 2 course students will train and mentor community members in leadership development, project implementation, and management cycle.

GCDP 580 - Evidence-based Project Monitoring and Evaluation | 2 hours

Prerequisite(s): Successful completion of GCDP 505, GCDP 510, GCDP 515, GCDP 520, GCDP 525 and GCDP 528 coursework.

In this Experiential Learning Rotation 2 course student will share, use, and document best practices and data that encourage accountability in project efficiency and effectiveness while fostering honest and transparent use of project and community resources.

GCDP 592 - Field Practice Internship | 1–7 hours

Prerequisite(s): Consent of the program director and successful completion of GCDP 550, GCDP 555, GCDP 560, GCDP 570, GCDP 575 and GCDP 580.

In this Field Application Rotation 3 practice internship, advanced graduate students develop an Individual Internship Learning Plan (IILP) with a program mentor. Two semesters of practice experience building (approximately 32 weeks) at a project-based internship with a minimum of 700 total hours (100 hours per credit) are required to evidence competency of knowledge, values, and skills as outlined in the degree curriculum. This course will be graded pass/fail. Seven hours of credit are required to graduate. (Variable)

GCDP 595 - Independent Study | 1–4 hours

Prerequisite(s): Consent of the program director.

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

GCDP 599 - Learning Documentation and Defense | 1 hour

Prerequisite(s): Consent of the program director and successful completion of all program coursework.

This Learning Outcome Rotation 4 course hosts the capstone event for evidencing candidacy degree competencies via e-folio completion, administrative clearances, and successful oral defense. If a student chooses to extend this defense process beyond one semester, they must register for this class again each additional semester until their defense is successfully completed.

Healthcare Administration

HADM 520 - Operations Management and the Clinical Professional | 3 hours

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

HADM 530 - Healthcare Administration | 3 hours

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

HADM 532 - Healthcare Economics and Finance | 3 hours

This course explores healthcare finance and economics from the perspective of healthcare providers and non-financial managers of health services. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed with emphasis on strategies to promote and sustain the financial viability of healthcare. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP and other healthcare professionals within the contemporary healthcare environment.

HADM 536 - Advanced Nursing Leadership and Role Development | 3 hours

Prerequisite(s): Permission of program coordinator.

This course is cross-listed with NRS 578 in the School of Nursing.

A student may receive credit for this course from only one program. See NRS 578 for course description.

HADM 545 - Healthcare Policy | 3 hours

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

Healthcare policy supports the delivery and financing of healthcare. This course reviews the policy analysis process, the push and pull of specific healthcare goals, the constraining effects of resource limitations, and the resulting healthcare system in the United States. Benefits and drawbacks associated with healthcare systems both within and outside of America will be considered.

HADM 552 - Healthcare Marketing and Human Resources | 3 hours

The provision of healthcare within the United States includes features that are unique with respect to the marketing of healthcare services. Additionally, healthcare professionals operate within an environment that recognizes superior human resource knowledge and skills. This course addresses marketing for healthcare facilities, and human resource opportunities and realities that exist within the healthcare industry. Legal and cooperative relationships within the industry will be explored.

HADM 555 - Communication and Professional Relationships | 3 hours

The healthcare industry typically involves many semi-autonomous groups coalescing around individual patients in order to provide services. The professionalism with which these groups are communicated and partnered, determines, in part, the quality of the rendered services and the operational health of the providing institution. This course explicitly identifies certain of the professional relationships which exist within healthcare and provides strategies for effectively meeting the needs of other professional groups, especially with respect to communication.

132 COURSE DESCRIPTIONS

HADM 585 - Contemporary Issues in Healthcare Administration | 3 hours

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

HADM 595 - Independent Study | 3 hours

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

HADM 597 - Healthcare Administration Research | 3 hours

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

Nondepartmental

NOND 500 - Facilities Use | 0 hours

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

Church and Nonprofit Leadership

NPLD 550 - Leadership in Organizations | 3 hours

This course is cross-listed with MGNT 450.

A student may receive credit for this course from only one program. This course is a non-quantitative exploration of leadership allowing students to engage in an in-depth study of how they can develop as successful organizational leaders. The strengths and weaknesses of various leadership approaches (including Great Man, behavioral, contingency, transformational, servant leadership and shared leadership) are compared. Other course topics may include the Biblical teaching on leadership, conflict management and/or approaches to leading organizational change. Students are required to obtain hands-on leadership experience during the semester outside of class as part of the course requirements.

NPLD 552 - Christian Missionary Entrepreneurship | 3 hours

This course is cross-listed with MGNT 452.

A student may receive credit for this course from only one program. This course familiarizes students with the complex range of decisions and activities that arise in the initiation and operation of a nonprofit organization. This is accomplished by an immersive academic experience that involves students directly in service for others within the context of the Seventh-day Adventist faith. In addition to real-world challenges, participants study text, online, and periodical material to provide an intelligent consideration of corporate forms, sources of revenue, constituencies, operational considerations, and nonprofit products and services. This class includes exploring relevant readings from E.G. White.

NPLD 555 - Managing Nonprofit Policies, Power, and Politics | 3 hours

This course analyzes and evaluates the presence of policies, power, and politics in nonprofit organizations from a Christian ethics perspective. Topics include the dynamics of organizational influence, the development and impact of organizational policies, functional and dysfunctional organizational politics, and the Christian's responsibilities with respect to the use of influence and organizational political behavior.

NPLD 560 - Nonprofit Governance and Ethics | 3 hours

This course explores the internal and external governance process for nonprofit organizations, the importance of trust and trustworthiness in organizations, the work of the board of trustees as an oversight body, the relationship between trustees and the NPO administrator, the fundamental governance problems that NPOs face, and the ethical issues that individuals involved with governance face as they fulfill their oversight responsibilities.

NPLD 570 - Strategic Management in Nonprofit Organizations | 3 hours

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

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

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

NPLD 595 - Independent Study | 3 hours

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

NPLD 597 - Nonprofit Leadership Research | 3 hours

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

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

Prerequisite(s): Permission of dean or program coordinator. Required of students with limited work experience.

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

NRSG 505 - Directed Study and Research | 1-3 hours

Prerequisite(s): Permission of dean or program coordinator.

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

NRSG 515 - Theoretical Concepts of Nursing | 2 hours

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

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

NRSG 520 - Health Promotion Across the Lifespan | 3 hours

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

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

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

Prerequisite(s): NRSG 316 or equivalent basic statistics.

Focuses on the steps of ethical quantitative and qualitative research and on understanding and utilizing research studies as the basis for advanced practice. Application and interpretation of descriptive and inferential statistics are included. Emphasizes integration of research (evidence) into care of individuals, families, and communities with potential or actual stressors and threats to wellbeing. Lab fee 5 will be assessed for this course.

NRSG 540 - Health Care Policy | 3 hours

This course is cross-listed with HADM 545 in the School of Business and Management. A student may receive credit for this course from only one program.

Examines health care policy issues affecting nursing education, administration, advanced clinical practice, clients, and client systems. This course reviews the policy analysis process, the push and pull of specific health care goals, the constraining effects of resource limitations, and the resulting health care system in the United States. Benefits and drawbacks associated with the American health care systems as compared to other countries will be considered.

NRSG 550 - Advanced Pathophysiology | 3 hours

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

NRSG 552 - Advanced Pharmacology | 3 hours

Pre- or co-requisite: NRSG 550.

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

NRSG 555 - Advanced Health Assessment | 4 hours

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

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

NRSG 556 - Family and Community Systems | 3 hours

Perspectives of family composition, culture, values, ethics, development, growth, and behaviors that influence the wellbeing 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 565 - Graduate Studies - Topics in Nursing | 1-3 hours

Prerequisite(s): 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(s): 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.

NRSG 579 - Practicum Continuance | 1 hour

Prerequisite(s): Registration for one semester for any of the following practicum courses: NRSG 585, NRSG 587 or NRSG 591, NRSG 645, NRSG 655, NRSG 663, NRSG 665, NRSG 670, NRSG 671, NRSG 673.

Mandatory course for the student requiring additional time beyond one semester to complete clinical practicum hours for any MSN practicum course. The student must register for this course each semester until the practicum course requirements are met and a grade has been issued. (Pass/Fail)

NRSG 581 - Nursing Curriculum Design | 3 hours

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

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

NRSG 583 - Classroom Instruction and Evaluation | 3 hours

Pre- or co-requisite: NRSG 581.

Learning theories, models, concepts, strategies, and technical innovations for classroom instruction and evaluation are examined. Test design, construction, blue printing, and analysis are included. Elements of this course may be met through attendance at off-site approved educational conferences for nurse educators. Lab fee 5 will be assessed for this course.

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

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

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

NRSG 587 - Practicum: Advanced Nursing Leadership | 2 hours

Corequisite: NRSG 578

Leadership practicum that promotes competence for entry into nursing leadership roles in middle or upper management. Students are mentored by nursing leaders in mid to top level administrative positions at a healthcare facility. Involvement in routine management activities and special projects related to quality improvement and safety, information management, communication and collaboration, financial and policy decision-making, and systems evaluation are expected. Includes a minimum of 120 hours of clinical practice. Lab fee 6 will be assessed for this course.

NRSG 591 - Practicum: Area of Clinical Emphasis | 2 hours

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

NRSG 594 - MSN Capstone | 2 hours

Prerequisite(s): NRSG 527.

The student applies research evidence within their given practice setting in an effort to resolve practice problems using translational and transformative processes to improve practice quality and outcomes. Student research and writing activities in this final culminating experience in the MSN program are supervised by a research mentor.

136 COURSE DESCRIPTIONS

NRSNG 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.

NRSNG 635 - Role Development for Advanced Practice Nurses | 2 hours

Pre- or co-requisite: NRSNG 655, NRSNG 670 or NRSNG 673.

This course focuses on professional issues, advanced practice roles, relationships, legal and ethical frameworks for advanced practice, professional practice management, and preparation for advanced practice nurse practitioner certification. Lab fee 7 will be assessed for this course.

NRSNG 640 - Primary Care of Adults I | 3 hours

Prerequisite(s): NRSNG 550, NRSNG 552, NRSNG 555

Primary care course emphasizing primary, secondary, and tertiary care of well and ill individuals across the adult lifespan. Concepts of health promotion, pathophysiology, epidemiology, pharmacology, and physical assessment are integrated throughout. Acute and chronic health problems related to specific body systems are studied. Diagnostic tests are reviewed. Differential and actual diagnoses are discussed based on client presentation. Management plans are formulated based on standards of practice and best evidence. May be taken prior to or after NRSNG 650.

NRSNG 645 - Practicum: Primary Care of Adults I | 4 hours

Clinical practicum in the differential diagnosis and management of common and chronic adult and gerontologic health problems. Includes intensives for clinical procedures and wound management. Precepted by nurse practitioners and other healthcare providers in out-patient, in-patient, clinics, acute and chronic care facilities. Includes a minimum of 250 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSNG 650 - Primary Care of Adults II | 3 hours

Prerequisite(s): NRSNG 550, NRSNG 552, NRSNG 555.

Primary care course emphasizing primary, secondary, and tertiary care of well and ill individuals across the adult lifespan. Concepts of health promotion, pathophysiology, epidemiology, pharmacology, and physical assessment are integrated throughout. Acute and chronic health problems related to specific body systems are studied. Diagnostic tests are reviewed. Differential and actual diagnoses are discussed based on client presentation. Management plans are formulated based on standards of practice and best evidence. May be taken prior to or after NRSNG 640.

NRSNG 655 - Practicum: Primary Care of Adults II | 4 hours

Prerequisite(s): NRSNG 645

A continuation of clinical practicum with emphasis on the differential diagnosis and management of the more complex common, acute, and chronic physical, psychological, sociocultural, spiritual, and developmental adult and gerontologic health problems. Precepted by nurse practitioners and other healthcare providers in out-patient, in-patient, clinics, acute and chronic care facilities. Includes a minimum of 250 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSNG 662 - Primary Care of Children | 3 hours

Prerequisite(s): NRSNG 550, NRSNG 555, NRSNG 552, NRSNG 556

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

NRSNG 663 - Practicum: Primary Care of Children | 2 hours*Prerequisite(s): NRSNG 662.*

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

NRSNG 665 - Practicum: Primary Care of Families I | 5 hours*Prerequisite(s): NRSNG 662 and NRSNG 640 or NRSNG 650.*

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

NRSNG 670 - Practicum: Primary Care of Families II | 5 hours*Prerequisite(s): NRSNG 665.*

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

NRSNG 671 - Practicum: Acute Care of Adults I | 3 hours*Prerequisite(s): NRSNG 645, NRSNG 757.**Pre- or co-requisite: NRSNG 640, NRSNG 650.*

Clinical practicum that promotes competence for entry into acute care adult/gerontology practice utilizing advanced practice roles of: health promotion/disease prevention; management of complex acute and chronic illness of adult and gerontologic patients; nurse-patient relationships; teaching-coaching functions; professional roles; managing and negotiating healthcare delivery; quality assurance; and meeting physical, psychological, sociocultural, spiritual, and developmental needs of adult and gerontologic patients and their families who are experiencing complex acute, critical, or chronic illness. Includes a minimum of 200 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSNG 673 - Practicum: Acute Care of Adults II | 3 hours*Prerequisite(s): NRSNG 645, NRSNG 757, NRSNG 671.**Pre- or co-requisite: NRSNG 640, NRSNG 650.*

Clinical practicum that promotes competence for entry into acute care adult/gerontology practice utilizing advanced practice roles of: health promotion/disease prevention; management of complex acute and chronic illness of adult and gerontologic patients; nurse-patient relationships; teaching-coaching functions; professional roles; managing and negotiating healthcare delivery; quality assurance; and meeting physical, psychological, sociocultural, spiritual, and developmental needs of adult and gerontologic patients and their families who are experiencing complex acute, critical, or chronic illness. Includes a minimum of 200 hours of clinical practice. Lab fee 9 will be assessed for this course.

NRSNG 695 - Independent Study | 1-3 hours

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

138 COURSE DESCRIPTIONS

NRSG 711 - Healthcare Technology in Advanced Practice | 2 hours

This course is designed to ensure the advanced practice nurse will be able to proficiently use technology and information systems to improve the quality of patient care. Course content includes appropriate use of technology to support practice and administrative decision-making, and selection and evaluation of various information systems and technology within legal and ethical contexts.

NRSG 714 - Practical Epidemiology and Research | 3 hours

This course is designed to introduce epidemiologic reasoning and research strategies that can be used by the advanced practice nurse to identify and evaluate patterns and determinants of disease frequency in human populations. Students will acquire an understanding of the influence of cultural beliefs and traditional healthcare systems on epidemiology, and the varying roles of the clinician in local, regional, and national public health emergencies.

NRSG 716 - Applied Biostatistics in Clinical Research | 3 hours

This course covers practical concepts of descriptive and inferential statistical methods that will be useful for the advanced practice nurse in analyzing and interpreting clinical practice research. Particular emphasis is given to those issues and skills that are relevant to the development of the Scholarly Project.

NRSG 722 - Genetics and Environment in Disease | 3 hours

This course introduces the advanced practice nurse to basics concepts of toxicology (including issues in epigenetics and genomics), evidence-based public health intervention strategies, clinical screening/diagnostics, and emerging therapeutics related to environmental and genetic influences on health.

NRSG 723 - Christian Leadership and Management | 2 hours

This course explores the role of the DNP in healthcare leadership. Students will explore functional managerial roles and processes of planning, leading, organizing, and controlling. Development & utilization of leadership theories based on trait, skill, style, situational, and contingency constructs will be examined. The primary emphasis of the course is a unique Christian perspective on the importance of the Leadership model and the role of transformational leadership in the interaction with organizational culture and performance.

NRSG 728 - Introduction to Lifestyle Therapeutics | 2 hours

This course explores the biological basis and clinical evidence for the use of various evolving lifestyle therapeutics in the context of acute and chronic disease, distinguishing between traditional/conventional and lifestyle management of risk factors. Eight essentials of optimum health as integral components of a healthy lifestyle are examined through use of the CREATION Health model.

NRSG 730 - Emergency and Disaster Management | 2 hours

This course examines different types of emergencies and disasters and their impact on individuals, families, communities, and healthcare systems. Resources, structures, technology, and systems for management of emergencies and disasters are examined. Advanced practice roles in preparedness, response, and public education are evaluated with particular attention to acute care roles. Students use a variety of educational resources including those available from the Federal Emergency Management Agency (FEMA) and the Emergency Management Institute.

NRSG 734 - Educating and Motivating Patients for Lifestyle Changes | 2 hours

This course is designed to ensure the advanced practice nurse is able to effectively educate and motivate patients for lifestyle change utilizing a variety of resources and considering legal, cultural, and ethical issues.

NRSG 744 - Exercise Modalities for Lifestyle Change | 3 hours

This course introduces the advanced practice nurse to basic concepts of exercise physiology, metabolism, energy, and the science of kinesiology. Exercise principles are applied to various patient situations to prevent disease, overcome disease-related and other barriers, and to improve health. Clinical experience with anthropometric, metabolic, exercise and cardiovascular stress testing in laboratory environments is a part of this course.

NRSG 746 - Nutritional Approaches to Disease Prevention and Management | 3 hours

This course is designed to provide an advanced-level review of the underlying biological basis and clinical translation of evidence-based dietary regimens, nutraceuticals, and phytopharmaceuticals in the prevention and management of disease. Discussions will include the evaluation of common and emerging laboratory tests used in the functional assessment of biochemical pathways of nutrients, and an evaluation of potential drug-nutrient interactions.

NRSG 757 - Acute Care Concepts and Skills I | 3 hours

This acute care course emphasizes complex concepts and skills needed to care for the acute and critically ill hospitalized adult. Emphasis is placed on use of evidence-based guidelines and development of advanced understanding and clinical judgment for management of specific complex disease processes. Development of frameworks for independent and collaborative patient care management are explored.

NRSG 759 - Acute Care Concepts and Skills II | 3 hours

This acute care course emphasizes complex concepts and skills needed to care for the acute and critically ill hospitalized adult not covered in NRSG 657. Emphasis is placed on use of evidence-based guidelines and development of advanced understanding and clinical judgment for management of specific complex disease processes.

NRSG 761 - Acute Care Specialization I | 2 hours

This course facilitates identification of an acute care topic or specialty that meets the individual needs of the certified acute care nurse practitioner. Focus on a more in-depth comprehension of the evidence and science of the selected topic is guided and mentored by specialists in the field.

NRSG 762 - Acute Care Specialization II | 2 hours

Prerequisite(s): NRSG 761

This course facilitates further exploration of an acute care topic or specialty that meets the individual needs of the certified acute care nurse practitioner. Development of expertise through comprehension of the evidence, science, and practice patterns related to the selected topic or specialty is guided and mentored by specialists in the field.

NRSG 765 - Current Topics in Advanced Practice | 1–3 hours

This course introduces the advanced practice nurse to current hot topics in primary care, family practice, gerontology, lifestyle medicine, health policy, or other areas of current importance.

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

Prerequisite(s): NRSG 757 NRSG 759

This clinical course provides opportunity for students to synthesize and integrate advanced practice knowledge and skills in providing competent care for adult and gerontologic patients with acute, critical, and multisystem health disorders. Students complete a minimum of 200 hours of clinical practice, precepted by expert clinicians. Lab fee 9 will be assessed for this course.

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

Prerequisite(s): NRSG 772

This clinical course provides opportunity for students to continue to develop clinical judgment in providing evidence-based care for adult and gerontologic patients with acute, critical, and

140 COURSE DESCRIPTIONS

multisystem health disorders. Students complete a minimum of 200 hours of clinical practice, precepted by expert clinicians. Lab fee 9 will be assessed for this course.

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

Prerequisite(s): NRSNG 774

This clinical course provides opportunity for students to demonstrate increasing autonomy in clinical decision-making for adult and gerontologic patients with acute, critical, and multisystem health disorders. Students complete a minimum of 200 hours of clinical practice, precepted by expert clinicians. Lab fee 9 will be assessed for this course.

NRSNG 783 - Practicum I: Acute Care Specialization | 2 hours

Clinical course for the certified ACNP desiring to advance acute care practice role in a specialty area. Practicum is guided by didactic specialty courses and by expert clinicians. Students complete a minimum of 120 clock hours of clinical practice.

NRSNG 784 - Practicum II: Acute Care Specialization | 2 hours

Clinical course for the certified ACNP desiring to advance acute care practice role in a specialty area. Course builds on didactic specialty focus and prior acute care practicum experiences. Practicum is supervised by expert clinicians in a specialty area. Students complete a minimum of 120 clock hours of clinical practice.

NRSNG 810 - Scholarly Project Development | 1 hour

This course guides the DNP student in the exploration and identification of a topic for a scholarly project and the development of a clearly stated, measurable, PICO question specific to a population of interest within their clinical setting, supported with a thorough literature review.

NRSNG 815 - Scholarly Project Progression | 2 hours

Prerequisite(s): NRSNG 810

This course guides the DNP student in the development of the proposal for their scholarly project specific to a population of interest within their clinical setting. Progression picks up from the writing of the PICO question/purpose/specific aims, and includes the writing of a review of literature, project framework, methods (sample, instruments, measures, intervention, data collection procedures), and an evaluation plan.

NRSNG 820 - Scholarly Project Implementation | 3 hours

Prerequisite(s): NRSNG 815

This course guides the DNP student in the implementation of their scholarly research project specific to a population of interest within a clinical setting. At the completion of this course, students will have completed collection of all data in preparation for analysis.

NRSNG 825 - Scholarly Project Evaluation | 3 hours

Prerequisite(s): NRSNG 820

This course guides the DNP student in the evaluation and dissemination of their scholarly research project. The DNP student will complete their scholarly research project in both written and oral formats. This will include a presentation of the clinical population/problem of interest, the translation and application of evidence to their setting and how this addressed the needs of this population/problem; and an evaluation of the implementation and the outcomes of their scholarly project.

Biblical Studies

RELB 500 - Directed Study | 1–3 hours

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

RELB 510 - Archaeology and Bible Interpretation | 3 hours

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

RELB 520 - Middle East Study Tour | 1-3 hours

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

RELB 530 - Archaeological Fieldwork | 1-6 hours

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

RELB 540 - Old Testament Themes | 3 hours

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

RELB 541 - Preaching from the Old Testament Text | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELB 545 - General Epistles | 3 hours

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

RELB 546 - Pauline Epistles | 3 hours

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

RELB 551 - Preaching from the New Testament Text | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELB 553 - Studies in Romans | 3 hours

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

RELB 555 - Studies in Daniel | 3 hours

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

RELB 556 - Studies in Revelation | 3 hours

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

142 COURSE DESCRIPTIONS

RELB 565 - Topics in Biblical Studies | 3 hours

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

RELB 595 - Independent Study | 1-3 hours

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

RELB 620 - Project in Biblical Studies | 3 hours

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

RELB 650 - Thesis in Biblical Studies | 1-6 hours

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

General Studies

RELG 600 - Research Methods and Writing | 3 hours

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

Professional Studies

RELP 401 - Fundamentals of Biblical Preaching | 3 hours

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

RELP 500 - Directed Study | 1-3 hours

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

RELP 501 - Advanced Preaching Methods | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELP 508 - Expository Preaching | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELP 513 - Effective Church Leadership | 3 hours

Church leadership viewed from the perspective of character and effectiveness. Issues covered include visioning, local mission development, mentoring, effective administration, and decision making. Case studies and group interaction are used for learning purposes.

RELP 515 - Equipping Laity for Ministry | 3 hours

A biblical approach to the effective accomplishment of church ministry, with an emphasis on the discovery, development, and discipleship of lay ministry. The role of the pastor as facilitator of ministry in this paradigm is carefully examined.

RELP 517 - Pastoral Counseling | 3 hours

Counseling theory and practice in church-related settings. Mental health programs and follow-up are studied.

RELP 519 - Church and Community Health Education | 3 hours

Based on principles outlined in the Bible and the Spirit of Prophecy, this course deals with specific methods and programs designed to reach both church and community in areas of felt needs not ordinarily emphasized in the traditional evangelistic approach.

RELP 521 - Time and Life Management | 3 hours

This course is a comprehensive study of time and life management. It explores the fundamentals of time and its management within a theological and pastoral context. Special consideration is given to articulating personal values, achieving goals, evaluating and implementing a time-management system, overcoming personal time-management weaknesses, and applying strategies of efficiency and effectiveness to everyday life.

RELP 524 - Evangelistic Preaching | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELP 525 - Youth Ministry in the Local Church | 3 hours

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

RELP 532 - Principles and Strategies for Church Growth | 3 hours

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

RELP 534 - Personal Soul-Winning Skills | 3 hours

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

RELP 537 - Church Planting Strategies | 3 hours

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

RELP 542 - Urban Ministry and Evangelism | 3 hours

A study of the city as the locus of mission and ministry. The course considers the forces which create cities, their development, and their ethos, with emphasis on the process of secularization

144 COURSE DESCRIPTIONS

and the church's holistic approach to the urban setting. Special attention is given to evangelism and church planting in the urban context. Students are exposed to various ministries dealing with the hungry, homeless, addicted, and the alienated.

RELP 561 - Preaching to the Secular Mind | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELP 565 - Topics in Professional Studies | 3 hours

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

RELP 569 - Sermon Designs for Biblical Preaching | 3 hours

Prerequisite(s): At least one introductory course in biblical preaching.

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

RELP 570 - World Mission | 3 hours

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

RELP 591 - Evangelistic Preaching Practicum | 3 hours

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

The course is offered in connection with a field school of evangelism, in which students participate in supervised evangelistic preaching. Students must demonstrate adequate preparation in order to be considered for this course. Class requirements include preparation of a theoretical framework to be done, field supervision, and a final report.

RELP 595 - Independent Study | 1-3 hours

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

Theological Studies

RELT 500 - Directed Study | 1-3 hours

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

RELT 520 - Spirituality in Ministry | 3 hours

An examination of a biblical model for spiritual leadership and its implications for personal spiritual life and development. The objective of this course is to discover how to experience life and ministry that is "full of God's grace and power."

RELT 525 - Theology of Ministry | 3 hours

An in-depth study of the theology of ministry in the context of the church, clergy-laity roles, and the mission of the local congregation.

RELT 531 - Hermeneutics and Biblical Interpretation | 3 hours

An investigation into fundamental hermeneutical presuppositions and the formulation of both sound principles of biblical interpretation and proper methods of interpreting the writings of Ellen G. White, for use in preaching and ministry. Particular attention is paid to contemporary methods of interpretation and their impact on the authority and trustworthiness of Scripture.

RELT 538 - Prophetic Guidance in the Adventist Church | 3 hours

An in-depth study of the gift of prophecy as seen in the life and ministry of Ellen G. White. Controversial issues in revelation and inspiration are explored. An assignment answering objections is required.

RELT 540 - Christianity and Ethics in Professional Practice | 3 hours

This course examines Christian principles and moral and ethical values which affect professional decisions, behaviors, and interactions. Applications to specific areas of professional concern for nursing and DNP practice are made.

RELT 542 - Studies in Biblical Doctrines | 3 hours

An in-depth study of key biblical doctrines, such as salvation, the nature of God and man, the Great Controversy, and the final destiny of God's people. A significant research assignment is required.

RELT 546 - Doctrine of Salvation | 3 hours

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

RELT 552 - Theology of Mission and Evangelism | 3 hours

The biblical foundation for evangelism. A theological reflection of its essence, goals, motives, and strategies, with special emphasis on the mission of the SDA Church. The course provides a theological foundation for all courses in the area of evangelism, ministry, and missions.

RELT 563 - Contemporary Theological Issues | 3 hours

A study of contemporary theological issues that impact the Seventh-day Adventist Church with a view to assisting inquirers to respond appropriately.

RELT 565 - Topics in Theological Studies | 3 hours

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

RELT 568 - World Religions | 3 hours

A study of several major representative Christian and non-Christian religions, including a survey of the history and the distinctive characteristics of each. This course also compares and contrasts these religions, considers areas of commonality between these religions and biblical Christianity, and provides insights as to how to share Christianity with practitioners of these religions.

RELT 571 - Renewal and Mission of the Church | 3 hours

A biblical study of ecclesiology as it relates to the mission of the church. Emphasis is placed on church renewal through worship, small groups, missional focus, and the empowering baptism of the Holy Spirit.

RELT 573 - Biblical Eschatology | 3 hours

A biblical evaluation of end-time movements, teachings, and events to prepare the church for Christ's soon return.

RELT 581 - Biblical Ethics and Contemporary Society | 3 hours

An examination of the major ethical teachings of the Bible in light of their cultural and historical setting and in relation to contemporary moral issues. This course deals with how to approach ethical problems in ministry, as well as Christian strategies dealing with basic matters such as

146 COURSE DESCRIPTIONS

confidentiality, church-state relations, racism, sexual vulnerability, and marriage/divorce/remarriage.

RELT 595 - Independent Study | 1-3 hours

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

RELT 620 - Project in Theological Studies | 3 hours

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

RELT 650 - Thesis in Theological Studies | 1-6 hours

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

Social Work

SOCW 509 - Social Work Practice With Individuals and Families | 3 hours

This course provides students with the theoretical framework for generalist social work practice. Topics include the establishment of relationship, assessment, contracts, intervention, and utilization of resources, social work values, and ethics. Work with individuals and families, primarily the micro and mezzo dimensions of social work practice, are emphasized. (Fall)

SOCW 511 - Human Behavior and the Social Environment I | 3 hours

The first of a two-course HBSE sequence, this course focuses on the reciprocal relationships between human behavior and the social environment from birth through young adulthood. Content will include empirically-based theories and knowledge that focus on the biological, sociological, cultural, psychological, and spiritual development of infants, children, adolescents, and young adults. The course will follow a life cycle model from a systems perspective. (Fall)

SOCW 512 - Human Behavior and the Social Environment II | 3 hours

Prerequisite(s): SOCW 511

The second of a two-course HBSE sequence this course focuses on the reciprocal relationships between human behavior and the social environment from middle to later adulthood. Content will include empirically-based theories and knowledge that focus on the biological, sociological, cultural, psychological, and spiritual development of middle and later adults. The course will follow a life cycle model from a systems perspective. (Winter)

SOCW 513 - Foundation Portfolio Seminar I | 1 hour

This course introduces and monitors demonstration of evolving social work competence as evidenced through the development of a professional portfolio. Pass/Fail. Lab fee 8 will be assessed for this course. (Fall)

SOCW 514 - Social Work Practice With Groups, Organizations, and Communities | 3 hours

This course spans the mezzo and macro dimensions of social work practice. Students will engage in practice with small groups, organizations, and communities. (Winter)

SOCW 516 - Foundation Portfolio Seminar II | 1 hour

This course continues to monitor the development of social work competence as evidenced through the development of a professional portfolio. Pass/Fail. Lab fee 8 will be assessed for this course. (Winter)

SOCW 533 - Social Welfare Issues and Policies | 3 hours

This course focuses on the study of contemporary issues and policies that influence the delivery of social services. Course requirements include a comprehensive policy analysis of specific social policies, lobbying efforts with local elected officials, and interactions with community residents and stakeholders. (Winter)

SOCW 541 - Integration of Faith and Foundation Practice: Seminar I | 1 hour

Prerequisite(s): Admission to the MSW program

This course is designed to provide a forum for providing mutual support, developing the professional portfolio, exploring ongoing practice concerns in the field practicum, and creating an arena in which peer learning takes place. Thus, it provides a vital link between the theoretical knowledge, skills, and values derived from the social work course work and the practice of the field practicum. (Fall)

SOCW 542 - Integration of Faith and Foundation Practice: Seminar II | 1 hour

Prerequisite(s): SOCW 541.

Corequisite(s): SOCW 547.

This course builds on the learning experiences provided by Integration of Faith and Foundation Practice: Seminar I. (Winter)

SOCW 543 - Foundation Program Continuation Seminar | 1 hour

This course provides ongoing learning support for foundation students who are extending field practicum or other course work beyond the contracted coursework time period. Lab fee 5 will be assessed for this course. (Variable)

SOCW 547 - Foundation Practicum | 1-6 hours

Prerequisite(s): SOCW 509, SOCW 541 and field-readiness clearance

Pre- or co-requisite: SOCW 514

This course provides the opportunity for students to apply knowledge, theories, and values while performing foundation generalist social work practice behaviors. Through participation in the social service delivery system for generalist social work practice, the student practices case management and group interventions, explores agency structures, functions, and programs. This course includes a 2-hour field orientation and online assignments for field readiness. A total of six hours of foundation practicum are required to matriculate to Advanced Placement. Pass/Fail (Variable)

SOCW 565 - Topics | 1-6 hours

Topics of current significant interest in social work are covered. This course may be repeated for a maximum of six hours. (Variable)

SOCW 595 - Independent Study | 1-6

This is an option for students to extend their learning beyond what is available in planned courses. It is a cooperative learning experience involving a student and a faculty member. Approval from the student's adviser as well as a faculty committee must be obtained before the study is initiated. A total of no more than six Independent Study hours are allowed to apply toward a student's degree.

SOCW 597 - Research Methods | 3 hours

This course examines the basic research design and methodologies commonly used in the social sciences. Both quantitative and qualitative approaches are examined along with relevant data analysis techniques. Ethical considerations for doing research with human subjects and vulnerable populations are explored. (Fall)

148 COURSE DESCRIPTIONS

SOCW 610 - Advanced Practice Theories | 3 hours

Prerequisite(s): Acceptance into Advanced Standing or completion of Foundation curriculum

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

SOCW 611 - Advanced Clinical Practice: Clinical Interventions | 3 hours

Prerequisite(s): Acceptance into Advanced Standing or completion of Foundation curriculum.

In this course, students develop micro and mezzo skills for intervening in complex situations with individuals, families, and groups. They acquire skills in understanding psychopathology and in psychotherapeutic assessment and interventions. (Fall)

SOCW 612 - Advanced Administrative Practice: Program Development | 3 hours

Prerequisite(s): Acceptance into Advanced Standing or completion of Foundation curriculum.

In this course, students develop the necessary skills to work with organizations and/or communities. They acquire knowledge in multi-level analysis and assessment, evidence-based program development, implementation, and evaluation, as well as in grant writing and in program marketing strategies. (Fall)

SOCW 617 - Advanced Clinical Practice: Clinical Assessment, Psychopathology & Psychotherapeutic Skills | 3 hours

Prerequisite(s): Acceptance into Advanced Standing, or completion of Foundation curriculum

In this course, students acquire skills in understanding psychopathology and in psychotherapeutic assessment and intervention. Additional advanced evidence-based skills are provided. (Winter)

SOCW 618 - Advanced Administrative Practice: Administrative and Leadership Skills | 3 hours

Prerequisite(s): Acceptance into Advanced Standing, or completion of Foundation curriculum

This course provides students with organizational, management and human resources knowledge, as well as with supervisory skills necessary for social work and human services leadership positions. (Winter)

SOCW 620 - Advanced Portfolio Seminar I | 1 hour

Prerequisite(s): Acceptance into Advanced Standing or completion of Foundation curriculum

Students demonstrate readiness to practice social work at the advanced level through the creation of a professional portfolio, meaningfully integrating skills and knowledge acquired throughout the curriculum and personal practice. Pass/Fail. Lab fee 8 will be assessed for this course. (Fall)

SOCW 621 - Advanced Portfolio Seminar II | 1 hour

Prerequisite(s): Acceptance into Advanced Standing or completion of Foundation curriculum

Students demonstrate readiness to practice social work at the advanced level through the completion and defense of a professional portfolio. It will culminate in portfolio defense. Pass/Fail. Lab fee 8 will be assessed for this course. (Winter)

SOCW 641 - Integration of Faith and Advanced Practice: Seminar I | 1 hour

Corequisite(s): SOCW 647

This seminar course is designed to integrate students' personal faith and professional values with the ethical practice of social work. Students will also examine ongoing practice concerns in the field practicum. Thus, it provides vital links between the theoretical knowledge, skills, and social work and faith values derived from social work coursework and field practice. (Fall)

SOCW 642 - Integration of Faith and Advanced Practice: Seminar II | 1 hour*Prerequisite(s): SOCW 641; Corequisite(s): SOCW 647*

This course builds on the learning experiences provided by Advanced Integrative Seminar I. (Winter)

SOCW 643 - Advanced Program Continuation Seminar | 1 hour

This course provides on-going learning support for advanced students who are extending field practicum or other coursework beyond the contracted coursework time period. Lab fee 5 will be assessed for this course. (Variable)

SOCW 647 - Advanced Practicum | 1-5 hours*Pre- or co-requisite(s): SOCW 615 or SOCW 611 equivalent, field-readiness clearance*

This course provides the opportunity for students to apply knowledge, values, and theories as they practice advanced generalist skills under the supervision of an advanced practitioner. Through advanced-level participation in a field education setting, the student demonstrates skills and competency for performing autonomous social work practice behaviors. A total of five hours of Advanced Practicum are required to complete the MSW degree. Pass/Fail (Variable)

SOCW 650 - Advanced Integrated Emphasis Foundation | 3 hours*Prerequisite(s): SOCW 618 or SOCW 614 equivalent*

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

SOCW 651 - Advanced Integrated Emphasis I | 3 hours*Pre- or co-requisite: SOCW 650*

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

SOCW 652 - Advanced Integrated Emphasis II | 3 hours*Pre- or co-requisite: SOCW 651*

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

SOCW 654 - Child and Family Advocacy and Treatment: Emphasis Foundation | 3 hours

This course provides advanced theoretical knowledge in the advanced emphasis area of child and family advocacy and treatment in social work practice. Best-practice models will be emphasized throughout. (Online only, winter)

SOCW 655 - Child and Family Advocacy and Treatment: Emphasis I | 3 hours*Pre- or co-requisite: SOCW 654*

This course highlights skill building in the advanced specialization area of child and family advocacy and treatment. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 656 - Child and Family Advocacy and Treatment: Emphasis II | 3 hours*Pre- or co-requisite: SOCW 654*

This course continues skill building in the advanced specialization area of child and family advocacy and treatment. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 657 - International Social Work: Emphasis Foundation | 3 hours

This course provides advanced theoretical knowledge in the advanced emphasis area of international social work practice. Best-practice models will be emphasized throughout. (Online only, winter)

150 COURSE DESCRIPTIONS

SOCW 658 - International Social Work: Emphasis I | 3 hours

Pre- or co-requisite: SOCW 657

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

SOCW 659 - International Social Work: Emphasis II | 3 hours

Pre- or co-requisite: SOCW 657

This course continues skill building in the advanced specialization area of international social work. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 660 - International Social Work: Study Tour | 3 hours

Pre- or co-requisite: SOCW 657

This course highlights skill building in the international advanced emphasis area. Skills spanning the micro to macro continuum in the emphasis area are emphasized through participation in a study intensive in an international or domestic setting. It can be used interchangeably with SOCW 659. Lab fee 33 will be assessed for this course. (Summer)

SOCW 661 - Marital Therapy and Stability: Emphasis Foundation | 3 hours

Prerequisite(s): SOCW 615

This course provides advanced theoretical knowledge in the advanced specialization area of marital therapy and stability in social work practice. Best-practice models will be emphasized throughout. (Online only, winter)

SOCW 662 - Marital Therapy and Stability: Emphasis I | 3 hours

Pre- or co-requisite: SOCW 661

This course highlights skill building in the advanced specialization area of marital therapy and stability. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 663 - Marital Therapy and Stability: Emphasis II | 3 hours

Pre - or co-requisite: SOCW 661

This course continues skill building in the advanced specialization area of marital therapy and stability. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 667 - Older Adult Enrichment: Emphasis Foundation | 3 hours

This course provides advanced theoretical knowledge in the advanced emphasis area of older adult enrichment in social work practice. Best-practice models will be emphasized throughout. (Online only, winter)

SOCW 668 - Older Adult Enrichment: Emphasis I | 3 hours

Pre- or co-requisite: SOCW 667

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

SOCW 669 - Older Adult Enrichment: Emphasis II | 3 hours

Pre- or co-requisite: SOCW 667

This course continues skill building in the advanced specialization area of older adult enrichment. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

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

This course provides advanced theoretical knowledge in the advanced emphasis area of trauma and emergency management in social work practice. Best-practice models will be emphasized throughout. (Online only, winter)

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

Pre- or co-requisite: SOCW 670

This course highlights skill building in the advanced specialization area of trauma and emergency management. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

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

Pre- or co-requisite: SOCW 670

This course continues skill building in the advanced specialization area of trauma and emergency management. Skills spanning the micro to macro continuum in the specialization area are emphasized. (Summer)

SOCW 694 - Graduate Study Tour | 0-3 hours

This course highlights the skills needed for working with culturally diverse populations in international or domestic settings. Skills spanning the micro to macro are emphasized through participation in an international or domestic study tour. Lab fee 33 will be assessed for this course.

The Registry

Board of Trustees

*Ron Smith, Chair	Jack McClarty
Tim Bainum	Todd McFarland
*Gordon Bietz	*Bill McGhinnis
John Boskind	*Chris McKee
Michael Cauley	+Ellsworth McKee
Donald Chase	+James Ray McKinney
Bert Coolidge	Hubert Morel
*Jim Davidson, Vice Chair	+Gordon Retzer
Ken DeFoor	*Randy Robinson
Faith Durkin	Mark Schiefer
Dana Edmond	Kathy Schleier
Mel Eisele	Terry Shaw
*Franklin Farrow	*David Smith
Debra Fryson	*Jeanette Stepanske
Steve Haley	Dan Turk
Heather Hilliard	Christine Waldrop
Danny Houghton	Jeff White
Lars Houmann	Bill Winston
+Bill Hulsey	*Ed Wright
*Ruth Liu	Doug Zinke
Leslie Louis	

* Executive Board

+ Emerti

Administrators

Gordon Bietz, D.Min. (1997)	President
Christopher Carey, B.S. (2005)	Vice President, Advancement
Marc Grundy, M.B.A. (1996)	Vice President, Enrollment Services
Martin Hamilton, B.A., (1998)	Associate Vice President, Financial Administration
Volker Henning, Ph.D. (1989)	Associate Vice President, Academic Administration
Vinita Sauder, Ph.D. (1983)	Vice President, Strategic Initiatives
Carleton Swafford, Ph.D. (1992)	Dean, Graduate Studies
Tom Verrill, M.B.A. (2008)	Senior Vice President, Financial Administration
William Wohlers, Ph.D. (1973)	Vice President, Student Services
Robert Young, Ph.D. (2007)	Senior Vice President, Academic Administration

Other Officials

Jeffrey Erhard, M.A.T. (1997)	Director, On-Campus Housing
Pegi Flynt, M.A. (2007)	Director, Online Campus
Laurie Gauthier M.B.A. (2008)	Director, Graduate Marketing
Melodie Lopez, B.A. (2006)	Director, Graduate Admissions
Kevin Penrod, B.S. (2007)	Director, Campus Safety
Gary Sewell, B.S. (2012)	Associate Vice President, Information Systems
David Smith, Ph.D. (2011)	Senior Pastor, University Church
Joni Zier, M.S.Ed. (1993)	Director, Records and Advisement

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

Graduate Council

Carleton Swafford	Dean, Graduate Studies
Pegi Flynt	Director, Online Campus
Rick Halterman	Dean, School of Computing
Ryan Herman	Associate Vice President, Enrollment Services
Mark Hyder	Dean, School of Business and Management
Barbara James	Dean, School of Nursing
Greg King	Dean, School of Religion
John McCoy	Dean, School of Education and Psychology
Dan Maxwell	Director, Library
Sharon Pittman	Faculty Representative
Kristie Wilder	Dean, School of Social Work
Robert Young	Senior Vice President, Academic Administration
Joni Zier	Director, Records and Advisement

Graduate Program Coordinators

Mioara Diaconu	School of Social Work
Holly Gadd	School of Nursing
Tyson Hall	School of Computing
Mark Hyder	School of Business
John McCoy	School of Education and Psychology
Sharon Pittman	Global Community Development
Edwin Reynolds	School of Religion

Graduate Instructional Faculty

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

Scot Anderson—Ph.D., Associate Professor of Computing

B.S., Southwestern Adventist University; M.S. and Ph.D. University of Nebraska, Lincoln. (2007)

Evie Nogales Baker—M.S.W., Associate Professor of Social Work

B.A. and B.S.W., Southern Adventist University; M.S.W., University of Tennessee, Knoxville. (2005)

Stephen Bauer—Ph.D., Professor of Religion

B.A., Atlantic Union College; M.Div. and Ph.D., Andrews University. (1999)

Krystal Bishop—Ed.D., Professor of Education

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

Michael Cafferky—D.B.A., F.A.C.H.E., Professor of Business and Management

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

Ronda Christman—Ph.D., Assistant Profesesor of Nursing

B.S., M.A., M.Sc., and Ph.D., Andrews University. (2009)

Robert Coombs—Ph.D., Professor of Psychology and Counseling

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

Mioara Diaconu—Ph.D., Associate Professor of Social Work

M.S.W. and M.S.A., Andrews University; Ph.D., Social Work, University of Texas at Arlington. (2012)

Ardelle Dickinson—Ph.D., Assistant Professor of Psychology and Counseling

B.A., Walla Walla University; M.S., Southern Adventist University; Ph.D., Regent University. (2013)

René Drumm—Ph.D., Professor of Social Work

B.S., Andrews University; M.S.W., Michigan State University; Ph.D., Texas Woman's University. (2003)

Bonnie Eder—Ed.D., Associate Professor of Education

B.S., University of Wyoming; M.S., Berry College; Ed.S., University of West Georgia; Ed.D., University of Tennessee, Knoxville. (2011)

Bonnie Freeland—D.N.P., Associate Professor of Nursing

B.S., Southern Adventist University; M.S.N. and D.N.P., University of Tennessee at Chattanooga. (1998)

Ileanna Freeman—Ph.D., Professor of Psychology and Counseling

B.A. and M.A., Andrews University; Ph.D., Ball State University. (2005)

Steve French—Psy.D., Associate Professor of Psychology and Counseling

B.S., Southern Adventist University; M.A., Ball State University; Psy.D., Marshall University. (2012)

Alfredo Fuentes—Ed.D., Associate Professor of Education

B.A., Antillian Adventist University; M.A.Ed. and Ed.D., University of Hartford. (2008)

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

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

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

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

Jeff Gates—Dr.P.H., Associate Professor of Nursing

M.Ph. and Dr.P.H., Loma Linda University. (2011)

Norman Gulley—Ph.D., Research Professor of Religion

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

Tyson S. Hall—Ph.D., Professor of Computing

B.S., M.S., and Ph.D., Georgia Institute of Technology, Atlanta. (2005)

Richard L. Halterman—Ph.D., Dean and Professor of Computing

B.S., Florida Southern College, Lakeland; M.S., Florida Atlantic University, Boca Raton; Ph.D., University of Tennessee, Knoxville. (1987)

Michael G. Hasel—Ph.D., Professor of Religion

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

Annette Heck—M.S.W., Assistant Professor of Social Work

B.S.W., Southern Adventist University; M.S.W., Andrews University. (2010)

Jaclynn Huse—Ph.D., Professor of Nursing

B.S.N. and M.S.N., Southern Adventist University; Ph.D., University of Northern Colorado. (2003)

Julie Hyde—Ph.D., C.P.A., Associate Professor of Business and Management
B.S. and M.Acc., University of Tennessee, Chattanooga; Ph.D., University of Memphis. (2005)

J. Douglas Jacobs—D.Min., Professor of Religion
B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2002)

Barbara James—D.S.N., Dean and Professor of Nursing
B.S., Southern Adventist University; M.S.N., University of Texas at Arlington; D.S.N., University of Alabama at Birmingham. (1991)

Frances Johnson—D.N.P., N.N.P., Professor of Nursing
B.S., University of Texas at Arlington; M.S., Andrews University; D.N.P., Rush University. (2008)

Greg A. King—Ph.D., Dean and Professor of Religion
B.A., Southern Adventist University; M.Div., Andrews University; Ph.D., Union Theological Seminary. (2004)

Martin G. Klingbeil—D.Litt., Professor of Religion
B.A., Andrews University; D.Litt., Stellenbosch University. (2011)

Timothy D. Korson—Ph.D., Professor of Computing
B.A., Atlantic Union College; M.S., Ohio University; Ph.D., Georgia State University. (1995)

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

Faith Laughlin—Ed.D., Professor of Education and Psychology
B.A., Andrews University; M.A. Pacific Union College; Ed.D., Shenandoah University. (2009)

Donn W. Leatherman—Ph.D., Professor of Religion
B.Th., Canadian Union College; M.Div., Andrews University; Ph.D., McGill University. (1992)

Michael Liedke—D.N.P., Assistant Professor of Nursing
B.S., Southern Adventist University; M.S.N., Emory University; D.N.P., University of Alabama. (2009)

Carlos G. Martin—Ph.D., Professor of Religion
B.Div., River Plate College; M.A., Andrews University; M.Div. and Ph.D., Southwestern Baptist Seminary. (2001)

John W. McCoy—Ed.D., Dean and Professor of Education and Psychology

B.S., Atlantic Union College; M.A., University of North Carolina; Ed.D., State University of New York at Buffalo. (2011)

Lorri Merchant—M.S.W., Associate Professor of Social Work

B.S.W., Southern Adventist University; M.S.W., University of Kansas. (2012)

Robert Montague—Ph.D., CPA (Inactive), Professor of Business and Management

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

John S. Nixon—D.Min., Professor of Religion

B.A., Oakwood College; M.A., Fuller Theological Seminary; D.Min., Andrews University.

Braam Oberholster—D.B.A., Associate Professor of Business and Management

B.B.A., Helderberg College; M.B.A., Andrews University; D.B.A., Nova Southeastern University. (2003)

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

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

Alan Parker—Th.D., Professor of Religion

B.A., Andrews University; M.Th. and Th.D., Stellenbosch University. (2007)

Magdana Philossaint—Ph.D., Assistant Professor of Social Work

B.S.W., Southwestern Adventist University; M.S.W. and Ph.D., Andrews University. (2013)

Sharon Pittman—Ph.D., C.S.W.M., Director, Master of Global Community Development

B.S.W. and M.S.W., University of Missouri; Ph.D., University of Illinois. (2010)

D. Laura Racovita-Szilagyi—M.S.W., Assistant Professor of Social Work

B.A., B.S.W., and M.S.W. Andrews University. (2013)

Edwin Reynolds—Ph.D., Professor of Religion

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

Cornel Rusu—M.S.W., Associate Professor of Social Work

B.A., Babes-Bolyai University, Romania; M.A., Newbold College; M.S.W., Andrews University. (2009)

Philip G. Samaan—D.Min., Professor of Religion

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

Dennis Steele—Ph.D., C.P.A., Professor of Business and Management

B.B.A., Southern Adventist University; M.B.A., Kennesaw State University; Ph.D., Mississippi State University. (1999)

Carleton L. Swafford—Ph.D., Graduate Dean and Professor of Education

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

Douglas Tilstra—Ph.D., Professor of Outdoor Education

B.A., Pacific Union College; M.Div., Andrews University; Ph.D., Capella University. (2000)

Barry Tryon—D.Min., Associate Professor of Religion

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2011)

Jon Wentworth—M.Tx., CPA (Inactive), Associate Professor of Business and Management

B.A., B.S., Southern Adventist University; M.B.A., University of Tennessee, Nashville; M.Tx., Georgia State University. (1996)

Kristie Wilder—J.D., Dean and Assistant Professor of Social Work

B.S.W., Southern Adventist University; M.S.W., University of Tennessee, Knoxville; J.D., Nashville School of Law. (2011)

Tron Wilder—Ph.D., Assistant Professor of Psychology and Counseling

B.A., Southern Adventist University; Ed.S., University of Tennessee, Chattanooga; Ph.D., Tennessee State University. (2013)

Ruth WilliamsMorris—Ph.D., Professor of Psychology

B.A., Oakwood University; M.A., Andrews University; Ph.D., University of Minnesota. (2000)

Adjunct Faculty

Gordon Bietz—D.Min., President

B.A., Loma Linda University-La Sierra; M.Div. and D.Min., Andrews University; Merrill Fellow at Harvard University Divinity School.

Jack J. Blanco—Th.D., Professor Emeritus of Theology

B.A., Union College; M.A. and M.Div., Andrews University; M.Th., Princeton Theological Seminary; Th.D., University of South Africa.

Ron E. M. Clouzet—D.Min., Director, North American Division Evangelism Institute; Professor of Christian Ministry and Theology, Andrews University SDA Theological Seminary

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

Liane de Souza—Ph.D., Counseling Services Coordinator/International Student Adviser

A.S., Atlantic Union College; B.S., Federal University of Rio de Janeiro; B.S. Augusto Motto University; M.S. Southern Adventist University; Ph.D., Walden University. (2003)

A. Ganoune Diop—Ph.D., Director, United Nations Relations at International Religious Liberty Association and Public Affairs and Religious Liberty Department, General Conference of Seventh-day Adventists

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.

Sandra Doran—Ed.D., Associate Superintendent, Florida Conference of Seventh-day Adventists

B.S., Atlantic Union College; M.A., Andrews University; Ed.D., Boston University.

Mark Finley—D.D., Editor-at-Large, Adventist Review; Assistant to the President, General Conference of Seventh-day Adventists

B.A., Atlantic Union College; M.A., Andrews University; D.D., Southwestern Adventist University.

Mary Ann Hensley—Ed.D., School Counselor

B.S. and M.Ed., Middle Tennessee State University; Ed.D., Argosy University. (2011)

Jean Lomino—Ph.D., Executive Director, Chattanooga Nature Center and Arboretum

B.S., Southern Adventist University; M.A., La Sierra University; Ph.D., Andrews University.

Derek Morris—D.Min., Editor, *Ministry Magazine*; Associate Secretary, Ministerial Association, General Conference of Seventh-day Adventists

B.A., Columbia Union College; M.Div. and D. Min., Andrews University; D. Min., Gordon-Conwell Theological Seminary.

MaryAnn C. Roberts—D.S.N., Professor of Nursing

B.S. and M.S.N., Andrews University; D.S.N., University of Alabama.

Shannon Trecartin—L.M.S.W., Adjunct Professor of Social Work

B.S., Southern Adventist University; M.S.W., Andrews University.

Jim Wampler—Psy.D., Director, Student Success Center/Counseling & Testing
B.A., Southern Adventist University; M.A. Andrews University; Ed.S., University of
Arkansas; Psy.D., Southern California University for Professional Studies.

Neville Webster—D.Comm., Professor of Business and Management
B.Comm., M.Comm., and D.Comm., University of South Africa.

Penny A. Webster—Ph.D., Counseling Psychologist
B.A. and M.A., University of South Africa; Ph.D., Andrews University.

Ben Wygal—Ph.D., Assistant to the President
B.A., Texas Tech University; M.A. and Ph.D., University of Texas at Austin.

Index

- Academic Calendar, 2
- Academic Policies, 19
- Accelerated RN to Master of Science in Nursing, 65
- Accreditation, 7
- Admission Deadlines, 10
- Admission Requirements, 9
- Admissions, 9
- Advisement, 22
- Attendance, 22

- Board of Trustees, 152
- Books and Supplies, 18
- Business and Management, School of, 26

- Computing, School of, 37
- Course Descriptions, 106

- Disability Services, 24
- Doctor of Nursing Practice, D.N.P., 55

- Education and Psychology, School of, 41
- Enrollment, 22

- Facilities, 8
- Faculty, 154
- Fees and Charges, 14
- Finances, 13
- Financial Aid Budget, 16
- Financing Your Education, 13

- General Requirements for Master's Degree, 19
- Global Community Development, 101
- Grade Policies, 23
- Grading System, 23
- Graduate Council, 153
- Graduate Program Coordinators, 153
- Graduation Requirements, 19
- Grievance, 24

- History of the university, 6

- Independent Study, 22
- International Student Admission, 11
- International Student Deposit, 17

- Master of Arts in religion, M.A., 83
- Master of Business Administration, M.B.A., 29
- Master of Financial Management, M.F.M., 32
- Master of Ministry, M.Min., 87
- Master of Science in Administration, M.S.A., 34
- Master of Science in Computer Science, M.S., 37
- Master of Science in Counseling, M.S., 43
- Master of Science in Education, M.S.Ed., 48
- Master of Science in Global Community Development, 101
- Master of Science in Nursing, M.S.N, 60
- Master of Science in Nursing/Master of Business Administration, M.S.N./M.B.A, 72
- Master of Social Work, M.S.W., 92
- Medical Records, 22
- Mission, 4

- Nursing, School of, 54

- Online Programs, 22

- Payment Methods, 17
- Payment Plans, 15
- Petition, 24
- Petitions, 25
- Post-Master's Certificates, 75

- Registration, 23
- Release of Transcripts or Diplomas, 18
- Religion, School of, 81
- Repeated Courses, 23

- Second Emphasis, 23
- Second Master's Degree, 20
- Social Work, School of, 92
- Student Insurance, 17
- Student Records Privacy Policy, 20

- The Registry, 152
- Thesis Requirement, 21
- Time Limit for Degree Completion, 21
- Transcripts or Diplomas, 18
- Transfer Credit, 21

- University Apartments, 18

- Veterans Educational Benefits, 21
- Vision, 4

- Withdrawal from a Course, 21