

GRADUATE
SCHOOL YEAR 2026-2027

Academic Catalog



SOUTHERN
ADVENTIST UNIVERSITY

Power for Mind & Soul

Table of Contents

Welcome	4
This is Southern	4
Academic Calendar	6
POLICIES	8
1. Admissions	8
Admission Categories	8
Admission of International Students	8
English Proficiency	8
International Evaluations	9
International Students - Full Course of Study	9
International Transcripts	9
Priority Admission Deadlines	9
Registrations	9
2. Academic Policies	9
Academic Integrity	10
Credit and Course Requirements and Limitations	10
Credit Hours and Course Load	10
Disability Services	10
DNP Scholarly Project	11
Enrollment	11
Grade Policies	11
Graduation Requirements	12
Petition and Academic Grievance Procedures	12
Responsibilities of the Student	12
Second Graduate Degree	12
Standards for Academic Progression and Dismissal	12
Student Records Privacy Policy	12
Thesis Requirement	13
Time Limit for Degree Completion	13
Transfer Credit	13
Validation Examinations	13
Veterans Educational Benefits	13
Withdrawal from a Course	13
3. Financing Your Education	13
Bank/Check Cashing	14
Books	14
Campus Housing	14
Collection Policies and Procedures	14
Deposits	14
Estimated Student Budget	14
Federal Direct Loans	14
Financial Aid Eligibility, Award & Disbursement Procedures	15
Graduate Assistantships	15
Insurance	15
Meal Plans	15
Payment Methods	15
Payment Options	16
Prepaid Campus Account	16
Return of Title IV Funds	16
Satisfactory Academic Progress (SAP) Policy	17
Student Financial Responsibility	17
Transcript and Diploma Requests	17
Tuition and Fees	17
Tuition Refund Policy	18
Veterans' Benefits & Certification	18
PROGRAMS OF STUDY	21
School of Business	21
School of Computing	24
School of Education, Psychology, and Counseling	26
School of Nursing	34
School of Religion	45
School of Social Work	50
COURSE DESCRIPTIONS	54
ACCT — Accounting	54
BEXM — Business Executive Management	55
BHRM — Human Resource Management	55
BMKT — Marketing	55
BUAD — Business Administration	55
COUN — Counseling	56
CPIS — Information Systems	60
CPTR — Computer Science	60
ECON — Economics	61
EDAD — Educ. Admin. and Supervision	61
EDCI — Education Curriculum Instruct	61
EDIL — Instructional Leadership	62
EDLE — Literacy Education	62

<i>EDMM – Multiage Teaching</i>	63
<i>EDOE – Outdoor Education</i>	63
<i>EDUC – Education</i>	64
<i>FNCE – Finance</i>	65
<i>HADM – Healthcare Administration</i>	66
UNIVERSITY REGISTRY	68
<i>Board of Trustees</i>	68
<i>University Administration</i>	69
<i>Instructional Faculty</i>	72

Welcome

WELCOME

GRADUATE CATALOG 2026-2027

WELCOME TO SOUTHERN ADVENTIST UNIVERSITY'S GRADUATE ELECTRONIC CATALOG FOR THE 2026-2027 ACADEMIC YEAR.

LOOKING FOR A DIFFERENT CATALOG?

- **2002-2003 Catalog to 2023-2024:** Select the desired catalog on the [Records and Advisement website](#).
- **2001-2002 Catalog and earlier:** Visit the archives on the [McKee library website](#).

CONTACT US

Telephone

General Number: 423.236.2000
Fax: 423.236.1000
1.800.SOUTHERN (768.8437)

Address

4881 Taylor Circle
P.O. Box 370
Collegedale, TN 37315

We always are seeking new ways to enhance your experience with Southern, and we'd like to hear what you think about our electronic catalog. Please send an email to [Records](#) with any suggestions or ideas you would like to share with us.

This is Southern

THIS IS SOUTHERN

SOUTHERN OFFERS

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

THE MISSION

Transforming lives for eternity.

THE VISION

Southern Adventist University's vision is to:

- Model the love of Jesus in every interaction.

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

CORE VALUES

As Southern Adventist University employees, we:

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

EDUCATIONAL PHILOSOPHY

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

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

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

INSTITUTIONAL GOALS

Southern Adventist University will

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

STUDENT LEARNING GOALS

Students of Southern Adventist University will

- **Spiritual Development**
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 Development**
develop a commitment to life-long-learning and demonstrate a mastery of the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication, and creativity needed to confront the issues, ideas, and values of historical and contemporary civilization.
- **Individual and Social Development**
develop socio-emotional maturity that enables them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
- **Physical Development**
take responsibility for their own well-being through a healthy lifestyle.

HISTORY

In 1892 the educational venture that developed into Southern Adventist University had its beginning in the small village of Graysville, Tennessee. The school became known as Graysville Academy. In 1896 the

name was changed to Southern Industrial School and five years later to Southern Training School.

In 1916 because of limited acreage available for further expansion of plant facilities, the school was moved to the Thatcher farm in Hamilton County, Tennessee. The name "Collegedale" was given to the anticipated community. At its new location, the school opened as Southern Junior College and continued as such until 1944 when it achieved senior college status and the name was changed to Southern Missionary College. In 1982 the name was changed to Southern College of Seventh-day Adventists.

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

SETTING

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

ACCREDITATION AND MEMBERSHIPS

Southern Adventist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award doctoral, master's, baccalaureate, and associate degrees, as well as one-year certificates. Questions about the accreditation of Southern Adventist University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (sacscoc.org).

It is also accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, 12501 Old Columbia Pike Silver Spring, Maryland 20904 ((301) 680-6000, adventistaccreditingassociation.org). 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).

Southern Adventist University is an accredited institutional member of the National Association of Schools of Music (NASM).

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

- Southern Adventist University has received accreditation for its business and business-related programs through the International Accreditation 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, and Health Services and Senior Living
 - Master of Business Administration
- The Health Services and Senior Living program is accredited by the National Association of Boards of Examiners of Long Term Care Administrators.
- The School of Computing's B.S. in Computer Science program is accredited by the Computing Accreditation Commission of ABET, 415 North Charles Street, Baltimore, MD 21201 ((410) 347-7700, abet.org).
- The School of Education, Psychology, and Counseling's Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036 ((202) 223-0077, caepnet.org) for Initial Preparation (ITP). The University is approved by the Tennessee State Board of Education for the preparation of secondary and elementary teachers.
- The School of Education, Psychology, and Counseling master's programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP), 500 Montgomery Street, Suite 350, Alexandria, VA 22314 ((703) 535-5990, cacrep.org).
- The Associate of Science, Bachelor of Science, Master of Science, and Doctor of Nursing Practice degree programs in nursing are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326 ((404) 975-5000, acnursing.org). 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 Bachelor of Science in Physical Education is approved by the Tennessee Board of Education and accredited through the Council for the Accreditation of Educator Preparation (CAEP) as well as the Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities. The Bachelor of Science is an accredited academic program by the National Wellness Institute. All of these graduates become a Certified Wellness Practitioner provided they graduate with a 2.75 GPA or higher and pay the required fee.
- The Social Work program is accredited by the Council on Social Work Education.
- The Physical Therapist Assistant Program at Southern Adventist University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA 22305 ((703) 706-3245; capteonline.org).

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

ACADEMIC PROGRAM

Southern Adventist University offers 2 doctoral programs (a doctor of education and a doctor of nursing practice with 8 emphases), 10 master's degree programs with 33 emphases, 75 baccalaureate degree majors, 19 associate degree majors, 75 minors, and 1one-year certificate. Additional preprofessional and

terminal curricula are available to students seeking admission to professional schools. (See Degrees and Curricula). Eleven departments/schools offer secondary teaching certification.

ONLINE LEARNING

Online courses are designed to be dynamic, with frequent student and professor interaction; for example live class meetings are held online and students interact with both the instructor and one another in discussion forums. Class resources are available in eClass, Southern Adventist University's course management system.

A number of graduate degree programs are available entirely online, and some undergraduate courses are also available, including dual enrollment courses for high-school students. Certification courses are offered for teachers in North American Division K-8 schools.

STUDENTS

Eighty-two percent of the students of Southern Adventist University come from the eight states constituting the Southern Union Conference of Seventh-day Adventists. However, most of the additional states and 8 foreign unions are also represented. The ratio of men to women is 33% to 67%.

Former Southern Adventist University students are now serving in the ministerial, teaching, medical, and other services of the Seventh-day Adventist Church at home and abroad. Others are engaged in advanced study, business pursuits, government service, research activities, private and institutional medical services, and the teaching professions on all levels.

FACILITIES

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

- Bietz Center for Student Life - Christian Service, CK2, Office of Ministry and Mission, Student Association, Student Development, Student Support Services (Counseling Services, Disability Support Services, First Year Experience, Life Calling and Career Services, and Testing Services)
- Brock Hall - English Department, History and Political Studies Department, School of Journalism and Communication, School of Visual Art and Design
- Daniells Hall - School of Social Work
- AdventHealth Hall - School of Nursing
- Hackman Hall - Lynn H. Wood Archeological Museum, School of Religion
- Hickman Science Center - Biology and Allied Health Department, Chemistry Department, School of Computing, Mathematics Department
- Hulsey Wellness Center - School of Health and Kinesiology, Wellness Center
- J. Mabel Wood Hall - School of Music
- Ledford Hall - Applied Technology Department
- Lynn Wood Hall - School of Engineering and Physics, Modern Languages Department
- McKee Library - Main Campus Library, Student Success and Retention Services
- Miller Hall - Nursing Simulation Center
- Ruth McKee School of Business - School of Business
- Summerour Hall - School of Education, Psychology, and Counseling, Teaching Materials Center
- William Iles Physical Education Center - Gymnasium, Raquetball Courts, Swimming Pool
- Wright Hall - Administration, Admissions, Advancement, Alumni, Dining Hall, Development

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

- Campus Services - Security
- Charles Fleming Plaza - Shopping center with businesses serving the University and community. Includes:
 - Adventist Book Center
 - Collegedale Credit Union
 - Quick Print
 - United States Post Office
 - Village Market with grocery, deli, bakery, and campus shop
- Collegedale Academy - High School
- Collegedale Academy Elementary
- Collegedale Academy Middle School
- Collegedale Korean Church
- Collegedale Seventh-day Adventist Church Recreational Area - Tennis courts, track, playing field
- Mountain Cottages - Student housing
- Southern Village - Student housing
- Spalding Cove Apartments - Student housing
- Collegedale Spanish-American Seventh-day Adventist Church (Su Casa)
- Student Apartments - Student housing
- Student Park
- Talge Hall - Men's residence hall
- Thatcher Hall - Women's residence hall
- Thatcher South - Women's residence hall
- University Health Center - Health services
- Winding Creek Apartments - Married student housing

SOMETHING TO KEEP IN MIND -

Although this CATALOG is not a textbook, you will refer to it often during your university career. It describes the academic program you select and the requirements you must fulfill to graduate. Before you enroll at Southern or register for any succeeding semester, you should satisfy yourself that you are

familiar with this *Catalog*.

Two important parts of your academic life are General Education and your field of concentration. You will find it especially valuable to read carefully the sections of the *Catalog* that explain these programs.

Every attempt has been made to prepare this *Catalog* so everyone may understand it, but some of the information may still be confusing to you. Also, because changes may occur in your program requirements, you may encounter contradictions between this *Catalog* and advice that you later receive. Talk to someone about the sections of this *Catalog* that are not clear.

The first person to talk to is your academic adviser. You may also find help from the chair/dean of your department/school. It may be necessary to visit with the Director or Assistant Director of Records and Advisement. The Vice President and Associate Vice President for Academic Administration are also available to assist you. If you need explanations about financial questions, talk with the Vice President of Enrollment Management or the Director of Student Finance.

Remember that you are the one who selects your program of study and it is your responsibility to know the graduation requirements and meet them.

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

School Year

The Southern Adventist University summer term consists of three sessions and a semester. Students in attendance during the 2026-2027 school year may register online until the session begins. **See course schedule for all add/drop dates for courses less than 16 weeks.**

Summer Session 2026

May 11	Summer Term Begins
May 19	Fee for Class Change and "W" show on Transcript (15-week Classes)
May 26	Last Day to Add a Class (15-week classes) / Census date for S26
June 1	Deadline for August Graduation contracts and applications (undergraduate & graduate)
July 20	Last day to Drop a Class (15-week classes)
July 21	Senior deadline for incompletes
July 21	Graduate student deadline for incompletes
August 3	Grades due for classes taught during the first half of S26
August 21	Commencement
August 25	All Summer 2026 Grades Due by 5:00pm

SmartStart 2026

July 19	Early Check-In for Science Classes, and JumpStart. Orientation 9:00-11:00am, Dining Hall
	Enrollment Activities 11:00am - 2:00pm, Wright Hall
July 20	SmartStart Sciences & JumpStart Classes Begin (BIOL-101; CHEM-120; NOND-103)
July 26	New Student Check-In Iles PE Center - MAIN EVENT 9:00am - 2:00pm
July 27	SmartStart Classes Begin
Aug 11	Fee charged for adding and dropping SmartStart and "W" show on Transcript
August 17	New Student Check-In Iles PE Center - MAIN EVENT 9:00am - 2:00pm
August 21	SmartStart Classes End
August 25	All Summer 2026 Grades Due by 5:00pm

1st Semester

Aug 3-9	University Colloquium
Aug 17-21	Freshman/Transfer Orientation
Aug 23	Wright Hall open for enrollment activities for new students from 11:00am - 2:00pm

Aug 24	Fall 2026 classes begin
Aug 26	All Summer 2026 grades are due by 5:00pm
Sept 1	Fee goes into effect for adding/dropping classes (16-week classes)
Sept 1	"W" in place for dropped courses on transcript (16-week classes)
Sept 7	Last day to add a class (16-week classes) / Census date
Sept 25	Graduation contracts due to Records & Advisement office for December & May undergraduate graduating seniors
Sept 25	Graduation applications due for graduating Graduate students for December
Oct 15-18	Mid-semester break
Oct 20	Mid-term grades are due by 5:00pm
Oct 22-25	Alumni Homecoming
Oct 29	Last day to drop a class (16-week classes)
Nov 1	December senior deadline for correspondence/transients/incompletes
Nov 2	Graduate students and Southern Scholars pre-registration, 9:00pm
Nov 2	Progress grades due for December graduating students
Nov 3	Senior pre-registration (94 earned hours), 9:00pm
Nov 5	Junior pre-registration (55 earned hours), 9:00pm
Nov 9	Sophomore pre-registration (24 earned hours), 9:00pm
Nov 11	Freshman pre-registration (23 earned hours), 9:00pm
Nov 16	Online registration for W27 is open for new/transfer students
Nov 16	Last day to order regalia for December graduation
Nov 23-29	Thanksgiving Vacation
Dec 7	All incomplete grades for W26/S26 due
Dec 14-17	Semester exams
Dec 17	Commencement
Dec 18 - Jan 10	Christmas Vacation
Dec 21	Fall 2026 semester grades are due by 5:00pm
Dec 23 - Jan 2	Wright Hall closed

2nd Semester

Jan 10	Wright Hall open for enrollment activities for new students, 11:00am - 2:00pm
Jan 11	Winter 2027 classes begin
Jan 18	Martin Luther King, Jr. Day / No class / Community Service Day
Jan 20	Fee charged for adding/dropping classes (16-week classes)
Jan 20	"W" grade is placed on transcript for any course(s) dropped (16-week classes)
Jan 25	Last day to add a class (16-week classes) / Census date
Feb 8	Summer-2027 and SmartStart (S27) registration opens
Feb 12	Graduation applications due, graduating Graduate (master's, doctoral) students for May
Feb 12	Spring Break
Mar 12-21	
Mar 16	Mid-term grades are due by 5:00pm
Mar 25	Last day to drop a class (16-week classes)
April 5	Graduate students and Southern Scholars pre-registration, 9:00pm
April 6	Senior pre-registration (94 earned hours), 9:00pm
April 8	Junior pre-registration (55 earned hours), 9:00pm
April 12	May senior deadline for correspondence/transients/incompletes
April 12	Sophomore pre-registration (24 earned hours), 9:00pm
April 14	Last day to order regalia for May graduation
April 14	Freshman pre-registration (23 earned hours), 9:00pm
April 20	Online registration for F27 opens for new/transfer students
May 3-6	Semester exams
May 3	All incomplete grades for F27 due
May 9	Commencement
May 11	Winter 2027 semester grades are due by 5:00pm
May 10 - Aug 20	Summer Session 2027

POLICIES

1. Admissions

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 9 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 6 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.

Admission of International Students

International Student Deposit

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

The deposit must be received before a U.S. Immigration Form I-20 is sent to the prospective student for entry to the U.S. Because mail service from many foreign countries takes time, this deposit should be sent at least six weeks prior to enrollment. This deposit will be refunded once the student graduates, withdraws from Southern Adventist University, or finishes their Optional Practical Training (OPT), at which time the international deposit will be applied to the student's account and used to cover any remaining balance before credit is returned.

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

Admission of International Students (Online)

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

The following items must be submitted before admission is considered.

1. A completed application form and nonrefundable application fee.
2. Official or attested university records, including proof of all degrees received, with certified translations and evaluations (see International Evaluations).

3. Certification of English proficiency. (See School specific admission requirements.)
 1. TOEFL information and registration are available online at www.ets.org/toefl.
OR
 2. Duolingo, available online at <https://englishtest.duolingo.com/en>.
4. Official scores on the Graduate Management Admission Test (GMAT), as required.
5. Letters of recommendations or rating forms.

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

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

Admission of International Students (On Campus)

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

The following items must be submitted before admission is considered.

1. A completed application form and nonrefundable application fee.
2. Official or attested university records, including proof of all degrees received, with certified translations and evaluations (see International Evaluations).
3. Certification of English proficiency. (See School specific admission requirements.)
 1. TOEFL information and registration are available online at www.ets.org/toefl.
OR
 2. Duolingo, available online at <https://englishtest.duolingo.com/en>.
4. Official scores on the Graduate Management Admission Test (GMAT), if required by the admitting program.
5. Letters of recommendations or rating forms.

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

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

International students admitted to graduate study are encouraged to arrive on campus two weeks prior to the beginning of classes. They should contact the international student adviser as soon as they arrive. Graduate Studies must be notified of any change in the entering date after admission has been granted. All international students with student visas are required by current immigration laws to be enrolled in a full course study (a minimum of nine graduate credit hours) for each semester in attendance.

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

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

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

English Proficiency

ENGLISH LANGUAGE PROFICIENCY POLICY

Graduate applicants who are non-native speakers of English must demonstrate English proficiency in the skill areas of reading, writing, listening, and speaking before they can register for classes. Proficiency can be demonstrated by meeting one of the following criteria:

- All education from at least the ninth grade through the twelfth grade (or equivalent) in a country where English is the spoken language and the medium of instruction.
- Four years in and graduation from an undergraduate program in a college or university in a country where English is the spoken language and medium of instruction.
- Completion of a graduate degree from a college or university in a country where English is the

spoken language and medium of instruction.

- A passing score on the TOEFL examination (see individual department for passing score).
- A passing score on the Duolingo examination (see individual department for passing score).
- A score of 6.5 or higher on the IELTS (academic) examination.
- A score of 54 or higher on the PTE (academic) examination.
- Completion of the Southern Adventist University's ENGL 102 Critical Thinking in Academic Reading and Writing II (ENGL102) with a grade of B or above.

Additionally, any applicant or admitted student whose English competency is determined to negatively impact their professional success at Southern Adventist University may be required to pass a test of English proficiency. The University retains the right to re-test any students (even those indicated above) who experience academic difficulty related to language proficiency. If the scores indicate a need, such students will be placed in the appropriate English skills or ESL classes.

Note: TOEFL scores are valid for two years from the test date. After two years, the test must be retaken and the new score submitted. A TOEFL equivalent score, provided by Duolingo, may be used to satisfy the English proficiency requirement.

International Evaluations

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

- [SpanTran](#)
- Educational Credential Evaluators, Inc (ECE): www.ece.org
- World Education Services: www.wes.org

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

International Students - Full Course of Study

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

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

International Transcripts

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

Priority Admission Deadlines

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

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

Nursing application deadlines are as follows:

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

Counseling application deadlines are as follows:

TERM	U.S. RESIDENTS	INTERNATIONAL STUDENTS
Fall	July 15	April 1
Winter	November 1	September 1
Summer	May 1	Not applicable

Education (MSEd & MAT) application deadlines are as follows:

TERM	U.S. RESIDENTS
Fall	August 1
Winter	November 15

Schools may accept applications after the priority admission deadline depending on the timeline. Please contact Graduate & Professional Studies for exceptions to the policy.

Registrations

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

To begin the registration process:

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

2. Academic Policies

Academic Integrity

Academic Integrity

Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. The university's academic community affirms that education involves both the pursuit of knowledge and the formation of character, and that honesty and integrity are essential to the University's academic mission and Christian commitments. Honesty requires truthfulness in academic work, including the submission of work that reflects independent effort, appropriate acknowledgment of sources, and accurate representation of how assignments are completed. Integrity extends beyond honesty to reflect consistency between values and actions, calling for full engagement in the learning process and the avoidance of shortcuts that undermine intellectual and spiritual growth.

Additionally, graduate students are expected to uphold the highest standards of academic integrity as members of a broader scholarly and professional community. They are responsible for understanding and adhering to academic integrity expectations both within their disciplines and as part of Southern Adventist University as a whole. Academic dishonesty at the graduate level represents a serious breach of ethical conduct and professional responsibility. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty and integrity.

FACULTY RESPONSIBILITIES:

1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
2. Professors may assume "no collaboration" is the rule unless they state otherwise.

STUDENT RESPONSIBILITIES:

1. Tools such as artificial intelligence, translation software, and online resources may be used only as permitted by course instructors and should never be used to supplant the cognitive processing necessary for creativity and learning.
2. Representing the output of generative AI as one's own work is always considered a violation of this policy.
3. Students assume responsibility to avoid plagiarism by acting with integrity and learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might misrepresent others' material as their own.
4. Students unfamiliar with procedures for citing sources should confer with their professors.
5. Students are to assume that all coursework is "no collaboration" unless stated otherwise by the professor.
6. Professors reserve the right to require students to submit written work through an originality-checking application, and may use generative AI detection tools.

SCHOOLS/DEPARTMENTAL POLICIES:

Some departments/schools, due to the nature of their programs, have additional integrity policies that carry the same force as those published here. Such policies will be presented to students before implementation.

PROCEDURES FOR HANDLING ACADEMIC DISHONESTY:

1. When a professor suspects a lack of academic integrity, the professor should first privately discuss the incident with the student. After the meeting, if the professor is convinced the student violated this policy, he or she will file an incident report with the Dean of Graduate Studies describing the infraction and the consequences administered. The professor shall also provide a copy of the report to the student and to the dean of the student's program. The report should include:
 1. a short narrative describing the dishonesty and its timeline.
 2. a summary of interactions with the student, including dates.
 3. a short description of the assignment (summative assessment).
 4. the professors' syllabus statement on dishonesty, if one exists separately from the university policy.
 5. copies of the work in question.
2. In verified instances of policy violation, the commonly applied consequences include, but are not limited to the following:
 1. Record a failing grade on the exam, assignment, or project.
 2. Assign a failing grade in the class.
 3. Allow the student to resubmit the assignment with a reduced value for the assignment.
 4. Assign the student a paper, project, or activity that improves the student's understanding of the value and nature of academic integrity.
3. The University keeps a centralized file of integrity reports in the Academic Administration office. After two reported incidents of academic dishonesty, the Dean of Graduate Studies will notify the dean of the student's program. Two incidents also make a student eligible for dismissal from the University.
4. At any point, the student may appeal any of the above actions through the established appeal

Student Authentication

The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.

If authentication is required, the student will receive a personal email outlining the steps to complete the authentication.

The student should authenticate their identity by using **ONE** of the following options:

1. Authenticate in person at Southern Adventist University.
2. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.

Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the Procedures for Handling Academic Dishonesty in the Southern Adventist University Graduate Catalog.

Credit and Course Requirements and Limitations

All graduate 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.

Acadeum

Southern Adventist University collaborates with the Acadeum course-sharing network, which connects consortium institutions committed to offering online courses that align with shared curricular objectives and uphold comparable academic quality standards. Through this partnership, Southern students have the opportunity to enroll in approved online courses from partner institutions, thereby maintaining academic continuity when specific courses are unavailable at Southern.

Students seeking to utilize this resource must obtain prior approval from the appropriate academic dean or department chair and comply with all established institutional policies and procedures. Courses completed via Acadeum are transcribed as Southern Adventist University credits, thereby streamlining the credit transfer process and ensuring academic consistency.

In support of the coordination and administrative processes required for the delivery of Acadeum courses, an outside entity delivery fee may be added. For information, refer to the Tuition and Fees section of the catalog.

To ensure timely enrollment and adequate course planning, academic departments must submit formal course requests through the Online Campus at least one month prior to the start of the semester. Exceptions may be granted only under extenuating circumstances, subject to approval.

Credit Hours and Course Load

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

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

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.

DNP Scholarly Project

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

Enrollment

Advisement

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

Attendance

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

Catalog

Degree candidates are responsible for satisfying all degree requirements. They may choose to meet the requirements of any one *Catalog* in effect during the period of residency. If students discontinue their education for a period of twelve months or more, they must re-qualify according to the *Catalog* in force at the time of their return.

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.

Directed or Independent Study

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

Medical Records

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

Online Programs

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

Readmission

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

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

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

* See School-specific policy for additional requirements

Reclassification

A student who wishes to change a program of study must submit a Request for Change of Graduate Program form, which is available online at southern.edu/records. The form requires the signature of the Dean of the School in which admission was previously granted. The student must be in good standing for a revision to be processed. Acceptance into a new degree program is contingent upon review and recommendation by that School. If the student is not accepted into the program requested, he/she remains in the former program. The results of each request for program change are communicated to the student by mail or email.

Registration

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

Reinstatement Policy

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

Repeated Courses

Students may repeat up to two courses in which they receive an insufficient grade or for the purposes of improving overall GPA to meet the minimum standard for program completion. Two courses may be repeated once each, or students may elect to repeat the same course twice.

In such cases, the record of the earlier attempt is not erased, and both attempts will remain visible on the final transcript. However, only the credits and quality points earned in the attempt with the highest grade will be used to calculate the GPA and overall earned credits.

Course grades earned through Southern Adventist University may be replaced only by grades for course work repeated through Southern Adventist University.

Second Emphasis

Courses may be taken online or on campus toward a second emphasis within a degree program; transfer credit does not apply. The second emphasis consists of a minimum of 10 additional hours that do not overlap the first emphasis.

Grade Policies

Grading System

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

GRADE POINTS PER HOUR	
4.00	A
3.70	A-
3.30	B+
3.00	B
2.70	B-
2.30	C+
2.00	C
0.00	F
0.00	CR-Credit
0.00	I-Incomplete
0.00	IP-In Progress

0.00	NR-Not Reported
0.00	P-Pass
0.00	S-Satisfactory
0.00	W-Withdrawal

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

Minimum Grades

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

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

Graduation Requirements

In order to graduate, a candidate must:

1. Submit an application to graduate which must be filed with Graduate and Professional Studies one month prior to the anticipated graduation date.
2. Complete all coursework with a minimum GPA of 3.0. Classes with a grade below a C are not counted toward the master's and doctoral degrees.
 - o Master's students (excluding Nursing) must complete all graduate courses with no more than two classes with a letter grade below B-.
 - o Nursing students must complete all graduate courses with no more than one course with a letter grade below B-.
3. Pass a comprehensive examination and/or a defense of a thesis/research project, portfolio, or case study, as may be required by the respective school. Specific requirements for each degree are listed under the school.

Petition and Academic Grievance Procedures

Academic Grievances

The student who believes that he or she has been unfairly treated or disciplined, may enter into an academic grievance process. The student shall first discuss the grievance with the instructor, within two weeks of the grievance, in an informal conference. If the student believes that the solution is not appropriate, the student may submit the grievance, in writing, to the Dean of the School within four weeks of the informal conference. If the student believes that the resolution facilitated by the Dean is not appropriate, the student can appeal to the Dean of Graduate Studies within six weeks of the informal conference. The Dean of Graduate Studies will ask the Graduate Curriculum Committee to appoint a Grievance Committee, chaired by the Dean of Graduate Studies or a designee, and including three other faculty members and two students selected by the Graduate Council. Both the student and the professor involved in the case are entitled to appear before the committee or to present a written statement of the case. The decision of the Grievance Committee shall be presented in writing to the individuals involved within three days of the committee meeting unless both parties agree upon a later time. The decision of the committee is binding and will be implemented by the professor involved or the Dean of Graduate Studies.

Petitions

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

Responsibilities of the Student

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

Second Graduate Degree

Courses of study for students already holding a graduate 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, waived by a validating examination, or waived by an academic petition. 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 graduate degree if the first graduate degree is from a U.S. accredited institution.

Standards for Academic Progression and Dismissal

Standards for Academic Progression. In addition to the following standards, master's, graduate certificate, and doctoral students should consult the appropriate section of this catalog and their respective departmental or program handbook for program-specific requirements and standards. Schools and programs may have requirements for academic progression or graduation which exceed the minimum requirements set forth in this catalog for all graduate programs. It is the student's responsibility to be familiar with the specific requirements of the school or program.

All graduate-level students at Southern Adventist University are subject to the following standards for progression plus any additional requirements set forth by their programs:

- Graduate students under regular admission criteria are considered degree-seeking candidates and must maintain a cumulative grade point average of at least 3.00, on all graduate courses including courses taken at Southern Adventist University for other degrees. Classes with a grade below a C are not counted toward the master's and doctoral degrees. Exceptions to this standard must be recommended by the School Dean or Graduate Program Director and approved by the Dean of Graduate and Professional Studies.
- A student whose cumulative GPA drops below 3.00 in any given semester will receive a notification of academic probation from the Dean of Graduate and Professional Studies. Students who have not shown an improvement in their GPA after one term on academic probation will be referred to the Graduate Curriculum Committee and may be recommended for dismissal.
- Students who are accepted provisionally to a degree program must meet the planned schedule for removing deficiencies or for earning a minimum GPA, as outlined by their admission letter. (See Admission Categories section.)
 - o Students on provisional status may be permitted to enroll in specific classes until admission requirements are met, according to the guidelines set forth by their program.
 - o A minimum GPA of 3.00 and all other requirements set forth by the department for provisional admission must be met by the time the student has completed six (6) semester hours of regular program coursework.
 - o A student who does not meet this schedule is not allowed to continue except by the School Dean or Graduate Program Director's recommendation and approval by the Dean of Graduate and Professional Studies.
- Students under academic probation or with provisional status may not:
 - o Register for more than 6 credit hours of coursework per term except by permission from the School Dean or Graduate Program Director.
 - o Register for directed study, independent study, or internship/fieldwork courses.
 - o Register for project, project continuation, or capstone courses except by permission from the School Dean or Graduate Program Director.

Standards for Academic Dismissal.

Graduate students who have an overall graduate GPA below 3.00 for two consecutive terms are referred for review by the Graduate Curriculum Committee, which may make a recommendation for dismissal from the program. The Dean of Graduate and Professional Studies notifies the student of a dismissal decision and of the process for potential appeal. A student dismissed from a graduate program for academic reasons may, following at least one full semester absence from Southern Adventist University, request permission from the Dean of Graduate and Professional Studies to reapply. Convincing evidence will be required to demonstrate the student's commitment to and potential for academic success.

Standards for Non-Academic Dismissal.

Graduate students who violate Southern Adventist University's Student Code of Conduct, handbook requirements, or individual program ethics and professionalism codes may be subject to non-academic dismissal. Recommendations for dismissal for non-academic reasons will be reviewed and acted on by the Dean of Graduate and Professional Studies in consultation with the Vice President for Student Development when appropriate. In doing so, the Dean must ensure that actions align with the ethical standards and professional codes of the student's intended profession as outlined by their program. The Dean of Graduate and Professional Studies notifies the student of the dismissal and process for potential appeal.

Student Records Privacy Policy

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

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

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

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

Thesis Requirement

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

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

Time Limit for Degree Completion

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

YEARS	SCHOOL/DEPARTMENT/DEGREE
9	Religion (MA & MMin)
7	Education, Psychology & Counseling (MS, MEd, EdD)
7	Social Work, Business (MSW & MSW/MBA)
7	Nursing (DNP)
6	Nursing/Business (MSN/MBA)
6	Social Work (MSW)
5	Business (MBA)
5	Computing (MS)
5	Education, Psychology & Counseling (MAT)
5	Nursing (MSN)
3	Graduate Certificates, Post-Master's Certificates, and DNP Specialist Certificates

Transfer Credit

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

Validation Examinations

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

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

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

Veterans Educational Benefits

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

Withdrawal from a Course

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

3. Financing Your Education

Bank/Check Cashing

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

Books

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

Campus Housing

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

Rates range from \$810-\$1470 per month and are subject to change without notice. Furniture, utilities, and similar services may be requested for an additional fee that varies by unit. Approval must be obtained through the Student Finance Office.

Rent is charged in full, each semester. Charges are based on the date of issue/return of keys and proper check-in/out procedures. Additional keys are available for \$5/key. Key charges are fully refundable unless they aren't returned at check-out. Additional cleaning and/or damage fees will be charged based on evaluation of apartment at check-out.

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

Collection Policies and Procedures

Current Account Collections Policies

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

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

Payment is due at the beginning of the semester, unless enrolled in a monthly payment plan, whereby the payment amount and payment plan due date will defer to the online payment plan. An automated reminder email will be sent two days before the payment plan due date and if necessary, a second email is sent once the payment is late. A \$25 late fee will be charged seven days after the payment plan due date or at the end of the month, if not enrolled in a payment plan.

Refund of Student Accounts

Credit balances are refundable, upon request, one month after the last month the student was enrolled, in order to be certain that all charges have been processed. For example, if a student graduates in December, a full credit refund would not be made until after the first week of February. When the credit balance is large, a portion may be refunded earlier upon request to Student Finance - Billing and Collections Office.

Non-Current Account Collections Policies

Students completing or terminating their studies with Southern Adventist University should pay their account balance in full prior to leaving. If a student is no longer enrolled and has not paid their account in full, the account will be designated as non-current. A finance charge of one

percent per month (or the maximum allowed by law, if lower) will apply based on the ending balance, to all non-current accounts. Southern Adventist University reserves the right to withhold payment, for services rendered, to satisfy a non-current account.

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

Bankruptcy Policies

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

Deposits

International Student Deposit

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

Estimated Student Budget

Graduate Student	Semester	Year
Graduate Tuition (9 credit hrs)	\$ 7,470	\$14,940
General Fee	70	140
Books and Supplies	450	900
Total Graduate Estimated Costs*	\$ 7,990	\$15,980

Doctoral Student	Semester	Year
Doctoral Tuition (9 credit hrs)	\$ 9,360	\$18,720
General Fee	70	140
Books and Supplies	450	900
Total Doctoral Estimated Costs*	\$ 9,880	\$19,760

*Health Insurance, Parking Permits, personal purchases are in addition to Estimated Costs.

Federal Direct Loans

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

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

NOTE: Southern Adventist University can refuse to certify a loan application, or can certify a loan for an amount less than the maximum amount. Students/Parents will be notified in writing, with a full explanation, if such a circumstance should arise.

Direct Unsubsidized Loans

Loans available to students, regardless of need/financial status according to the FAFSA. The student is responsible for paying the interest, which accrues while enrolled in school at least half-time. The student must sign a master promissory note (MPN), complete entrance counseling

online at StudentAid.gov before the loan is released onto their account. Repayment of the loan generally begins six months after the student graduates, leaves school or drops below half-time enrollment. For additional information, please visit studentaid.gov/sub-unsub.

Financial Aid Eligibility, Award & Disbursement Procedures

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

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

Financial Aid Eligibility

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

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

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

Financial Aid Application

The Free Application for Federal Student Aid (FAFSA) must be submitted annually to apply for the federal, state, and institutional aid programs. This application needs to be completed online at studentaid.gov/afsa. **Southern Adventist University's TITLE IV school code is 003518**. Southern Adventist University strongly encourages selecting the automatic IRS Data Retrieval Tool when completing the FAFSA to ensure accuracy of financial information and avoid potential delays.

Financial Aid Award & Disbursement Procedures

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

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

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

Credit balances caused by federal financial aid will be released to the student or parent within 14 days of disbursement, unless the Student Finance office has received written permission to hold the credit balance. If the student has a credit balance caused by a financial aid overaward, the necessary credit will be allocated to the financial aid funds, according to the Financial Aid Award and Disbursement Procedures. If any credit remains, the refund will be credited back first to any credit card that was used to make payment within 90 days of the refund. If the refund involves a credit card payment exceeding \$2,000, the refund will be credited back first to the credit card regardless of the date of payment.

Graduate Assistantships

Graduate Assistantships are available for students in the following programs: Masters of Counseling, Education, and Social Work. Students may apply for assistantships thru their respective schools.

Insurance

Health Insurance

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

Southern Adventist University requires all international students and students who live in University-owned housing to have MEDICAL insurance coverage that is valid in Tennessee and complies with the Affordable Care Act. Prior to the start of classes each semester, all international students and students who live in University-owned housing must submit the Health Insurance Verification and Enrollment form online via the Enrollment Checklist using the MyAccess student portal. Those who do not complete the online form by its due date will be enrolled with a plan through UHCSR.

For more information (i.e. coverage periods, premium costs, policy summary, etc.), visit uhcsr.com/southern.

Personal Effects Liability

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

Meal Plans

Students not living in the Residence Halls may sign up for a \$250 Optional Non-Dorm Meal Plan at southern.edu/card. Students that reside in Southern Adventist University-owned housing and have this Meal Plan, will be exempt from paying sales tax on meal plan purchases. For all other individuals, sales tax will be applied to food purchases. Students can add money to their Meal Plan in \$100 increments, as necessary. At the end of the semester, the unused portion of the balance will be refunded in full.

Please Note: Those not on a Meal Plan must pay via cash, credit, or debit card when making food purchases.

Payment Methods

Students must grant access to authorized users, within the Student Account Payment Portal, before authorized users (including parents or spouses) can view or make payments to the student's account. Students use their Southern Adventist University user name and password to access the Payment Portal. Students and/or authorized users can make payments in person, via mail (not recommended), or online at southern.edu/payment.

Credit Card Payments

Southern Adventist University honors VISA, MasterCard, Discover, American Express and debit cards for making payments on a student's account. No cash withdrawal service is available from these cards (this service may be obtained from a local bank). Automatic credit card payments can be setup when the student and/or authorized user enrolls in a payment plan.

Personal Check Payments

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

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

Student Payroll

Students will receive 25% of their net earnings for title and personal items directly deposited into the bank account of the student's choice. 75% will be applied to their student account. Students who receive Federal Work-Study earnings will receive 100% of their net earnings unless they give written permission for their earnings to be applied to their student account or their account is flagged as past due. The payroll period normally covers a two-week time period and students are paid every other Friday. It is recommended that on-campus summer earnings remain on the students' accounts to assist with future educational expenses at Southern Adventist University.

Payment Options

Default: Semester Balance

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

Optional: Monthly Payment Plans

If a student is unable to pay the semester expenses upfront, Southern Adventist University offers various payment plans through the [Student Account Payment Portal](#).

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

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

Prepaid Campus Account

Students have the option of purchasing items at the Village Market (non-deli) and other places on campus, through the Prepaid Campus Account. Funds can be added during the semester at [southern.edu/card](#) and the amount will be billed to the student account. At the end of the semester, any unused portion will be refunded in full. Students will not be able to use their ID card to make these types of purchases if there are no funds available in the Prepaid Campus Account. Other payment options include cash, debit, or credit cards.

Return of Title IV Funds

General Information

Southern Adventist University is required by federal regulations to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of the payment period or period of enrollment. This also applies to students who receive federal funds and receive all F grades for ceasing to attend classes. The Records and Advisement Office will determine the last day of class attendance. ALL Title IV financial aid programs must be recalculated in these situations.

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

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

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

Calculating Earned & Unearned Financial Aid

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

The responsibility to repay the *unearned* Title IV aid is shared by Southern Adventist University and the student. For example, the calculation may require Southern Adventist University to return a portion of federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation.

Calculating the Amount of Title IV Aid to be Returned

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

Calculating the Amount of Title IV Aid the University Must Return

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

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

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

- Federal Direct Unsubsidized Loans
- Federal Direct Subsidized Loans
- Federal Direct Graduate PLUS Loans
- Federal Direct Parent PLUS Loans
- Federal Pell Grants
- Federal Supplemental Opportunity Grant (SEOG)
- TEACH Grant
- Iraq Afghanistan Service Grant

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

Calculating the Amount of Title IV Aid the Student Must Return

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

Grant Overpayments

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

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

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

Post Withdrawal Disbursements

If a student did not receive all of the funds that they earned, Southern Adventist University may offer the student a post-withdrawal disbursement. Eligibility for a post-withdrawal disbursement will be communicated to the student via email. Students must accept the loan via the electronic award letter and notify Southern Adventist University, in writing, of their interest in receiving the loan within 14 days of the notification. Once Southern Adventist University receives both acceptances, the loan funds will disburse to the student's account. Responding after 14 days or not at all, will result in forfeiture of the student's loans for the period of enrollment. Southern Adventist University will automatically use all or a portion of the post-withdrawal disbursement for tuition, fees, and room and board charges.

For Programs offered in Modules

Students whose program of study or course work does not span the entire length of the payment period are considered to be enrolled in courses offered in modules. Students enrolled in modules are considered withdrawn if they do not complete all of the scheduled days in a module that was used to determine the student's eligibility for federal aid. Students are **not** considered withdrawn if:

- The student successfully completes one module or a combination of modules that contain at least 49% of days within the payment period. Successful completion is defined as earning a letter grade of A, B, C, D, or P;
- The student successfully completes coursework that represents half time enrollment. Six hours in a payment period is considered half time enrollment at Southern Adventist University. Successful completion is defined as earning a letter grade of A, B, C, D, or P;
- The student provides written confirmation of attendance of their intent to return to a later module within the payment period.

Students who meet at least one of the above criteria will be granted a Return of Title IV exemption and no adjustments to their federal aid will occur.

Southern allows students to provide written confirmation on the withdrawal form at the time of withdrawal that he or she will attend a module that begins later in the same payment period. A student is not considered to have withdrawn if Southern obtains a written confirmation on the withdrawal form email, or written by the student from the student at the time of the withdrawal. A student can also submit written confirmation close to the date of the withdrawal.

Southern Adventist University considers a student who provided written confirmation but does not return as withdrawn if he or she does not return as scheduled to a future module with the same payment period.

Southern Adventist University allows students to return to a module within the same payment period who did not confirm future enrollment in that same payment period. The student is treated as if he or she did not cease attendance. The Return of Title IV Funds calculation will be reversed.

Satisfactory Academic Progress (SAP) Policy

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

SAP Qualitative Standards

Students must maintain a minimum cumulative GPA of 3.00

SAP Quantitative Standards

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

Time Frame for Receiving Financial Aid

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

SAP Review Procedures

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

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

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

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

Procedure for SAP Appeal and Reinstatement of Financial Aid

Students who are found to be ineligible for financial aid based on progress will be notified in writing by the Student Finance Office. If unusual circumstances occur that include but are not limited to, personal or family illness, injury, or death in the family, students may appeal in writing

to the Financial Appeals Committee for the continuation of financial aid. Students will receive written notification as to the committee's decision. If approved, the student will be placed on financial aid probation and will be asked to complete a SAP Appeal Response Certification form.

Student Financial Responsibility

The Student Finance Office will assist students in their financial planning. Financial aid is available to qualified recipients in the form of scholarships, grants, loans, and work opportunities. However, responsibility for payment of Southern Adventist University expenses rests with the student, regardless of any assistance which may be expected or received from federal financial aid, parents, Southern Adventist University, or any other source.

Starting in the summer of each academic year, each student must sign the Financial Responsibility Agreement (FRA) indicating acknowledgment of this responsibility. The FRA must be signed before registering for classes.

Information on student costs and means of paying those costs is given throughout the catalog to assist students in financial planning. Student financial responsibility includes awareness of this information and the willingness to seek assistance from the Student Finance Office when help is needed.

Transcript and Diploma Requests

Transcript Requests

If a student received Title IV financial aid during any term of attendance, has completed all required loan exit counseling, and is current on their Student Account, Perkins, Nursing or Institutional Loans, Southern Adventist University will release, upon request, an official transcript, as required by federal regulations [§ 668.14(b)(33) & § 668.14(b)(34)]. Students who owe a balance to Southern Adventist University at the time of requesting a transcript must be in good standing on their payment plan in order for the request to be approved. If a student is not on a payment plan at the time of request, they will be required to sign up for one, schedule automatic payments and make the first payment before their request will be approved.

For all other students, Southern Adventist University may withhold official academic transcripts if a student has an unpaid or past due student account, has any Perkins, Nursing or Institutional Loans that are past due or are in default and/or has not completed all required loan exit counseling.

Exit counseling is required for each type of loan when a student graduates, leaves school, or drops below half-time enrollment. When payment is made by personal check, the transcript will be held for ten days to allow the check to clear.

Diploma Requests

Southern Adventist University may withhold official diploma requests if a student has an unpaid student account, has any Perkins, Nursing or Institutional Loans that are past due or are in default and/or has not completed all required loan exit counseling. Exit counseling is required for each type of loan when a student graduates, leaves school, or drops below half-time enrollment. When payment is made by personal check, the transcript will be held for ten days to allow the check to clear.

Tuition and Fees

Effective May 1, 2026, the following tuition and fees apply only to masters and doctoral students. Information concerning tuition and fees for undergraduate students is available in the Undergraduate Catalog.

Tuition and General Fee

Tuition - Doctoral (per credit hour)	\$1,040.00
Tuition - Masters (per credit hour)	830.00
Tuition - Masters - RELIGION MAJORS (per credit hour)	400.00
Tuition - NAD Teacher Certification (per credit hour)	200.00
Tuition - NAD Pastors (per credit hour)	175.00
General Fee* (per semester)	\$ 70.00

*The general fee is charged to all degree-seeking graduate students in the fall and winter semester. This fee is used for computer software & technology.

Other Charges and Fees

The following charges and fees are assessed individually as applicable:

Acadeum Delivery Fee* (per credit hour)	\$400.00
---	----------

Add/Drop Fee	25.00
Application Fee (online)	50.00
Credentialing Fee - Domestic	30.00
Credentialing Fee - International	100.00
ID Card Replacement Fee	15.00
Insufficient Funds Bank Fee	25.00
Non-Dorm Meal Plan (per semester)	250.00
Parking Permit Fee	25.00
School of Religion Thesis Continuation Fee	100.00
Transcript Fees:	
Printed Transcript (per destination)	ACTUAL
Electronic PDF Transcript (per destination)	ACTUAL
FedEx Overnight Service (US & Canada destinations)	ACTUAL
Validation Exam Fee	50.00
Validation Exam - Recording Fee (per credit hour)	40.00

**Academy Fee is designed to cover outside entity delivery and administrative costs.*

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
Lab Fee 34	3,500.00
Lab Fee 35	4,000.00
Lab Fee 36	4,500.00
Lab Fee 37	5,000.00
Lab Fee 38	5,500.00
Lab Fee 39	6,000.00

Deposits

International Student Deposit	\$3,000.00
-------------------------------	------------

Tuition Refund Policy

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

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

REFUND FOR DROPPING A CLASS OR COMPLETE WITHDRAWAL

FULL SEMESTER REFUND (16 WEEKS)	REFUND PERCENTAGE
11 Business days from the start of class	100%
21 Business days from the start of class	80%
31 Business days from the start of class	60%
47 Business days from the start of class	40%

12 WEEK MODULE	REFUND PERCENTAGE
5 Business days from the start of class	100%
12 Business days from the start of class	80%
20 Business days from the start of class	60%
35 Business days from the start of class	40%

10 WEEK MODULE	REFUND PERCENTAGE
4 Business days from the start of class	100%
10 Business days from the start of class	80%
16 Business days from the start of class	60%
30 Business days from the start of class	40%

8 WEEK MODULE	REFUND PERCENTAGE
3 Business days from the start of class	100%
8 Business days from the start of class	80%
13 Business days from the start of class	60%
24 Business days from the start of class	40%

6 WEEK MODULE	REFUND PERCENTAGE
2 Business days from the start of class	100%
6 Business days from the start of class	80%
10 Business days from the start of class	60%
18 Business days from the start of class	40%

4 WEEK MODULE	REFUND PERCENTAGE
2 Business days from the start of class	100%
4 Business days from the start of class	80%
6 Business days from the start of class	60%
12 Business days from the start of class	40%

2 WEEK MODULE	REFUND PERCENTAGE
2 Business days from the start of class	100%
3 Business days from the start of class	80%
4 Business days from the start of class	60%
6 Business days from the start of class	40%

**NOTE: Saturday, Sunday and Official University Holidays are not included. Calculation is based on start date of class, include start date in count.*

Veterans' Benefits & Certification

Southern Adventist University is approved for the training of veterans as an accredited training institution. VA benefits are only available for students enrolled in classes at Southern Adventist University's main campus, in Collegedale, TN. Those who qualify for educational benefits should contact the nearest Department of Veterans' Affairs.

Veterans or other eligible persons are required to attend classes in order to be eligible for educational benefits. Southern Adventist University is required to report promptly to the VA the last day of attendance when an eligible student withdraws or stops attending classes regularly.

A recipient may not receive benefits for any course that does not fulfill requirements for his/her stated degree and major. Audited courses, non-credit courses (except for a required remedial course), and correspondence work cannot be certified.

Any covered individual will be able to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Southern Adventist University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.



PROGRAMS OF STUDY

School of Business

Personnel

Dean: Stephanie Sheehan

Graduate Program Coordinator: Sunia Fukofuka

Faculty: Sungin Ahn, Joelle Akiki, Sunia Fukofuka, Robert Gadd, Lisa Gano, Mark Hyder, Ben Schnell, Stephanie Sheehan

Adjunct Faculty: Steven Kuhlman, Braam Oberholster, Kimberly Pichot, Donovan Williams

About

Southern's MBA program integrates multiple business disciplines through advancing learners' skills in problem identification, decision-oriented analysis, and strategic solutions. Grounded in a biblical worldview, it follows an iterative design that reinforces learning through increasing levels of integration. This approach cultivates a missional mindset and equips learners with the competencies they need to thrive in a complex, dynamic marketplace, ultimately expanding the impact of God's purpose in and through business.

The program is fully online, making graduate education accessible for adults with demanding schedules, and shortens the journey to graduation with only 30 credit hours.

Mission Statement

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

Goals / Objectives / Outcomes

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

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

Degrees Offered

We offer a Master of Business Administration (MBA) comprised of 30 credit hours. The curriculum develops and optimizes learners' depth and breadth of knowledge through and skills and put to practice through various forms of experiential learning, through progressive integrative application within an accelerated timeline, and focuses on increasing the depth and breadth of knowledge and skills through interspersed appearances. Students accelerate their integration of Joint degrees are offered through the School of Nursing and the School of Social Work. See respective schools for program details.

Accreditation

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

Admission

Prerequisites for Admission

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

Admission Requirements

A candidate for a Master of Business Administration will comply with the following requirements unless noted otherwise in specific degree requirements:

1. A Bachelor's degree from an accredited institution in any major.
 - Students with a non-business undergraduate degree who have not taken Principles of Accounting I (Financial) and Principles of Accounting II (Managerial) (or their equivalents) with a minimum grade of C are required to take ACCT 505 and earn a grade of B- or higher. Students with a non-business undergraduate degree who have not taken Principles of Finance (or its equivalent) with a minimum grade of C are required to take FNCE 505 and earn a grade of B- or higher. ACCT 505

and FNCE 505 may only be repeated once to earn the required grade for admission. These courses are in addition to courses required in the MBA core and emphasis.

2. A cumulative undergraduate GPA of 3.25 or higher, or a GPA of 3.00 with five years of full-time business-related management experience.
 - For applicants with an undergraduate GPA of less than 3.00 and without work experience: A Graduate Management Admission Test (GMAT) is required (taken within the past five years.)
3. International students:
 - Must meet the guidelines above or provide an official GMAT score as a prerequisite for acceptance.
 - Must demonstrate English proficiency with a minimum TOEFL iBT score of 4 with a minimum score of 4 in each section; or a minimum score of 115 on the DuoLingo English Test with a minimum score of 19 in each section. Tests must have been taken within the past six months; or demonstrate proficiency in the use of the English language (reading, listening, speaking, and writing) to the School of Business Graduate Admission Committee.

In addition to the general admission requirements for graduate study, students may be evaluated on qualitative and quantitative factors. Quantitative evaluation may include calculations such as: GPA x 200 + GMAT Score \geq 1,000.

Provisional Admission

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

Residence

The last 27 semester hours must be taken through Southern Adventist University School of Business.

Transfer Credit

Transfer Credits are credits earned prior to enrolling at Southern Adventist University. 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.

Transient Courses are courses taken elsewhere after enrolling at Southern Adventist University. Any transient course must be taken through an AACSB accredited program. Program accreditation can be verified at <https://www.aacsb.edu/accredited>. A maximum of six semester hours may be considered.

Progression

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

Graduation Requirements

A candidate must:

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

Additional Information

Second Emphasis

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

MBA (Master of Business Administration)

About

The Master of Business Administration program consists of 30 hours of courses (plus up to 6 additional credits of prerequisite courses, if identified as necessary for students at the time of provisional admission). It is offered online.

Requirements

REQUIRED COURSES (30 Total Credits)

- Course(s):
 - BUAD501 - Foundations of Business Writing & Research (1)

- BUAD510 - Accounting for Control and Decision Making (3)
- BUAD520 - Financial Management (3)
- BUAD530 - Organizational Behavior (3)
- BUAD535 - Operations Management (3)
- BUAD540 - Marketing Management (3)
- BUAD562 - Integrating Faith and Business (3)
- BUAD570 - Strategic Decision Making (3)
- BUAD580 - Business Analytics (3)
- BUAD588 - Integrated Business Simulation (1)
- BUAD597 - MBA Portfolio (1)
- BUAD582 - Integrative Thinking I (1)
- BUAD583 - Integrative Thinking II (1)
- BUAD584 - Integrative Thinking III (1)

Grand Total Credits: 30

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

Program Specific Info

The MSW/MBA Advanced degree is for students who have a Bachelor's degree in Social Work from a CSWE accredited school and students who have completed the Foundation Core courses.

Requirements

MSW ADVANCED COURSES (24 - 25 Total Credits)

- Course(s):
 - SOCW609 - Advanced Social Policy (2)
 - SOCW611 - Advanced Clinical Practice: Individual and Family Intervention (3)
 - SOCW612 - Advanced Administrative Practice: Program Development (3)
 - SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
 - SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
 - SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)
 - SOCW633 - Psychopathology, Clinical Assessment and Diagnosis II (1)
 - SOCW641 - Integration of Faith and Advanced Practice: Seminar I (1)
 - SOCW642 - Integration of Faith and Advanced Practice: Seminar II (1)
 - SOCW624 - Portfolio Capstone (0 - 1)
 - SOCW620 - Advanced Portfolio Seminar (1)
- Select 5 credit(s): SOCW647 - Advanced Practicum (0 - 5)

MBA CORE COURSES (26 Total Credits)

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

EMPHASIS/CONCENTRATION (6 Total Credits)

- Select BEXM (Business Executive Management), BHRM (Human Resource Management), BUAD (Business Administration) Electives (6 credits)

PREREQUISITES (0 Total Credits)

- Prerequisite courses required for students who have not taken undergraduate equivalents:
 - ACCT 505 - Financial Accounting 3 hours
 - FNCE 505 - Principles of Finance 3 hours

Grand Total Credits: 56 - 57

DNP/MBA, BS-DNP Healthcare Administration

Requirements

CORE COURSES-GRADUATE (18 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS710 - Scholarly Writing for Graduate Students (3)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

CORE COURSES-DNP (6 Total Credits)

- Course(s): NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
- Select 2 credit(s): NURS706 - DNP Seminar (1)

SCHOLARLY PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

CORE COURSES-MBA (26 Total Credits)

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

EMPHASIS/CONCENTRATION (9 Total Credits)

- Course(s):
 - NURS638 - Advanced Nursing Leadership and Role Development (3)
 - NURS654 - Practicum: Advanced Nursing Leadership (2)
 - NURS785 - Practicum: Advanced Leadership Residency (4)

ELECTIVES-BUSINESS (6 Total Credits)

- Select BEXM (Business Executive Management), BHRM (Human Resource Management), BUAD (Business Administration), HADM (Healthcare Administration) Electives (6 credits)

ELECTIVES-NURSING (3 Total Credits)

- Select NURS (Nursing) Electives (3 credits)

PREREQUISITE COURSES (0 Total Credits)

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

Grand Total Credits: 77

DNP/MBA Healthcare Administration

Requirements

CORE COURSES-DNP (6 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 2 credit(s): NURS706 - DNP Seminar (1)

SCHOLARLY PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

MSN/MBA CORE (26 Total Credits)

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

EMPHASIS (12 Total Credits)

- Course(s):
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS638 - Advanced Nursing Leadership and Role Development (3)
 - NURS654 - Practicum: Advanced Nursing Leadership (2)
 - NURS785 - Practicum: Advanced Leadership Residency (4)

PREREQUISITES (0 Total Credits)

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

MSN/MBA, MSN Healthcare Administration

About

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

Requirements

NURSING CORE (12 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS687 - Master's Nursing Program Finalization (0)

NURSING CAPSTONE (2 Total Credits)

- Course(s):
 - NURS684 - Preparation for MSN Capstone (0)
 - NURS694 - MSN Capstone (2)

MSN/MBA COURSES (26 Total Credits)

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

HEALTHCARE ADMINISTRATION COURSES (10 Total Credits)

- Course(s):
 - NURS638 - Advanced Nursing Leadership and Role Development (3)
 - NURS654 - Practicum: Advanced Nursing Leadership (2)
- Select 5 credits from the following types of courses: BEXM BHRM BUAD HADM OR NURS

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 50

School of Computing

Personnel

Dean: Richard L. Halterman

Graduate Program Coordinator: Scot Anderson

Faculty: Harvey Alferez, Scot Anderson, Richard L. Halterman

Adjunct Faculty: Rebecca Beason, Willard Munger

Mission Statement

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

Degrees Offered

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

Admission

Provisional Admission

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

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

A maximum of six semester hours with a minimum grade of B may be transferred into the program to satisfy graduation requirements provided they are equivalent to courses required for the degree.

Progression

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

MS Applied Computer Science

Admission Requirements

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

1. Baccalaureate degree from a recognized accredited institution in any area of study
2. Cumulative undergraduate grade point average of 3.00 or higher.
3. International students must have a minimum TOEFL score of 90 (Internet-based), having taken the test within the past year or demonstrated proficiency in the use of the English language.
4. Students may be admitted to the program at the beginning of both fall and winter semesters
5. One year of computer programming coursework or CPTR 502.
6. Graduate Certificate students in Cybersecurity must fulfill the requirement of CPTR 328 or an equivalent before beginning their Cybersecurity coursework.

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

Requirements

REQUIRED COURSES (33 Total Credits)

- Course(s): CPTR575 - Issues in Computer Science and Religion (3)

- Select two (2) of the following 12-hour certificates:
- Data Analytics Certificate, Computer Science Certificate, Cybersecurity Certificate, Web Development Certificate requirements
- Minimum 24 credits
- Select 6 credit(s):
 - CPTR597 - Field Practicum (3)
 - CPTR598 - Project (1 - 6)

Grand Total Credits: 33

Graduation Requirements

A candidate for graduation must:

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

MS Computer Science

Admission Requirements

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

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

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

Permission to Take Classes

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

Program Specific Info

Options for Completing the MS in Computer Science

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

Requirements

REQUIRED COURSES (33 Total Credits)

- Select 12 credit(s):
 - CPTR521 - Advanced Database Systems (3)
 - CPTR531 - Algorithms (3)
 - CPTR551 - Parallel and Distributed Systems (3)
 - CPTR571 - Software Architecture (3)
 - CPTR557 - Artificial Intelligence (3)
 - CPTR553 - Advanced Software Engineering (3)

- Select 12 credit(s):
 - CPTR534 - Advanced Network & Server Administration (3)
 - CPTR544 - Offensive Cybersecurity (3)
 - CPTR545 - Defensive Security (3)
 - CPTR554 - Cyber Forensics (3)
 - CPTR526 - User Experience (3)
 - CPTR524 - Data Mining and Analytics (3)
 - CPTR528 - Data Visualization (3)
 - CPTR526 - User Experience (3)
 - CPTR546 - Web Services (3)
 - CPTR556 - Front-end Web Development (3)
 - CPTR535 - Mobile Application Development (3)
 - CPTR512 - Introduction to Data Analytics (3)
- Select 3 credit(s): CPTR575 - Issues in Computer Science and Religion (3)
- Select 6 credit(s):
 - CPTR598 - Project (1 - 6)
 - CPTR599 - Thesis (1 - 6)

Grand Total Credits: 33

Graduation Requirements

A candidate for graduation must:

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

Computer Science Certificate

Program Specific Info

Prerequisites:

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

Requirements

REQUIRED COURSES (12 Total Credits)

- Select 4 course(s):
 - CPTR521 - Advanced Database Systems (3)
 - CPTR531 - Algorithms (3)
 - CPTR551 - Parallel and Distributed Systems (3)
 - CPTR555 - Advanced Computer Architecture (3)
 - CPTR571 - Software Architecture (3)

Grand Total Credits: 12

Cybersecurity Certificate

Program Specific Info

Prerequisites:

1. One year of programming or CPTR 502

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - CPTR534 - Advanced Network & Server Administration (3)

- CPTR544 - Offensive Cybersecurity (3)
- CPTR545 - Defensive Security (3)
- CPTR554 - Cyber Forensics (3)

Grand Total Credits: 12

Data Analytics Certificate

Program Specific Info

Prerequisites:

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

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - CPTR512 - Introduction to Data Analytics (3)
 - CPTR519 - Databases and Data Warehouses (3)
 - CPTR524 - Data Mining and Analytics (3)
 - CPTR528 - Data Visualization (3)

Grand Total Credits: 12

Web Development Certificate

Program Specific Info

Prerequisites:

1. One year of programming or CPTR 502

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - CPTR526 - User Experience (3)
 - CPTR546 - Web Services (3)
 - CPTR556 - Front-end Web Development (3)
- Select 1 course(s):
 - CPTR519 - Databases and Data Warehouses (3)
 - CPTR535 - Mobile Application Development (3)

Grand Total Credits: 12

School of Education, Psychology, and Counseling

Personnel

Dean: Tammy Overstreet

Director of MSED programs: Michael Murdoch

Director of MAT program: Jasmine Johnson

Director of Graduate Studies in Professional Counseling: Ileanna Freeman

Graduate Programs Manager: Mikhaile Spence

Faculty: Michelle Adams, Gary Bradley, Kalicia Clements, Chanda Daggs, Ileanna Freeman, Jasmine Johnson, Michael Murdoch, Tami Navalon, Reuben Mwangi, Tammy Overstreet, Sarah Penagos, Matthew Tolbert, Tron Wilder

Adjunct Faculty: Krystal Bishop, Randall Burks, Joel Cilio, Jennifer Dohman, Courtney Golden, Rommel Johnson, Gus Martin, Tammy Parks, Ritchie Pruehs, William Saunders, Barbara Suddarth, Carleton L. Swofford, Rose Thomas, Karen Williams

Mission Statement

The mission of the School of Education, Psychology, and Counseling 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, Psychology, and Counseling offers a Doctor of Education in Innovation in Learning & Leadership, a Master of Science degree with two emphases in Professional Counseling, a Master of Science in Education degree with three emphases, and a Master of Arts in Teaching degree.

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

The Master of Science in Education emphases are:

- Instructional Leadership
- Literacy Education
- Outdoor Education

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

The emphases in Professional Counseling are:

- Clinical Mental Health Counseling
- School Counseling

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

Accreditation

The Master of Arts in Teaching is accredited by the Council for the Accreditation of Educator Preparation (CAEP), Washington, DC (phone 202.223.0077) for Initial Preparation (ITP). The University is approved by the Tennessee State Board of Education for the preparation of elementary and secondary teachers.

The Master of Science in Professional Counseling Clinical Mental Health Counseling and School Counseling emphases are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), cacrep.org (Alexandria, VA 22314, phone 703.535.5990).

Admission

See program-specific information for admission requirements for each program of study.

Progression

Students must maintain an overall graduate GPA of 3.0 (including no more than 2 classes with grades of C or lower) in order to remain enrolled.

Graduation Requirements

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

EdD Innovation in Learning & Leadership

About

The Doctor of Education (EdD) in Innovation in Leadership and Learning is an interdisciplinary, leadership-oriented degree designed for experienced professionals in education, business, healthcare, nonprofit, and ministry contexts. Rooted in Southern Adventist University's mission to develop Christ-centered leaders, the program blends theory, research, and practice to cultivate innovative, ethical, and data-informed leadership.

Unlike traditional educational leadership programs, the EdD emphasizes innovation, systems thinking, and applied research, preparing graduates to design, lead, and evaluate meaningful change across diverse organizational environments. This fully online, 60-credit program highlights real-world application through project-based learning and a culminating doctoral capstone focused on solving a problem of practice.

Students engage in an interdisciplinary curriculum that integrates leadership, learning theory, organizational change, communication, and research. Graduates emerge prepared to inspire innovation, promote organizational excellence, and lead with integrity, compassion, and purpose in their professional and community settings.

Goals / Objectives / Outcomes

The Doctor of Education (EdD) in Innovation in Leadership and Learning prepares scholar-practitioners to lead with vision, integrity, and creativity across educational, business, healthcare, and nonprofit settings. The program emphasizes ethical leadership, innovation, and data-informed decision-making to equip graduates to address complex challenges and foster continuous improvement in their organizations.

Program Goals

Graduates of the program will be able to:

1. Demonstrate advanced leadership grounded in ethics, cultural competence, and adaptability across diverse organizational contexts.
2. Apply innovative and human-centered design approaches to lead change and solve real-world problems.
3. Use data and research to analyze systems, guide strategic decisions, and evaluate organizational effectiveness.
4. Foster learning and innovation by designing environments that promote collaboration, creativity, and professional growth.
5. Lead with accountability and stewardship, optimizing financial, human, and technological resources to achieve mission-driven goals.

Student Learning Outcomes

Upon completion of the program, graduates will be able to:

- Integrate ethical frameworks into complex leadership decisions.
- Design and implement strategies that promote innovation and continuous learning.
- Conduct and apply research using qualitative and quantitative methods.
- Lead systemic change through evidence-based organizational development.
- Communicate effectively with diverse audiences to build partnerships and influence positive outcomes.

Admission Requirements

Applicants must hold a master's degree from a regionally accredited institution, demonstrate at least three years of relevant professional or leadership experience, and submit the following:

1. Completed graduate application and fee
2. Official transcripts

In addition to the university's standard requirements for admission to graduate studies, the program-specific admission requirements below will also apply:

1. Thoughtfully written statement describing purpose and goals for pursuing selected degree and demonstrating writing skill.
2. Curriculum vitae or resume
3. Three recommendation forms (professional and academic)
4. Documentation of successful completion of a graduate course in statistics (3 credit hours)
5. Scholarly writing sample (e.g. capstone or research paper, published article or current research article summary)
6. TOEFL or Duolingo English Test: International students whose language of education is not English must submit their score on the Test of English as a Foreign Language (TOEFL) or Duolingo English Test. A minimum score of 5 on the TOEFL test or an equivalent score on the Duolingo English Test is required for regular admission.

Admission decisions will be based on academic preparation, leadership experience, and program fit.

Requirements

- Course(s):
 - EILL701 - Orientation to Doctoral Studies (3)
 - EILL702 - Advanced Leadership Theory and Practice (3)
 - EILL703 - Strategic Communication for Leaders (3)
 - EILL704 - Innovation & Design Thinking for Organizations (3)
 - EILL705 - Cultivating a Culture of Learning and Innovation (3)
 - EILL706 - Organizational Analysis and Problem-Solving (3)
 - EILL810 - Qualitative Research Methods (3)
 - EILL811 - Doctoral Statistics (4)
 - EILL813 - EdD Project Proposal Development (3)
 - RELT540 - Christianity and Ethics in Professional Practice (3)
 - BUAD555 - Leadership and Change (3)
 - EILL815 - EdD Project Finalization (2)
 - EILL875 - EdD Program Finalization (1)
- Select 3 credit(s): EILL850 - Studies in Leadership and Learning (1 - 3)
- Select 6 credit(s): EILL814 - EdD Project Progression (1 - 3)
- Select 2 credit(s): EILL812 - EdD Seminar (1 - 2)
- Select 12 credit(s):
 - EILL707 - Leading Learning (3)
 - EILL708 - Leveraging Technology to Innovate and Improve Learning & Organizational Outcomes (3)
 - EDUC531 - Technology and the Educator (3)
 - EDIL562 - Instructional Design (3)
 - EILL709 - Resource Management: Leadership Accountability in Practice (3)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - EDAD546 - Supervision and Personnel Administration (3)
 - EDAD574 - Legal Aspects of Education (3)
 - EDAD577 - School Public Relations (3)
 - BHRM510 - Human Resource Management (3)
 - EDIL547 - Curriculum Development (3)
 - EDCI571 - Educational Assessment (3)

Grand Total Credits: 60

Graduation Requirements

In order to graduate, a candidate must complete EILL 875: EdD Capstone, a course that will have embedded within the following requirements:

1. Submission of an application to graduate which must be filed with Graduate and Professional Studies one month prior to the anticipated graduation date.
2. Completion of all coursework with a minimum GPA of 3.0. Classes with a grade below a C are not counted toward the master's and doctoral degrees.
3. Successful completion of any additional program requirements.

MS Professional Counseling

About

Accreditation

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

Goals / Objectives / Outcomes

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

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

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

Admission Requirements

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. **GPA Requirement:** A minimum grade point average of 3.00 on the undergraduate level or a 3.00 average (with no grade lower than a B-) on a minimum of 9 semester hours of graduate credit is required.
2. **Prerequisite Coursework:** Students seeking a post-Master's certificate must have a previously completed Master's in Counseling.
3. **TOEFL or Duolingo English Test:** International students whose language of education is not English must submit their score on the Test of English as a Foreign Language (TOEFL) or Duolingo English Test. A minimum score of 5 TOEFL test or an equivalent Duolingo English Test score is required for regular admission.
4. **Resume:** Applicants are to submit a professional resume.
5. **Recommendations:** Three letters of recommendation, including one academic and one professional, from recent sources.
6. **Statement of Purpose:** Candidates are to complete a written Statement of Purpose essay following the guidelines provided by the School of Education, Psychology, and Counseling.
7. **Background Check:** Applicants must submit the results of a background check completed via CastleBranch and affirm that they are not registered sex offenders. Legal declaration and waiver forms, along with instructions for completing a CastleBranch background check are available on the MS Professional Counseling page of the university's Graduate Studies website.
8. **Personality Test:** Results from the program-administered personality test must be on record, preferably prior to completion of faculty interview. Contact the School of Education and Psychology Graduate Enrollment Counselor to schedule testing.
9. **Interview:** An interview by Counseling area faculty to assess commitment to multiculturalism, attitudes, communication skills, compatibility of the candidate's values with the values of the counseling profession, and fitness to practice in the counseling field. This interview will be conducted after receipt of all other required items and prior to the candidate's regular admission.
10. **Admission Approval:** Applicants must receive admission approval from Counseling Program Council.

Regular admission may be granted when the applicant meets all admission requirements.

Individuals who lack requirements may be considered for provisional admission on a case-by-case basis. Individuals with an overall undergraduate GPA of less than 3.00 may be considered for provisional admission if the GPA of their upper division (typically 300- and 400-level) courses exceeds a 2.75. Provisional admission cannot be extended to international students due to federal guidelines.

Program Specific Info

Progression

The program follows a cohort model, and a LiveFlex course delivery design. Students engage in live, interactive online and in-person classes as well as self-paced coursework.

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

If a student is unable to achieve the "Expectation Met" rating on any item of the *Student Semester Progress and Annual Review* form at checkpoints or at any time during the program, this will trigger advisement and remediation procedures. Inability to demonstrate improvement following remediation procedures may be cause for dismissal from the program. Personal counseling is available free of charge to enrolled students via the university's Student Success Center. Students 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, Psychology, and Counseling reserves the right to deny or revoke admission should a candidate be deemed inappropriate for a professional counseling degree.

Field Experiences

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

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

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

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

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

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

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

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

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

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

Requirements

REQUIRED CORE COURSES (40 Total Credits)

- Course(s):
 - COUN510 - Advanced Lifespan Development (3)
 - COUN514 - Drugs and Addictions (3)
 - COUN516 - Career Counseling (3)
 - COUN530 - Assessment and Appraisal (3)
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN553 - Group Counseling and Procedures (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN561 - Multicultural Issues in Counseling (3)
 - COUN562 - Spirituality and Religious Diversity in Counseling (3)
 - COUN579 - Clinical Practicum I (1)
 - COUN593 - Child and Adolescent Psychopathology (3)
 - COUN598 - Research and Program Evaluation (3)
 - COUN600 - MS Professional Counseling Capstone (0)
 - COUN523 - Professional Counseling I (3)
 - COUN573 - Counseling Seminar I (0)
 - COUN574 - Counseling Seminar II (0)
 - COUN557 - Crisis & Trauma Counseling (3)

EMPHASIS/CONCENTRATION (20 - 26 Total Credits)

- Please choose an emphasis below.
- Complete at least 20-26 credits in this area

THESIS

- Complete the following:
 - Students with special interest in outcome research may also opt to complete a Master's Thesis.
 - Minimum 6 credits

Grand Total Credits: 60 - 66

Graduation Requirements

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

1. **Comprehensive Exam/Thesis Defense:** Pass the Counselor Preparation Comprehensive Exam (CPCE) as dictated by the department policy. The CPCE is administered twice each year (once in Fall semester and again in Winter semester). Students must apply one month prior to the announced exam dates. Students completing COUN 599 Master's Thesis must also successfully present and defend their thesis.

Clinical Mental Health Counseling Emphasis

MS Professional Counseling

REQUIRED COURSES (15 Total Credits)

- Course(s):
 - COUN521 - Adult Psychopathology (3)
 - COUN590 - Marriage, Couple, and Family Counseling I (3)
 - COUN540 - Foundations of Clinical Mental Health Counseling (3)
- Select 2 credit(s): COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)
- Select 4 credit(s): COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)

SPECIALIZATION (5 - 11 Total Credits)

- **Select one (1) of the following specializations**
 - Complete 1 of the following:
 - **Clinical Mental Health Specialization**
 - Course(s):
 - COUN568 - Behavioral Health & Wellness Counseling (2 - 3)
 - COUN576 - Advanced Clinical Diagnosis and Treatment Planning (3)
 - **Marriage, Couple & Family Counseling Specialization**
 - Course(s):
 - COUN507 - Sexuality: Issues in Counseling (2 - 3)
 - COUN543 - Parenting & Generational Influences (2)
 - COUN591 - Marriage, Couple, and Family Counseling II (3)
 - COUN592 - Marriage, Couple, and Family Counseling III (3)
 - (6 hours required in Clinical Mental Health Specialization)
 - (11 hours required in Marriage, Couple, & Family Specialization)

Grand Total Credits: 20 - 26

School Counseling Emphasis

MS Professional Counseling

About

This program requires 60 semester hours of coursework, which includes clinical experiences. According to the State of Tennessee certification requirements, clinical experiences must be completed in a partner school in the state of Tennessee. Furthermore, candidates who wish to meet the requirements for School Counselor certification in Tennessee must complete their degree and pass the Tennessee-designated Praxis II exam. Candidates are strongly advised to take this exam during their last semester in the program. Applications for Tennessee state certification must be sent from Southern's Certification Officer to the Tennessee State Board of Education. No applications are made until candidates have completed their degree and passed the required Praxis II exam.

School Counselor certification is separate from the awarding of the Master of Science degree in School Counseling. If clinical experiences are not completed in a partner school in Tennessee, the degree may still be awarded, but the graduate will not be eligible for initial certification in Tennessee. Out-of-state candidates are strongly advised to consult their state certification authority to review all certification requirements pertaining to their home state.

REQUIRED COURSES (20 Total Credits)

- Course(s):
 - COUN503 - Foundations of School Counseling (3)
 - COUN528 - School Counseling Interventions for Exceptional Children (3)
 - COUN538 - Legal Aspects of Education for School Counselors (3)
 - COUN543 - Parenting & Generational Influences (2)
 - COUN577 - Administration of School Counseling Services (3)
- Select 2 credit(s): COUN585 - School Counseling Clinical Practicum II (1 - 2)
- Select 4 credit(s): COUN586 - School Counseling Internship (1 - 6)

Grand Total Credits: 20

MSEd (Master of Science in Education)

Goals / Objectives / Outcomes

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

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

Admission Requirements

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. **GPA Requirement:** A minimum grade point average of 3.00 on the undergraduate level or a 3.00 average (with no grade lower than B-) on a minimum of 9 semester hours of graduate credit.
2. **TOEFL or Duolingo English Test:** International students whose language of education is not English must submit their score on the Test of English as a Foreign Language (TOEFL) or Duolingo English Test. A minimum score of 5 on the TOEFL test or an equivalent score on the Duolingo English Test is required for regular admission.
3. **Statement of Purpose:** Candidates are to complete a written Statement of Purpose essay, following the guidelines provided by the School of Education, Psychology, and Counseling.
4. **Background Check:** Applicants must submit results of a CastleBranch background check or verification of a clear background check from their current employer. Legal declaration and waiver forms, along with instructions for completing a background check via CastleBranch are available on the MSEd page of the university's Graduate Studies page.
5. **Certification:** Current NAD Basic certification or state initial certification, or proof of past NAD Basic or state initial certification. Applicants to the Master of Science in Education program with an Outdoor Education emphasis are exempt from this requirement.
6. **Resume:** Applicants are to submit a professional resume.
7. **Recommendations:** Submission of two professional recommendations.
8. **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.
9. **Admission Approval:** Applicants must receive program admission approval from MSEd Council.

Regular admission may be granted with the applicant meets all admission requirements. Individuals who do not meet all requirements may be considered for provisional admission on a case-by-case basis. Individuals with an overall undergraduate GPA of less than 3.00 may be considered for provisional admission if the GPA of their upper-division (typically 300- and 400-level) courses exceeds a 2.75.

Program Specific Info

Field Experiences

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

Requirements

REQUIRED COURSES (0 Total Credits)

- Choose one of the emphasis below.

Graduation Requirements

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

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

Instructional Leadership Emphasis

MSEd

About

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

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

Note: Availability of courses varies from year to year.

REQUIRED COURSES (18 Total Credits)

- Course(s):
 - EDAD520 - Foundations of Instructional Leadership in the 21st Century (3)
 - EDIL547 - Curriculum Development (3)
 - EDIL562 - Instructional Design (3)
 - EDUC584 - Clinical Practice (3)
 - EDUC588 - Statistics (3)
 - EDUC591 - Methods of Educational Research (3)
 - EDUC583 - MSEd Capstone (0)

AREA COURSES (15 Total Credits)

- Choose either EDED or a content area such as math, science, English, or history
- Minimum 15 credits

EDED

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

CONTENT AREA

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

Grand Total Credits: 33

Literacy Education Emphasis

MSEd

About

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

Note: Availability of courses varies from year to year.

REQUIRED COURSES (33 Total Credits)

- Course(s):
 - EDIL562 - Instructional Design (3)
 - EDLE515 - Child & Young Adult Literature (3)
 - EDLE516 - Examining Reading Instruction (3)
 - EDLE517 - Examining Writing Instruction (3)
 - EDLE518 - Literacy & Leadership in the 21st Century (3)
 - EDLE521 - Cultural Aspects of Literacy (3)
 - EDUC577 - Reading Assessment and Remediation (3)
 - EDUC584 - Clinical Practice (3)
 - EDUC588 - Statistics (3)
 - EDUC591 - Methods of Educational Research (3)
 - EDUC583 - MSEd Capstone (0)
- Select 1 course(s):
 - EDLE519 - Content Literacy: K-4 (3)
 - EDLE520 - Content Literacy: 5-12 (3)

Grand Total Credits: 33

Outdoor Teacher Education Emphasis

MSEd

About

The emphasis in Outdoor Education is designed for outdoor professionals, youth workers, classroom teachers, or anyone who wants to more effectively use God's book of nature in teaching and outdoor programming. Generally, the classes and field experiences involve examining, evaluating, developing, and implementing outdoor education programs. Activities, such as canoeing, kayaking, backpacking, and rock climbing, are included as part of many of the courses, but are not the primary focus. Students can complete their coursework in three to four semesters, and may choose from two attendance options. For program completion, a student must either submit and receive approval on a professional portfolio containing specific evidence as directed by the guidelines provided, or complete a thesis and successfully defend it as required by EDUC 598.

Option 1: The Outdoor Professional Intensives

These intensive sessions are designed for outdoor professionals (camp directors, naturalists, etc.) who need to continue working while enrolled in classes. To accommodate the work schedules of such professionals, each semester requires attendance at a two-week intensive, with additional projects and/or assignments to be completed individually in an outdoor setting after the session. Online coursework is also utilized. Participation in these intensive sessions represents a commitment to the outdoor education field and is an opportunity for students to test their skills, knowledge, desires, and career goals while sharing topics of discussion and interest with the instructors and each other. Students in this attendance option must be employed by or have access to an outdoor facility in order to complete the field experiences required.

Option 2: The Classroom Teacher Summer Field School

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

REQUIRED COURSES (15 Total Credits)

- Course(s):
 - EDOE503 - Principles and Concepts of Outdoor Education (2)
 - EDOE504 - Field Experience in Principles and Concepts of Outdoor Education (1)
 - EDOE515 - Nature Study Skills (3)
 - EDOE543 - Environmental Ministries (2)
 - EDOE593 - Adventure-Based Counseling (2)
 - EDUC583 - MSEd Capstone (0)
 - EDOE591 - Research in Outdoor Education (3)
- Select 2 credit(s): EDOE516 - Field Experience in Nature Study (1 - 3)
- Select 1 course(s):
 - EDOE576 - Outdoor Intensive Lab-Fall (0)
 - EDOE577 - Outdoor Intensive Lab-Winter (0)
 - EDOE578 - Outdoor Intensive Lab-Summer (0)

OUTDOOR SPECIALIZATION COURSES (6 Total Credits)

- Select 6 credit(s):
 - EDOE523 - Leadership in Outdoor Education (2)
 - EDOE524 - Field Experience in Leadership in Outdoor Education (1)
 - EDOE530 - History & Philosophy of Forest Kindergarten & Schools (3)
 - EDOE531 - Developing Forest Kindergarten & School Curriculum (3)
 - EDOE533 - Developing Outdoor Teaching Sites (2)
 - EDOE534 - Field Experience in Developing Outdoor Teaching Sites (1)
 - EDOE535 - Outdoor Therapy: Design and Procedures (2)
 - EDOE536 - Field Experience in Outdoor Therapy (1)
 - EDOE570 - Non-Profit Environmental Organization Development & Management (3)

ELECTIVES (12 Total Credits)

- Select EDAD (Educ. Admin. and Supervision) Electives from courses numbered 500 - 699 (6 credits)
- Select ACCT (Accounting), BEXM (Business Executive Management), BHRM (Human Resource Management), BMKT (Marketing), BUAD (Business Administration), ECON (Economics), COUN (Counseling), EDAD (Educ. Admin. and Supervision), EDCI (Education Curriculum Instruct), EDMM (Multiage Teaching), EDIL (Instructional Leadership), EDLE (Literacy Education), EDUC (Education), FNCE (Finance), HADM (Healthcare Administration), NPLD (Church & Non-Profit Leadership) Electives from courses numbered 500 - 699 (6 credits)
- Elective courses must have pre-approval of Outdoor Education adviser.

Grand Total Credits: 33

Master of Arts in Teaching

Goals / Objectives / Outcomes

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

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

Admission Requirements

An applicant to the Master of Arts in Teaching program will comply with the following requirements in order to be admitted in regular standing:

1. **Baccalaureate Degree:** A baccalaureate degree from a regionally accredited institution of higher education. For those seeking elementary education K-5 licensure, the undergraduate major must be in the arts and sciences disciplines. For those seeking initial licensure in a 6-12 endorsement area, the undergraduate major must be in the content area of the endorsement sought. For those seeking NAD certification, a transcript analysis will be conducted to determine if additional coursework is needed to meet NAD requirements.
2. **Minimum GPA:** A minimum overall GPA of 3.00 from a completed baccalaureate or post-baccalaureate degree program or a GPA of 3.00 in the most recent sixty (60) credit hours earned at a regionally accredited institution of higher education.
3. **TOEFL or Duolingo English Test:** International students whose language of education is not English must submit their score on the Test of English as a Foreign Language (TOEFL) or Duolingo English Test. A minimum score of 5 on the TOEFL test or an equivalent score on the Duolingo English Test is required for regular admission.
4. **Statement of Purpose:** Candidates are to complete a written Statement of Purpose essay following the guidelines provided by the School of Education, Psychology, and Counseling.
5. **Background Check:** Applicants must submit results of a CastleBranch background check or verification of a clear background check from their current employer. Legal declaration and waiver forms, along with instructions for completing a background check via CastleBranch are available on the MAT page of the university's Graduate Studies page.
6. **Interview:** An interview by Education area faculty to assess commitment to multiculturalism, attitudes, communication skills, compatibility of the candidate's values with the values of the education profession, and fitness to practice in the education field. The interview will be conducted after receipt of the Statement of Purpose and prior to the candidate's regular admission.

- 7. Required Content Assessment:** Qualifying scores on the state required content assessment for the endorsement area sought.
- 8. Recommendations:** Submission of recommendations required upon request.

Program Specific Info

Admission to Candidacy

MAT students cannot progress beyond the completion of 10 credit hours in their program requirements without being admitted to candidacy. MAT students must be admitted to candidacy in order to progress to the student teaching/job-embedded portion of their program. Students should refer to program-specific requirements for additional details. The School of Education and Psychology reserves the right to deny or revoke admission should a candidate be deemed inappropriate for a professional education degree.

Progression

The program follows student engagement in interactive, online live sessions as well as asynchronous coursework.

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

Should any aspect of an evaluation indicate that a student needs improvement in a given area, the student is subject to advisement and consideration regarding program progression. Additional information regarding student evaluations and due process can be found in the *MAT Student Handbook* available from the School of Education and Psychology.

Academic and Non-Academic Standing

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. Failure to maintain academic and non-academic standards may result in termination from the MAT program. In general, the following rules apply to progression.

- Students in the MAT program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
- No more than two C or C+ grade is allowed during the MAT program. If a third C or C+ is earned, one of the three must be repeated.
- A grade of C- or below must be repeated.
- Once admitted to the MAT program, a course may be repeated one time for the purpose of improving the GPA. A maximum of two courses may be repeated.
- The Graduate Education Council will evaluate students' grades and GPA prior to a transitional point during the program. If a student's academic performance does not meet the university's standards, the student will be notified via email that the Graduate Education Council will be doing a review of the students status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the Graduate Education Council on a case-by-case basis.
- A student may be asked to withdraw from the MAT program for any of the following non-academic reasons:
 - Academic honesty breaches.
 - Failing/Unsatisfactory clinical experiences.
 - Failing to abide by professional values and work ethics, as outlined by the program policy. When there is evidence that a student is not meeting the professionalism standards outlined in the MAT program policy, the student will be notified via email that the Graduate Education Council will be doing a review of 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 Graduate Education Council on a case-by-case basis.

Gateway One: Permission to Begin Coursework

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

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

Foundational Coursework Must Include

- EMAT 505 Foundations of Education (1 hr)
- EMAT 512 Classroom Management (3 hrs)
- EDCI 517 Educational Psychology (3 hr)
- EDCI 535 Philosophy of Christian Education (3 hrs)

- 1. Candidate Disposition Assessment:** "Criteria Met" rating on Education Disposition Assessment for professionalism
- 2. Recommendation:** Receive recommendation from academic advisor and clearance from the graduate dean.

- 3. Personal Affirmation Statement:** See academic advisor for guidelines.
- 4. ADA Compliance:** See above. Candidates must be capable of performing the essential functions of the program.
- 5. Application for Admission to Candidacy**

Gateway Two: Admission to Candidacy

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

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

Gateway Three: Admission to Clinical Practice

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

Student Teaching Pathway

- EMAT 612 Student Teaching and Seminar

Job-Embedded Pathway

- EMAT 624 Job-Embedded Clinical Experience and Seminar I
- EMAT 625 Job-Embedded Clinical Experience and Seminar II

Gateway Four: Culmination of Teacher Program

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

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

Requirements

REQUIRED CORE COURSES (21 - 24 Total Credits)

- Course(s):
 - EMAT505 - Foundations of Education (1)
 - EDCI517 - Educational Psychology (3)
 - EMAT507 - Educational Technology (1)
 - EMAT510 - Master of Arts in Teaching Candidacy (0)
 - EDCI535 - Philosophy of Christian Education (3)
 - EMAT512 - Classroom Management (3)
 - EDCI571 - Educational Assessment (3)
- **Clinical Practice**
 - Complete 1 of the following:
 - Course(s): EMAT612 - Student Teaching and Seminar (7)
 - Course(s):
 - EMAT624 - Job-Embedded Clinical Experience and Seminar I (5)
 - EMAT625 - Job-Embedded Clinical Experience and Seminar II (5)

EMPHASIS/CONCENTRATION (9 - 23 Total Credits)

- Select one emphasis/concentration from below.
- Complete at least 9-23 credits in this area

Grand Total Credits: 30 - 47

Graduation Requirements

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

1. Research Action Plan
2. Content Assessment

Elementary Education Emphasis

Master of Arts in Teaching

REQUIRED COURSES (23 - 35 Total Credits)

- Course(s):
 - EDCI567 - Curriculum and Strategies for Children with Learning Differences (3)
 - EMAT551 - Literature for Children (2)
 - EMAT553 - Foundations of Literacy (3)
 - EMAT559 - Response to Intervention (2)
- **Math Methods**
 - Complete 1 of the following:
 - Course(s): EMAT554 - Math Methods, Elementary (3)
 - Course(s):
 - EDCI526T - Elementary Math Methods (3)
 - EMAT524 - Elementary Math Methods Bridge (1 - 2)
- **Language Arts Methods**
 - Complete 1 of the following:
 - Course(s): EMAT555 - Language Arts Methods, Elementary (3)
 - Course(s):
 - EDCI525T - Elem Lang Arts Methods (3)
 - EMAT525 - Elementary Language Arts Methods Bridge (1 - 2)
- **Reading Methods**
 - Complete 1 of the following:
 - Course(s): EMAT556 - Reading Methods, Elementary (3)
 - Course(s):
 - EDCI529T - Teaching Elementary Reading (3)
 - EMAT526 - Elementary Reading Methods Bridge (1 - 2)
- **Science and Health Methods**
 - Complete 1 of the following:
 - Course(s): EMAT557 - Science and Health Methods, Elementary (2)
 - Course(s):
 - EDCI519T - Health Methods (1)
 - EDCI517T - Educational Psychology (3)
 - EMAT527 - Elementary Science & Health Methods Bridge (1 - 2)
- **Social Studies Methods**
 - Complete 1 of the following:
 - Course(s): EMAT558 - Social Studies Methods, Elementary (2)
 - Course(s):
 - EDCI523T - Elementary Social Studies Methods (3)
 - EMAT528 - Elementary Social Studies Methods Bridge (1)

Grand Total Credits: 23 - 35

Secondary Education Emphasis

Master of Arts in Teaching

REQUIRED COURSES (9 Total Credits)

- Course(s):
 - EMAT546 - Content Methods for Secondary Education (3)
 - EMAT547 - Inclusive Education for Secondary Education (3)
- Select 1 course(s):
 - EDCI538 - Secondary Reading and Writing in the Content Area (3)
 - EMAT549 - Teaching Writing in Grades 6-12 (3)
- * Only ELA candidates may select EMAT 549 above.

Grand Total Credits: 9

Post Master's Certificates (Counseling)

About

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

Admission Requirements

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

Program Specific Info

Field Experiences

Students will not be allowed to enroll in any of the field experience courses (COUN 580, 581, 585 and 586) unless they have passed their Professional Fitness Evaluation at the end of the semester prior to the enrollment in those courses. Students are required to complete a minimum of 700

clock hours of supervised field experience. Clinical Mental Health students have the flexibility to complete these hours using secure telemental health software or on-campus/in person. All field experiences must be completed inside the US territory. Students required to perform field or practicum experiences will accept personal responsibility for their learning and professional behavior. Each student contracts to abide by the policies of the School of Education and Psychology.

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

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

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

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

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

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

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

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

Completion

Upon completion, students may obtain official Southern transcripts Post-Master's Certificate completion; no diploma or degree is awarded. Post-Master's certificate candidates are not required to complete a comprehensive exam.

Clinical Mental Health Counseling Emphasis

Post Master's Certificate (Counseling)

About

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

REQUIRED COURSES (19 Total Credits)

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

- Select 2 credit(s): COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)
- Select 4 credit(s): COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)

Grand Total Credits: 19

School Counseling Emphasis

Post Master's Certificates (Counseling)

About

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

REQUIRED COURSES (19 Total Credits)

- Course(s):
 - COUN503 - Foundations of School Counseling (3)
 - COUN528 - School Counseling Interventions for Exceptional Children (3)
 - COUN538 - Legal Aspects of Education for School Counselors (3)
 - COUN577 - Administration of School Counseling Services (3)
 - COUN579 - Clinical Practicum I (1)
- Select 2 credit(s): COUN585 - School Counseling Clinical Practicum II (1 - 2)
- Select 4 credit(s): COUN586 - School Counseling Internship (1 - 6)

Grand Total Credits: 19

School of Nursing

Personnel

Dean: Holly Gadd

Graduate Program Director: Judy Dedeker

DNP Program Director: Jill Buchholz

MSN Program Director: Judy Dedeker

Graduate Enrollment Counselor: Jamie Thompson

Faculty: Jill Buchholz, Jennifer Fisher, Holly Gadd, Michael Jordan, Antonio Lazzano, Amelyn Magtanong, Linda Peoples, Lilly Tryon

Adjunct Faculty: Kristina Hall, Shelly Miller, Mitzie Perry

Mission Statement

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

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

Goals / Objectives / Outcomes

1. Demonstrate mastery of the competencies deemed critical for the level of education.
2. Utilize established and evolving nursing knowledge, as well as knowledge from other disciplines, as the basis for clinical judgment and innovation in nursing practice.
3. Provide personalized, compassionate, and coordinated care for diverse individuals, families, or communities through use of scientific evidence and the nursing process, based on the unique variables that make up the whole person.
4. Embrace professional nursing values that demonstrate excellence through Christ-centered behaviors of caring, connecting, empowering, integrity, ethics, service, leadership, and personal and professional development.

Degrees Offered

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

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

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

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

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

Accreditation

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

Admission

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

- Completed Graduate Studies Application

- Thoughtfully written statement describing purpose and goals for pursuing a selected degree and demonstrating writing skill.
- Curriculum vitae or resume
- Three recommendation forms (2 from a clinical setting; 1 academic)
- Official transcripts of a degree in nursing from a recognized college or university with an accredited program:
 - Associate degree for RN-MSN program
 - Bachelor's degree for MSN or BS to DNP program
 - Master's degree for DNP or Post-Master's Certificate
 - Doctoral degree for DNP Specialist Certificate
- Minimum cumulative graduate or undergraduate GPA of 3.00 (3.25 for Accelerated RN to MSN)
 - If the candidate has previously taken 12 or more graduate credits from another college or university, the graduate GPA may be substituted for the undergraduate GPA.
- International students must
 - submit official transcripts along with an evaluation by an accredited evaluation service.
 - achieve a TOEFL score of 5 (Internet-based) or DuoLingo equivalent within the past year prior to application.
 - have a current US nursing license.
- Documentation of successful completion of an undergraduate or graduate course in statistics (3 credit hours)

DNP applicants

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

MSN/MBA and DNP/MBA applicants

- A Graduate Management Admissions Test (GMAT) taken within the past five years. Students will be admitted based on the following formula: $GPA \times 200 + GMAT = 1000$.
- An applicant with an undergraduate degree from an accredited U.S. college or university, and who has an undergraduate GPA of 3.25 or above, or a GPA of 3.00 and five years of full-time business-related management experience may be admitted without a GMAT score.

Accelerated RN to MSN

- Completion of the following general education and cognate courses. Some courses may be taken as part of the RN-MSN program instead of as pre-requisites. Students who have completed the majority of these requirements are considered stronger candidates for admission to the RN-MSN program.
 - Chemistry: Chemistry - 3 hours
 - Computer - Computer - 1 hour
 - Communication: Public speaking - 3 hours
 - English: Composition - 6 hours
 - History: Elective - 3 hours
 - Religion: Elective - 3 hours
- Completion of the following general education and cognate courses at Southern Adventist University, unless otherwise approved:
 - SOCI 349 Aging and Society - 3 hours
 - RELT 373 Christian Ethics 3 hours
 - PEAC 247 Active Brain - 1 hour

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

- Licensure
 - Current unencumbered licensure as a registered nurse in Tennessee or current multistate license with the 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.
- Work experience
 - Applicants should have a minimum of two years (4000 hours) of RN nursing experience prior to starting the nurse practitioner practicum hours. For those seeking an Acute Care or Psychiatric Mental Health Nurse Practitioner Emphasis - see below.
 - **Acute Care:** RN experience should include the following: invasive hemodynamic monitors (such as pulmonary artery catheter, CVP, arterial); cardiac assist devices; mechanical ventilation; and vasoactive infusions. Examples of critical care units may include but are not limited to: Surgical Intensive Care, Cardiothoracic Intensive care, Coronary Intensive Care, and Medical Intensive Care.
 - **Psychiatric Mental Health** RN experience should include experience in psychiatric and mental health, behavioral health, or similar care settings.
 - **BS to DNP**
 - Work experience as RN is recommended but not required for admission to the program.
 - Students with limited RN experience will be required to document a minimum of 4000 hours of RN experience before beginning any nurse practitioner practicum in the DNP program.
 - Exceptions related to work experience may be considered for students with limited work experience. These students are required to obtain and maintain ongoing work experience as a registered nurse or nurse practitioner while enrolled in the graduate curriculum. LPN or other healthcare experiences will be evaluated on an individual basis.

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

Admission to the Program

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

Two-step admission process:

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

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

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

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

Provisional Admission

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

MBA Emphasis

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

Application Deadlines

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

School of Nursing application deadlines are as follows:

TERM	U.S. RESIDENTS	INTERNATIONAL STUDENTS
Fall	July 1	July 1
Winter	November 1	November 1

Applicant Notification of Admission Status

Applicants will be notified in writing of the Admissions Committee's decision within two weeks of the committee meeting.

Residence

Residence

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

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

Validation exams may be used to meet approved program requirements in accordance with graduate

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

Graduation Requirements

Graduate nursing students must:

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

Students with dual emphases must complete coursework for both emphases. Second emphasis requirements listed in general graduate enrollment policies may be waived as needed. BS-DNP with dual emphases must complete specified courses for both emphases and electives sufficient to meet a 77-hour minimum graduation requirement.

Additional Information

Clinicals Outside of TN

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

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

Post Graduation Credentialing

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

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

DNP (Doctor of Nursing Practice, BS to DNP)

About

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

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

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

Requirements

CORE COURSES - GRADUATE (18 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS710 - Scholarly Writing for Graduate Students (3)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):

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

CORE COURSES-PRACTICE (10 Total Credits)

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

CORE COURSES-DNP (9 Total Credits)

- Course(s):
 - NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
 - NURS722 - Genetics and Environment in Disease (3)
- Select 2 credit(s): NURS706 - DNP Seminar (1)

DNP PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

EMPHASIS/CONCENTRATION (31 Total Credits)

- Please choose an emphasis below
- Minimum 31 credits

Grand Total Credits: 77

Acute Care Adult/Gerontology Nurse Practitioner Emphasis

DNP.NACG5 — BS to DNP

About

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

REQUIRED COURSES (24 Total Credits)

- Course(s):
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS657 - Acute Care Concepts and Skills I (3)
 - NURS659 - Acute Care Concepts and Skills II (3)
 - NURS671 - Practicum I: Acute Care of Adults (3)
 - NURS673 - Practicum II: Acute Care of Adults (3)
 - NURS685 - Role Development for Advanced Practice (1)

ELECTIVES (7 Total Credits)

- Select Electives (7 credits)

Grand Total Credits: 31

Lifestyle Medicine Emphasis

DNP.LSMD5 — BS to DNP

REQUIRED COURSES (19 Total Credits)

- Course(s):
 - NURS728 - Introduction to Lifestyle Medicine (2)
 - NURS734 - Health Coaching for Professionals (3)
 - NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
 - NURS742 - Exercise Modalities for Health-related Fitness (2)
 - NURS745 - Nutritional Approaches to Disease Prevention, Management and Reversal (2)
 - NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)
 - NURS753 - Practicum: Culinary Medicine (1)
 - NURS755 - ACLM Board Review (2)
- Select 2 credit(s): NURS751 - Practicum: Lifestyle Medicine (1 - 2)

ELECTIVES (12 Total Credits)

- Minimum 12 credits

Grand Total Credits: 31

Nurse Educator Emphasis

DNP.NSED5 — BS to DNP

REQUIRED COURSES (17 Total Credits)

- Course(s):

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

ELECTIVES (14 Total Credits)

- Select Electives (14 credits)

Grand Total Credits: 31

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

DNP.NPCA5 — BS to DNP

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS661 - Geriatric Primary and Long-term Care (3)
 - NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 - NURS685 - Role Development for Advanced Practice (1)

ELECTIVES (8 Total Credits)

- Select Electives (8 credits)

Grand Total Credits: 31

Primary Care-Family Nurse Practitioner Emphasis

DNP.NPCF5 — BS to DNP

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS662 - Primary Care of Children (3)
 - NURS663 - Practicum: Primary Care of Children (2)
 - NURS685 - Role Development for Advanced Practice (1)

ELECTIVES (8 Total Credits)

- Select Electives (8 credits)

Grand Total Credits: 31

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

DNP.NPCP5 — BS to DNP

About

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

REQUIRED COURSES (29 Total Credits)

- Course(s):

- NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
- NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
- NURS613 - Neuroscience for Mental Health Practitioners (2)
- NURS616 - Psychopharmacology (3)
- NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
- NURS652 - Practicum I: Psychiatric Mental Health Care (4)
- NURS653 - Practicum II: Psychiatric Mental Health Care (4)
- NURS685 - Role Development for Advanced Practice (1)
- COUN521 - Adult Psychopathology (3)
- COUN556 - Theories and Techniques of Counseling (3)
- COUN579 - Clinical Practicum I (1)
- COUN593 - Child and Adolescent Psychopathology (3)

ELECTIVES (2 Total Credits)

- Select Electives (2 credits)

Grand Total Credits: 31

DNP (Doctor of Nursing Practice)

About

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

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

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

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
 - NURS722 - Genetics and Environment in Disease (3)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 2 credit(s): NURS706 - DNP Seminar (1)
- Select 3 credit(s):
 - RELB548 - Jesus as Healer (3)
 - RELT545 - God and Human Suffering (3)

DNP PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

EMPHASIS/CONCENTRATION (21 - 29 Total Credits)

- Complete at least 21-29 credits in this area

Grand Total Credits: 42 - 50

Acute Care - Adult/Gerontology Nurse Practitioner Emphasis

DNP

About

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

REQUIRED COURSES (24 Total Credits)

- Course(s):
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (3)

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

ELECTIVES (3 Total Credits)

- Select NURS (Nursing) Electives (3 credits)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 27

General (No Emphasis)

DNP.DNPG — To allow established advanced practice nurses the ability to pursue a DNP degree without having to choose a new emphasis. The program is similar to competitive offerings from Lee University and other online programs.

About

The general DNP program is designed for students with a master's degree in nursing seeking a terminal degree in nursing practice. This pathway is designed for the student who does not wish to add another emphasis to a post-master's degree.

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

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

REQUIRED COURSES (28 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
 - NURS722 - Genetics and Environment in Disease (3)
 - NURS728 - Introduction to Lifestyle Medicine (2)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 2 credit(s): NURS706 - DNP Seminar (1)
- Select NURS (Nursing) Electives from courses numbered 500 - 999 (2 credits)
- Select BUAD (Business Administration), BHRM (Human Resource Management), BEXM (Business Executive Management), BMKT (Marketing) Electives from courses numbered 500 - 999 (6 credits)
- Select 3 credit(s):
 - RELB548 - Jesus as Healer (3)
 - RELT545 - God and Human Suffering (3)

DNP PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

Grand Total Credits: 37

Lifestyle Medicine Emphasis

DNP.LSMD — DNP

REQUIRED COURSES (19 Total Credits)

- Course(s):
 - NURS728 - Introduction to Lifestyle Medicine (2)
 - NURS734 - Health Coaching for Professionals (3)
 - NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
 - NURS742 - Exercise Modalities for Health-related Fitness (2)
 - NURS745 - Nutritional Approaches to Disease Prevention, Management and Reversal (2)
 - NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)

- NURS753 - Practicum: Culinary Medicine (1)
- NURS755 - ACLM Board Review (2)
- Select 2 credit(s): NURS751 - Practicum: Lifestyle Medicine (1 - 2)

ELECTIVES (4 Total Credits)

- Select NURS (Nursing) Electives (4 credits)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 23

Nurse Educator Emphasis

DNP.NSED — DNP

REQUIRED COURSES (17 Total Credits)

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

ELECTIVES (4 Total Credits)

- Select NURS (Nursing) Electives (4 credits)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 21

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

DNP.NPCA — DNP

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS661 - Geriatric Primary and Long-term Care (3)
 - NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 - NURS685 - Role Development for Advanced Practice (1)

ELECTIVES (4 Total Credits)

- Select NURS (Nursing) Electives (4 credits)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 27

Primary Care-Family Nurse Practitioner Emphasis

DNP.NPCF — DNP

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS662 - Primary Care of Children (3)
 - NURS663 - Practicum: Primary Care of Children (2)
 - NURS685 - Role Development for Advanced Practice (1)

ELECTIVES (4 Total Credits)

- Select NURS (Nursing) Electives (4 credits)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 27

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

DNP.NPCP — DNP

About

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

REQUIRED COURSES (29 Total Credits)

- Course(s):
 - NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS613 - Neuroscience for Mental Health Practitioners (2)
 - NURS616 - Psychopharmacology (3)
 - NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 - NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 - NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 - NURS685 - Role Development for Advanced Practice (1)
 - COUN521 - Adult Psychopathology (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN579 - Clinical Practicum I (1)
 - COUN593 - Child and Adolescent Psychopathology (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 29

MSN (Master of Science in Nursing, RN to MSN, Accelerated)

About

The accelerated RN to MSN program allows the Associate/Diploma 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 BSN program requirements (see undergraduate catalog).

Requirements

BS LEVEL GENERAL EDUCATION & COGNATES (0 Total Credits)

- Chemistry: Chemistry - 3 hours
- Computer: Computer - 1 hour
- Communication: Public speaking - 3 hours
- English: Composition - 6 hours
- History: Elective - 3 hours
- Religion: Elective - 3 hours
- SOCI 349 Aging and Society - 3 hours
- RELT 373 Christian Ethics 3 hours
- PEAC 247 Active Brain - 1 hour

BS NURSING COURSES (9 Total Credits)

- Course(s):
 - NURS315 - Health Assessment II (2)
 - NURS446 - Population and Community Health Nursing (SERV-2) (4)
- Select 1 course(s):
 - NURS385 - Applied Statistics for Health Professions (IN-4) (3)
 - MATH215 - Statistics (IN-4) (3)

CORE COURSES - GRADUATE (12 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS687 - Master's Nursing Program Finalization (0)

CORE COURSES - PRACTICE (10 Total Credits)

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

NURSING CAPSTONE (2 Total Credits)

- Course(s):
 - NURS684 - Preparation for MSN Capstone (0)
 - NURS694 - MSN Capstone (2)

EMPHASIS/CONCENTRATION (17 - 29 Total Credits)

- Please choose an emphasis below.
- Complete at least 17-29 credits in this area

Grand Total Credits: 50 - 62

Acute Care-Adult/Gerontology Nurse Practitioner Emphasis

MSN.NACG5 — MSN, Accelerated RN-MSN

About

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

REQUIRED COURSES (24 Total Credits)

- Course(s):
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS657 - Acute Care Concepts and Skills I (3)
 - NURS659 - Acute Care Concepts and Skills II (3)
 - NURS671 - Practicum I: Acute Care of Adults (3)
 - NURS673 - Practicum II: Acute Care of Adults (3)
 - NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 24

Nurse Educator Emphasis

MSN.NEDU5 — MSN, Accelerated RN-MSN

About

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

REQUIRED COURSES (17 Total Credits)

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

Grand Total Credits: 17

Primary Care - Family Nurse Practitioner Emphasis

MSN.NPCF5 — MSN, Accelerated RN-MSN

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS662 - Primary Care of Children (3)
 - NURS663 - Practicum: Primary Care of Children (2)
 - NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 23

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

MSN.NPCA5 — MSN, Accelerated RN-MSN

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS661 - Geriatric Primary and Long-term Care (3)
 - NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 - NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 23

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

MSN.NPCP5 — MSN, Accelerated RN-MSN

About

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

REQUIRED COURSES (29 Total Credits)

- Course(s):
 - NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS613 - Neuroscience for Mental Health Practitioners (2)
 - NURS616 - Psychopharmacology (3)
 - NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 - NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 - NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 - NURS685 - Role Development for Advanced Practice (1)
 - COUN521 - Adult Psychopathology (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN579 - Clinical Practicum I (1)
 - COUN593 - Child and Adolescent Psychopathology (3)

Grand Total Credits: 29

MSN (Master of Science in Nursing)

About

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

Requirements

CORE COURSES-GRADUATE (15 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS687 - Master's Nursing Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

CORE COURSES-PRACTICE (10 Total Credits)

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

NURSING CAPSTONE (2 Total Credits)

- Course(s):
 - NURS684 - Preparation for MSN Capstone (0)
 - NURS694 - MSN Capstone (2)

EMPHASIS/CONCENTRATION (17 - 29 Total Credits)

- Please choose an emphasis below.
- Complete at least 17-29 credits in this area

Grand Total Credits: 44 - 56

Acute Care-Adult/Gerontology Nurse Practitioner Emphasis

MSN.NACG — MSN

About

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

REQUIRED COURSES (24 Total Credits)

- Course(s):
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS657 - Acute Care Concepts and Skills I (3)
 - NURS659 - Acute Care Concepts and Skills II (3)
 - NURS671 - Practicum I: Acute Care of Adults (3)
 - NURS673 - Practicum II: Acute Care of Adults (3)
 - NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 24

Nurse Educator Emphasis

MSN.NEDU — MSN

REQUIRED COURSES (17 Total Credits)

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

Grand Total Credits: 17

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

MSN.NPCA — MSN

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS661 - Geriatric Primary and Long-term Care (3)
 - NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 - NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 23

Primary Care-Family Nurse Practitioner Emphasis

MSN.NPCF — MSN

About

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

REQUIRED COURSES (23 Total Credits)

- Course(s):
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS662 - Primary Care of Children (3)
 - NURS663 - Practicum: Primary Care of Children (2)
 - NURS685 - Role Development for Advanced Practice (1)

Grand Total Credits: 23

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

MSN.NPCP — MSN

About

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

REQUIRED COURSES (29 Total Credits)

- Course(s):
 - NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS613 - Neuroscience for Mental Health Practitioners (2)
 - NURS616 - Psychopharmacology (3)
 - NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 - NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 - NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 - NURS685 - Role Development for Advanced Practice (1)
 - COUN521 - Adult Psychopathology (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN579 - Clinical Practicum I (1)
 - COUN593 - Child and Adolescent Psychopathology (3)

Grand Total Credits: 29

DNP/MBA, BS-DNP Healthcare Administration

Requirements

CORE COURSES-GRADUATE (18 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS710 - Scholarly Writing for Graduate Students (3)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

CORE COURSES-DNP (6 Total Credits)

- Course(s): NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
- Select 2 credit(s): NURS706 - DNP Seminar (1)

SCHOLARLY PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

CORE COURSES-MBA (26 Total Credits)

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

EMPHASIS/CONCENTRATION (9 Total Credits)

- Course(s):
 - NURS638 - Advanced Nursing Leadership and Role Development (3)
 - NURS654 - Practicum: Advanced Nursing Leadership (2)
 - NURS785 - Practicum: Advanced Leadership Residency (4)

ELECTIVES-BUSINESS (6 Total Credits)

- Select BEXM (Business Executive Management), BHRM (Human Resource Management), BUAD (Business Administration), HADM (Healthcare Administration) Electives (6 credits)

ELECTIVES-NURSING (3 Total Credits)

- Select NURS (Nursing) Electives (3 credits)

PREREQUISITE COURSES (0 Total Credits)

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

Grand Total Credits: 77

DNP/MBA Healthcare Administration

Requirements

CORE COURSES-DNP (6 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS716 - Epidemiology and Biostatistics for Advanced Practice (4)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 2 credit(s): NURS706 - DNP Seminar (1)

SCHOLARLY PROJECT COURSES (9 Total Credits)

- Course(s):
 - NURS812 - DNP Project Development (1)
 - NURS832 - DNP Project Finalization (2)
- Select 6 credit(s): NURS822 - DNP Project Progression (1 - 3)

MSN/MBA CORE (26 Total Credits)

- Course(s):
 - BUAD510 - Accounting for Control and Decision Making (3)
 - BUAD530 - Organizational Behavior (3)
 - BUAD535 - Operations Management (3)
 - BUAD562 - Integrating Faith and Business (3)

- BUAD570 - Strategic Decision Making (3)
- BUAD580 - Business Analytics (3)
- BUAD588 - Integrated Business Simulation (1)
- BUAD597 - MBA Portfolio (1)
- HADM532 - Healthcare Economics and Finance (3)
- HADM552 - Healthcare Marketing and Human Resources (3)

EMPHASIS (12 Total Credits)

- Course(s):
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS638 - Advanced Nursing Leadership and Role Development (3)
 - NURS654 - Practicum: Advanced Nursing Leadership (2)
 - NURS785 - Practicum: Advanced Leadership Residency (4)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 53

MSN/MBA, MSN Healthcare Administration

About

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

Requirements

NURSING CORE (12 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS527 - Theory and Research for Advanced Practice (4)
 - NURS540 - Healthcare Policy, Economics, and Finance (3)
 - NURS635 - Issues in Healthcare Quality, Safety, and Technology (3)
 - NURS687 - Master's Nursing Program Finalization (0)

NURSING CAPSTONE (2 Total Credits)

- Course(s):
 - NURS684 - Preparation for MSN Capstone (0)
 - NURS694 - MSN Capstone (2)

MSN/MBA COURSES (26 Total Credits)

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

HEALTHCARE ADMINISTRATION COURSES (10 Total Credits)

- Course(s):
 - NURS638 - Advanced Nursing Leadership and Role Development (3)
 - NURS654 - Practicum: Advanced Nursing Leadership (2)
- Select 5 credits from the following types of courses: BEXM BHRM BUAD HADM OR NURS

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 50

DNP Specialist Certificates

About

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

Students enrolling in a DNP specialist certificate program may apply graduate course-work from

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

Acute Care - Adult/Gerontology Nurse Practitioner Emphasis

DY.NACG — DNP Specialist Certificate

About

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

REQUIRED COURSES (29 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS657 - Acute Care Concepts and Skills I (3)
 - NURS659 - Acute Care Concepts and Skills II (3)
 - NURS671 - Practicum I: Acute Care of Adults (3)
 - NURS673 - Practicum II: Acute Care of Adults (3)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES

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

Grand Total Credits: 29

Lifestyle Medicine Emphasis

DY.LSMD — DNP Specialist Certificate

REQUIRED COURSES (22 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS728 - Introduction to Lifestyle Medicine (2)
 - NURS734 - Health Coaching for Professionals (3)
 - NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
 - NURS742 - Exercise Modalities for Health-related Fitness (2)
 - NURS745 - Nutritional Approaches to Disease Prevention, Management and Reversal (2)
 - NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)
 - NURS753 - Practicum: Culinary Medicine (1)
 - NURS755 - ACLM Board Review (2)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 2 credit(s): NURS751 - Practicum: Lifestyle Medicine (1 - 2)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 22

Nurse Educator Emphasis

DY.NSED — DNP Specialist Certificate

REQUIRED COURSES (17 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)

- NURS621 - Nursing Curriculum Design (3)
- NURS631 - Classroom Instruction and Evaluation (3)
- NURS641 - Practicum: Area of Clinical Emphasis (2)
- NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
- NURS648 - Clinical and Simulation Instruction in Nursing (3)
- NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 17

Primary Care - Adult/Gerontology Nurse Practitioner Emphasis

DY.NPCA — DNP Specialist Certificate

About

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

REQUIRED COURSES (28 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS661 - Geriatric Primary and Long-term Care (3)
 - NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 28

Primary Care - Family Nurse Practitioner Emphasis

DY.NPCF — DNP Specialist Certificate

About

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

REQUIRED COURSES (28 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS662 - Primary Care of Children (3)
 - NURS663 - Practicum: Primary Care of Children (2)
 - NURS685 - Role Development for Advanced Practice (1)

- NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 28

Primary Care - Psychiatric Mental Health Nurse Practitioner Emphasis

DY.NPCP — DNP Specialist Certificate

About

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

REQUIRED COURSES (34 Total Credits)

- Course(s):
 - COUN521 - Adult Psychopathology (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN579 - Clinical Practicum I (1)
 - COUN593 - Child and Adolescent Psychopathology (3)
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS613 - Neuroscience for Mental Health Practitioners (2)
 - NURS616 - Psychopharmacology (3)
 - NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 - NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 - NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS887 - Graduate DNP Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 34

Post-Master's Certificates (Nursing)

About

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

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

Acute Care - Adult/Gerontology Nurse Practitioner Emphasis

MY.NACG —

About

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

REQUIRED COURSES (29 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS657 - Acute Care Concepts and Skills I (3)
 - NURS659 - Acute Care Concepts and Skills II (3)
 - NURS671 - Practicum I: Acute Care of Adults (3)
 - NURS673 - Practicum II: Acute Care of Adults (3)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS687 - Master's Nursing Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 29

Lifestyle Medicine Emphasis

MY.LSMD — This program will provide students already holding a master's degree in nursing with this certificate to gain additional knowledge and competency in providing lifestyle-focused interventions to prevent or manage chronic illnesses. The courses are already in place for students wishing to achieve a doctoral-level degree with an emphasis in lifestyle medicine.

About

Students are eligible for certification through the National Board of Health and Wellness Coaches (NBHWC) and the American College of Lifestyle Medicine (ACLM). Individuals with a master's degree in nursing may apply the certificate coursework toward the DNP degree within a five-year period of certificate completion.

REQUIRED COURSES (22 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS728 - Introduction to Lifestyle Medicine (2)
 - NURS734 - Health Coaching for Professionals (3)
 - NURS735 - Lifestyle Strategies for Optimizing Psychosocial Health (2)
 - NURS742 - Exercise Modalities for Health-related Fitness (2)
 - NURS745 - Nutritional Approaches to Disease Prevention, Management and Reversal (2)
 - NURS753 - Practicum: Culinary Medicine (1)
 - NURS755 - ACLM Board Review (2)
 - NURS687 - Master's Nursing Program Finalization (0)
 - NURS748 - Lifestyle Management of Chronic Lifestyle-Related Disease (3)
- Select 2 credit(s): NURS751 - Practicum: Lifestyle Medicine (1 - 2)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 22

Nurse Educator Emphasis

MY.NSED — Post-Master's Certificate

REQUIRED COURSES (17 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS621 - Nursing Curriculum Design (3)
 - NURS631 - Classroom Instruction and Evaluation (3)
 - NURS641 - Practicum: Area of Clinical Emphasis (2)

- NURS643 - Educator Role Practicum: Area of Clinical Emphasis (3)
- NURS648 - Clinical and Simulation Instruction in Nursing (3)
- NURS687 - Master's Nursing Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 17

Primary Care-Adult/Gerontology Nurse Practitioner Emphasis

MY.NPCA — Post-Master's Certificate

About

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

REQUIRED COURSES (28 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS661 - Geriatric Primary and Long-term Care (3)
 - NURS664 - Practicum: Geriatric Primary and Long-term Care (2)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS687 - Master's Nursing Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 28

Primary Care-Family Nurse Practitioner Emphasis

MY.NPCF — Post-Master's Certificate

About

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

REQUIRED COURSES (28 Total Credits)

- Course(s):
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS556 - Family and Community Systems (2)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS640 - Primary Care of Adults I (3)
 - NURS645 - Practicum I: Primary Care of Adults (4)
 - NURS650 - Primary Care of Adults II (3)
 - NURS655 - Practicum II: Primary Care of Adults (4)
 - NURS662 - Primary Care of Children (3)
 - NURS663 - Practicum: Primary Care of Children (2)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS687 - Master's Nursing Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 28

Primary Care-Psychiatric Mental Health Nurse Practitioner Emphasis

MY.NPCP — Post-Master's Certificate

About

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

REQUIRED COURSES (34 Total Credits)

- Course(s):
 - COUN521 - Adult Psychopathology (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN579 - Clinical Practicum I (1)
 - COUN593 - Child and Adolescent Psychopathology (3)
 - NURS502 - Orientation to Graduate Nursing Studies (0)
 - NURS520 - Health Promotion Across the Lifespan (2)
 - NURS583 - Psychiatric Mental Health Nurse Practitioner Counseling Practicum (1)
 - NURS591 - Orientation for Graduate Nursing Clinical Practicum (1)
 - NURS613 - Neuroscience for Mental Health Practitioners (2)
 - NURS616 - Psychopharmacology (3)
 - NURS625 - Issues in Psychiatric Mental Health Primary Care (3)
 - NURS652 - Practicum I: Psychiatric Mental Health Care (4)
 - NURS653 - Practicum II: Psychiatric Mental Health Care (4)
 - NURS685 - Role Development for Advanced Practice (1)
 - NURS687 - Master's Nursing Program Finalization (0)
- Select 1 course(s):
 - RELT545 - God and Human Suffering (3)
 - RELB548 - Jesus as Healer (3)

PREREQUISITES (0 Total Credits)

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

Grand Total Credits: 34

School of Religion

Personnel

Dean: Greg A. King

Graduate Program Coordinator: Alan Parker

Faculty: Stephen Bauer, Hyunsook Doh, Eliezer Graterol, David Hartman, Michael G. Hasel, Esteban Hidalgo, Greg A. King, Alan Parker, Barry Tryon

Research Faculty: Edwin Reynolds

Adjunct Faculty: Mark Finley, Steven Grabiner, Judson Lake, Wilson Paroschi, David Penno, Jennifer Schwirzer

About

General Information

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

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

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

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

Mission Statement

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

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

The Master of Arts in Religion (MAR) with the following three emphases:

- New Testament Studies
- Old Testament Studies
- Theological Studies

The School of Religion offers three certificate programs with the following emphases:

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

Admission

Admission to Classes

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

Additional Information

Curriculum

The curriculum for the MMin and MA degrees consists of a minimum of 36 semester credit hours beyond the baccalaureate degree. 75% of the degree or the certificate programs must be completed at Southern Adventist University, allowing for up to 25% of the program to be transferred in. (see Transfer Credit). All degree requirements must be completed within nine years from first enrollment. Certificate programs are 15 credits and must be completed within three years. The degrees are hybrid, meaning that students will take a combination of online classes and in-person intensives. The intensives are generally offered over one to two weeks on campus during the summer, with prior reading, followed by a significant writing assignment in the fall. Online classes are usually offered during the regular fall and winter semesters with significant reading and writing assignments to be completed within that semester. The recommended load is two to three courses per year for those in full-time ministry and up to six classes every year for those taking the program on a more full-time basis. No more than four courses can be taken in any one semester with up to a maximum of six courses in a year. Degrees can typically be completed in two to six years, and certificates in one to two years, depending on the course load.

Course Audit

With the approval of the School of Religion, students may register on an audit basis in courses for which they are qualified. Auditors may be admitted to classes if space is still available after all students who wish to enroll for credit have been accommodated. Class attendance is expected, but examinations, reports, and other assignments are not included, except as requested by the student and allowed by the professor. With the approval of the professor and School dean, the student may change a course registration from **audit to credit or from credit to audit only during the first two days** of the summer intensive classes. No credit may be given at any later time for courses audited. Courses taken for audit are charged at one-half of the regular graduate tuition charge.

Guidelines for Pre-Session and Post-Session Assignments

1. Students should expect pre-session assignments for summer graduate intensives. Students must apply for these intensive classes at least 6 weeks before the intensive session begins in order to provide time to complete the reading.
2. Pre-session assignments are due the first day of the intensive session. Only assignments submitted on time will receive full credit. There will be no credit for pre-session assignments that are submitted following the completion of the intensive.
3. Post-session assignments give the student opportunity to apply information learned during the intensive to the local ministry context and to do further research on the subject matter. Due dates for these assignments are listed in the course syllabus.
4. Online classes may not require pre-session assignments, but there will be extensive reading assignments during the class.

M.Min (Master of Ministry)

About

The Master of Ministry degree is a professional graduate degree designed for professionals in church-based ministries. It is a hybrid degree meaning that some classes will be taken in person as summer intensives and some classes will be taken online.

Admission Requirements

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

1. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 12 semester hours in religion, with an exception possible for experience in full-time ministry recognized by the Seventh-day Adventist Church. Students who fail to meet this prerequisite will be required to complete additional graduate classes beyond their degree requirements. Other prerequisites may apply to the specific emphases.
2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99, applicants may appeal to be admitted on a provisional basis.
3. Two recommendations. If the applicant is employed by the Seventh-day Adventist Church, one of these recommendations must be from the applicant's employing organization.
4. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity/capacities in which the applicant was employed.
5. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
6. For students for whom English is not their first language and who did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 5 is required, which may be taken through Duolingo.
7. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Requirements

REQUIRED COURSES (9 Total Credits)

- Course(s):
 - RELG501 - Introduction to Graduate Studies in Religion (0)
 - RELT520 - Spirituality in Ministry (3)
 - RELT531 - Hermeneutics and Biblical Interpretation (3)
- Select 1 course(s):
 - RELT552 - Theology of Mission and Evangelism (3)
 - RELT546 - Doctrine of Salvation (3)
- Select 1 course(s): RELP600 - Portfolio Seminar (0)

EMPHASIS/CONCENTRATION (27 Total Credits)

- Minimum 27 credits
- Please select an emphasis from below.

Grand Total Credits: 36

Graduation Requirements

1. File a completed graduate application with Graduate and Professional Studies not less than two months before the expected graduation date.
2. Finish all coursework with a minimum grade point average of 3.00, including no more than two classes with a minimum letter grade of C. (See grade policies.)
3. Submit a final portfolio within six months of completing the last course in his or her program.

Biblical Counseling Emphasis

MMin BC — This is adjusting an existing program.

About

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

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

Objectives

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

BIBLICAL AND GENERAL STUDIES (3 Total Credits)

- Select OTST (Old Testament Studies), NTST (New Testament Studies), RELT (Religion and Theology) Electives (3 credits)

BIBLICAL COUNSELING STUDIES (18 Total Credits)

- Course(s):
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELP550 - Principles of Biblical Change I (3)
 - RELP551 - Principles of Biblical Change II (3)
 - RELP555 - Introduction to Marriage and Family Coaching (3)
 - RELP557 - Biblical Counseling in the Local Church (3)
- Select 3 credit(s): RELP594 - Biblical Counseling and Coaching Practicum (1 - 3)

ELECTIVES (6 Total Credits)

- Select RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology), NTST (New Testament Studies), OTST (Old Testament Studies) Electives from courses numbered 500 - 699 (6 credits)

Grand Total Credits: 27

Church Leadership and Management Emphasis

MMin CL — This is adjusting an existing program.

About

Objectives

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

MANAGEMENT STUDIES (6 Total Credits)

- Course(s): BUAD530 - Organizational Behavior (3)
- Select BUAD (Business Administration), ACCT (Accounting), BEXM (Business Executive Management), BHRM (Human Resource Management), BMKT (Marketing), ECON (Economics), FNCE (Finance), HADM (Healthcare Administration), NPLD (Church & Non-Profit Leadership) Electives (3 credits)

MINISTRY STUDIES (15 Total Credits)

- Course(s):
 - RELP513 - Effective Church Leadership (3)
 - RELP521 - Time and Life Management (3)
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELT525 - Theology of Ministry (3)
- Select RELP (Religious Professional Studies) Electives (3 credits)

ELECTIVES (6 Total Credits)

- Select RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology), NTST (New Testament Studies), OTST (Old Testament Studies) Electives from courses numbered 500 - 699 (6 credits)

Grand Total Credits: 27

Evangelism & Ministry Emphasis

MMin EM —

About

Objectives

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

BIBLICAL AND THEOLOGICAL COURSES (6 Total Credits)

- Select 3 credit(s):
 - NTST556 - Studies in Revelation (3)
 - OTST555 - Studies in Daniel (3)
- Course(s): RELT568 - World Religions (3)

EVANGELISM AND MINISTRY STUDIES (9 Total Credits)

- Course(s):
 - RELP532 - Principles and Strategies for Church Growth (3)
 - RELP591 - Evangelistic Preaching Practicum (3)
- Select 1 course(s):
 - RELP534 - Personal Soul-Winning Skills (3)
 - RELP515 - Equipping Laity for Ministry (3)

ELECTIVES (12 Total Credits)

- Select RELP (Religious Professional Studies) Electives from courses numbered 500 - 699 (6 credits)
- Select RELB (Biblical Studies), RELG (Religious General Studies), NTST (New Testament Studies), OTST (Old Testament Studies), RELP (Religious Professional Studies), RELT (Religion and Theology) Electives from courses numbered - (6 credits)

Grand Total Credits: 27

Pastoral Studies Emphasis

About

Objectives

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

REQUIRED COURSES (24 Total Credits)

- Complete 2 of the following:
 - **Biblical Counseling**
 - Course(s):
 - RELP550 - Principles of Biblical Change I (3)
 - RELP551 - Principles of Biblical Change II (3)
 - Select 2 course(s):
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELP555 - Introduction to Marriage and Family Coaching (3)
 - RELP593 - Biblical Counseling and Coaching Practicum (3)
 - RELP557 - Biblical Counseling in the Local Church (3)
 - **Church Leadership and Management**
 - Course(s):
 - RELP513 - Effective Church Leadership (3)
 - RELP521 - Time and Life Management (3)
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELT525 - Theology of Ministry (3)
 - **Evangelism and Ministry**
 - Course(s):
 - RELP532 - Principles and Strategies for Church Growth (3)
 - RELT568 - World Religions (3)
 - RELP591 - Evangelistic Preaching Practicum (3)
 - Select 1 course(s):
 - RELP515 - Equipping Laity for Ministry (3)
 - RELP534 - Personal Soul-Winning Skills (3)

ELECTIVE COURSE (3 Total Credits)

- Select RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology), NTST (New Testament Studies), OTST (Old Testament Studies) Electives (3 credits)

Grand Total Credits: 27

Master of Arts in Religion

Admission Requirements

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

1. Presentation of an official transcript from an accredited bachelor's degree. This transcript must include a minimum of 12 semester hours in religion, with an exception possible for experience in full-time ministry recognized by the Seventh-day Adventist Church. Students who fail to meet this prerequisite will be required to complete additional graduate classes beyond their degree requirements. Other prerequisites may apply to the specific emphases.
2. Intermediate level Biblical Hebrew or Greek with a grade of C or higher. Courses may be part of the 12 semester hours in religion required above. Theological Studies emphasis is excluded from this requirement.
3. A minimum cumulative undergraduate GPA of 3.25. For an undergraduate GPA of 2.75 to 3.24, applicants may appeal to be admitted on a provisional basis. A formal academic paper to demonstrate academic competency may be required of the candidate.
4. Two recommendations. If the applicant is employed by the Seventh-day Adventist Church, one

of these recommendations must be from the applicant's employing organization.

5. If applicable, a record of denominational employment indicating the places and dates of service, and the capacity in which the applicant was employed.
6. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
7. For students for whom English is not their first language and who did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 5 is required, which may be taken through Duolingo.
8. Final decisions about acceptance into the program are made by the Graduate Studies Committee of the School of Religion.

Program Specific Info

Project and Thesis Procedure

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

Requirements

REQUIRED COURSES (9 Total Credits)

- Course(s):
 - RELG501 - Introduction to Graduate Studies in Religion (0)
 - RELT520 - Spirituality in Ministry (3)
 - RELT531 - Hermeneutics and Biblical Interpretation (3)
- Select 1 course(s):
 - RELT552 - Theology of Mission and Evangelism (3)
 - RELT546 - Doctrine of Salvation (3)

EMPHASIS/CONCENTRATION (27 Total Credits)

- Minimum 27 credits
- Please select an emphasis below.

Grand Total Credits: 36

Graduation Requirements

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

New Testament Studies Emphasis

MANT — Master of Arts

NEW TESTAMENT STUDIES (9 Total Credits)

- Course(s):
 - NTST557 - Advanced Studies in Revelation (3)
 - NTST554 - Advanced Studies in Romans (3)
- Select 1 course(s):
 - NTST533 - Advanced Theology of Luke/Acts (3)
 - NTST536 - Advanced Studies in The Gospel of John (3)

ELECTIVES (6 Total Credits)

- Select NTST (New Testament Studies), OTST (Old Testament Studies), RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology) Electives from courses numbered 500 - 699 (6 credits)

COMPREHENSIVE EXAMS (0 Total Credits)

- Course(s): RELG630 - Comprehensive Exams (0)

RESEARCH COURSES (12 Total Credits)

- Course(s):
 - RELG600 - Research Methods and Writing (3)
 - NTST640 - Thesis Proposal and Literature Review (3)
- Select 6 credit(s): NTST650 - Thesis in Biblical Studies (1 - 6)
- Course(s): RELG660 - Thesis Defense (0)

Grand Total Credits: 27

Old Testament Studies Emphasis

MAOT — Master of Arts

About

Objectives

1. To enhance the student's knowledge of background, exegetical and theological issues in the Old Testament.
2. To prepare the student for academic studies at the doctoral level.
3. To increase the student's facility in research and writing.
4. To increase critical thinking skills and enlarge the student's awareness of the trends and secondary literature in biblical and theological studies.
5. To increase the student's ability to interpret the Bible in harmony with sound principles of biblical hermeneutics.

OLD TESTAMENT STUDIES (9 Total Credits)

- Course(s): OTST560 - Exegesis of the Hebrew Bible (3)
- Select 3 credit(s):
 - OTST510 - Archaeology and Biblical Backgrounds (3)
 - OTST530 - Archaeological Fieldwork (1 - 6)
 - OTST556 - Advanced Studies in Daniel (3)
- Select 1 course(s):
 - OTST571 - Advanced Studies in the Pentateuch (3)
 - OTST576 - Advanced Studies in the Psalms (3)

ELECTIVES (6 Total Credits)

- Select NTST (New Testament Studies), OTST (Old Testament Studies), RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology) Electives from courses numbered 500 - 699 (6 credits)

COMPREHENSIVE EXAMS (0 Total Credits)

- Course(s): RELG630 - Comprehensive Exams (0)

RESEARCH COURSES (12 Total Credits)

- Course(s):
 - RELG600 - Research Methods and Writing (3)
 - OTST640 - Thesis Proposal and Literature Review (3)
- Select 6 credit(s): OTST650 - Thesis in Biblical Studies (1 - 6)
- Course(s): RELG660 - Thesis Defense (0)

Grand Total Credits: 27

Theological Studies Emphasis

MARS — Master of Arts

About

Objectives

1. To prepare the student for academic studies in religion and theological studies 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.

BIBLICAL AND THEOLOGICAL COURSES (9 Total Credits)

- Select NTST (New Testament Studies) Electives (3 credits)

- Select OTST (Old Testament Studies) Electives (3 credits)
- Select RELT (Religion and Theology) Electives (3 credits)

PROJECT/THESIS OPTION (18 Total Credits)

- Complete 1 of the following:
 - **Project**
 - Select RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology), NTST (New Testament Studies), OTST (Old Testament Studies) Electives (12 credits)
 - Course(s): RELG630 - Comprehensive Exams (0)
 - Course(s):
 - RELG600 - Research Methods and Writing (3)
 - RELT620 - Project in Theological Studies (3)
 - RELG625 - Project Presentation (0)
 - **Thesis**
 - Select RELB (Biblical Studies), RELG (Religious General Studies), RELP (Religious Professional Studies), RELT (Religion and Theology), NTST (New Testament Studies), OTST (Old Testament Studies) Electives from courses numbered 500 - 699 (6 credits)
 - Course(s): RELG630 - Comprehensive Exams (0)
 - Course(s):
 - RELG600 - Research Methods and Writing (3)
 - RELT640 - Thesis Proposal and Literature Review (3)
 - Select 6 credit(s): RELT650 - Thesis in Theological Studies (1 - 6)
 - Course(s): RELG660 - Thesis Defense (0)

Grand Total Credits: 27

Certificate in Biblical Counseling

About

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

Admission Requirements

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

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

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - RELP550 - Principles of Biblical Change I (3)
 - RELP551 - Principles of Biblical Change II (3)
- Select 1 course(s):
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELP555 - Introduction to Marriage and Family Coaching (3)
 - RELP557 - Biblical Counseling in the Local Church (3)
- Select 3 credit(s): RELP594 - Biblical Counseling and Coaching Practicum (1 - 3)

Grand Total Credits: 12

Certificate in Church Leadership and Management

About

The Certificate in Church Leadership and Management is designed to provide enhanced leadership skills for those in church and non-profit settings. It is not a preparation to receive church

credentials, which generally require a graduate degree.

Admission Requirements

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

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

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - RELP513 - Effective Church Leadership (3)
 - RELP521 - Time and Life Management (3)
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELT525 - Theology of Ministry (3)

Grand Total Credits: 12

Graduation Requirements

In order to complete the certificate, students will have a final exit interview. Certificate students do not participate in commencement exercises.

Certificate in Evangelism and Ministry

About

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

Admission Requirements

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

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

Requirements

REQUIRED COURSES (12 Total Credits)

- Course(s):
 - RELP532 - Principles and Strategies for Church Growth (3)

- RELP591 - Evangelistic Preaching Practicum (3)
- RELT568 - World Religions (3)
- Select 1 course(s):
 - RELP534 - Personal Soul-Winning Skills (3)
 - RELP515 - Equipping Laity for Ministry (3)

Grand Total Credits: 12

Graduation Requirements

In order to complete the Certificate, students will have an exit interview. Students from Certificate programs do not participate in commencement exercises.

MDiv Preparation Track

About

The Master of Divinity (MDiv) degree, is a longer professional degree with significant prerequisites. The MDiv Preparation Track is designed to both prepare students for the MDiv degree as well as guide students into selecting appropriate courses for that degree. Although the MDiv degree is not offered at Southern, students may take up to 36 credits at Southern and transfer these credits to another institution that does offer the MDiv degree.

Admission Requirements

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

1. Presentation of an official transcript with a completed bachelor's degree from an accredited institution. This transcript must include a minimum of 12 semester hours in religion, with an exception possible for experience in full-time ministry recognized by the Seventh-day Adventist Church. Other prerequisites may apply to the specific emphases.
2. A minimum cumulative undergraduate GPA of 3.00. For an undergraduate GPA of 2.50 to 2.99, applicants may appeal to be admitted on a provisional basis.
3. Two recommendations. If the Seventh-day Adventist Church employs the applicant, one of these recommendations must be from the applicant's employing organization.
4. Candidates are to submit a written "Statement of Purpose" following the guidelines provided by the School of Religion.
5. For students for whom English is not their first language and they did not graduate from an English-medium college or university, an Internet-based TOEFL (Test of English as a Foreign Language) score of 100 is required, which may be taken through Duolingo.
6. The Graduate Studies Committee of the School of Religion makes final decisions about acceptance into the program.

Requirements

REQUIRED CORE COURSES (9 Total Credits)

- Course(s):
 - RELG501 - Introduction to Graduate Studies in Religion (0)
 - RELT520 - Spirituality in Ministry (3)
 - RELT531 - Hermeneutics and Biblical Interpretation (3)
- Select 1 course(s):
 - RELT546 - Doctrine of Salvation (3)
 - RELT552 - Theology of Mission and Evangelism (3)

PROFESSIONAL EDUCATION (27 Total Credits)

- Course(s):
 - RELP513 - Effective Church Leadership (3)
 - RELP535 - Conflict Resolution and Relationships (3)
 - RELP532 - Principles and Strategies for Church Growth (3)
 - RELT568 - World Religions (3)
- Electives
 - Select NTST (New Testament Studies) Electives (3 credits)
 - Select OTST (Old Testament Studies) Electives (3 credits)
 - Select RELP (Religious Professional Studies) Electives (3 credits)
 - Select NTST (New Testament Studies), RELP (Religious Professional Studies), RELT (Religion and Theology), RELB (Biblical Studies), OTST (Old Testament Studies), RELG (Religious General Studies) Electives (6 credits)

Grand Total Credits: 36

Graduation Requirements

This does not result in a degree. Students will earn the prescribed credits for transfer to another institution for their Master of Divinity degree. This does not guarantee admission to the Master of Divinity degree at chosen institution.

School of Social Work

Personnel

Dean: Laura Racovita

MSW Program Director: Stephanie Guster

Director of Field Education: Candy Dolcy

Graduate Enrollment Counselor: Lisye Fernandez

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

Mission Statement

The mission of Southern Adventist University's Master of Social Work (MSW) program is to equip students for leadership as Advanced generalist, evidence-based social work practitioners. We strive to enhance quality of life and embrace diversity, empowering individuals, families, groups, organizations, and communities, with particular attention to those who are marginalized. Our mission within a Seventh-day Adventist Christian educational setting is to impart the knowledge, values, ethics, and theoretical frameworks central to the social work profession which position students to make a positive and skillful impact locally, nationally, and in global communities.

Degrees Offered

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

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

Admission

MSW Admission Levels

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

Foundation Placement Admission Requirements

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

1. **Application:** Complete the university's graduate application.
2. **Prerequisite undergraduate degree:** Bachelor's degree from an accredited college or university.
3. **Transcript(s):** Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. **GPA Requirement:** Possess a GPA of at least 3.00 (on a 4.00 scale). Any lower GPA will result in the applicant being considered for provisional admission, which will require an interview with members of the MSW Leadership Team.
5. **Professional References:** Submit two professional recommendations from a college professor or work supervisor. Should the MSW Leadership Team have further questions about the applicant's

aptitude for a career in social work, they may request a personal interview, third reference and/or additional information.

6. **Personal Statement:** Submit a personal statement describing the applicant's motivation for graduate school in the field of social work. Guidelines for the personal statement are located on the School of Social Work and Graduate Studies websites.
7. **Résumé:** Submit a professional résumé.
8. International students must:
 1. submit official transcripts along with an evaluation by an accredited evaluation service.
 2. achieve a TOEFL score of 5 (Internet-based) or DuoLingo equivalent within the past year (OR the previous 12 months) prior to application.

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

Advanced Placement Admission Requirements

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

1. **Application:** Complete the university's graduate application.
2. **Prerequisite undergraduate degree:** Bachelor's degree in social work from a recognized college or university program accredited by the Council on Social Work Education, or proof of successful completion of the foundation year of education at a CSWE accredited Masters of Social Work program.
3. **Transcript(s):** Provide official transcript(s) demonstrating coursework with a strong liberal arts background.
4. **GPA Requirement:** Possess a GPA of at least 3.00 (on a 4.00 scale). Any lower GPA will result in the applicant being considered for provisional admission, which will require an interview with members of the MSW Leadership Team. In connection with the GPA requirement, applicants may have no more than one grade of C in core social work course. However, if an applicant has one additional grade of C in a lower division social work course, they may be considered for provision admission.
5. **Professional References:** Submit two professional recommendations from a college professor, work supervisor, or a field instructor. Should the MSW Leadership Team have further questions about the applicant's aptitude for a career in social work, they may request a personal interview and/or a third reference reflecting past satisfactory practice experience from the applicant's field placement faculty liaison, field instructor, or current human services job supervisor.
6. **Personal Statement:** Submit a professional statement describing the applicant's motivation for graduate school in the field of social work. Guidelines for the personal statement are located on the School of Social Work and Graduate Studies websites.
7. **Résumé:** Submit a professional resume.
8. International students must:
 1. submit official transcripts along with an evaluation by an accredited evaluation service.
 2. achieve a TOEFL score of 5 (Internet-based) or DuoLingo equivalent within the past year (OR the previous 12 months) prior to application."

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

Reapplication

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

Admission Cycle

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

Transfer Students

Students/applicants wishing to transfer to Southern Adventist University's MSW program from another accredited college or university must follow the same application procedure for program acceptance as other students. Transfer of MSW coursework is by departmental approval only. 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.

Progression

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

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

Graduation Requirements

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

Additional Information

Academic Credit for Life Experience

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

MSW Social Work

Requirements

FOUNDATION CORE COURSES (28 Total Credits)

- For students who have a Bachelor's degree other than Social Work, or students with a Bachelor's degree in Social Work from a school that is not accredited by CSWE must complete the Foundation Core Courses:
- Course(s):
 - SOCW509 - Social Work Practice with Individuals and Families (3)
 - SOCW511 - HBSE (Human Behavior and the Social Environment) I: Biological and Psychological Development (3)
 - SOCW512 - HBSE (Human Behavior and the Social Environment) II: Sociological and Spiritual Development (3)
 - SOCW513 - Foundation of Professional Practice I (1)
 - SOCW514 - Social Work Practice with Groups, Organizations, and Communities (3)
 - SOCW516 - Foundation of Professional Practice II (1)
 - SOCW533 - Social Welfare Issues and Policies (3)
 - SOCW541 - Integration of Faith and Foundation Practice: Seminar I (1)
 - SOCW542 - Integration of Faith and Foundation Practice: Seminar II (1)
 - SOCW597 - Research Methods (3)
- Select 6 credit(s): SOCW547 - Foundation Practicum (0 - 6)
- SOCW 547 required before matriculating to Advanced Placement.

ADVANCED CORE COURSES (24 - 25 Total Credits)

- For students who have a Bachelor's degree in Social Work from a CSWE accredited school and students who have completed the Foundation Core courses.
- Course(s):
 - SOCW609 - Advanced Social Policy (2)
 - SOCW611 - Advanced Clinical Practice: Individual and Family Intervention (3)
 - SOCW612 - Advanced Administrative Practice: Program Development (3)
 - SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
 - SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
 - SOCW620 - Advanced Portfolio Seminar (1)
 - SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)
 - SOCW633 - Psychopathology, Clinical Assessment and Diagnosis II (1)
 - SOCW641 - Integration of Faith and Advanced Practice: Seminar I (1)
 - SOCW642 - Integration of Faith and Advanced Practice: Seminar II (1)

- SOCW624 - Portfolio Capstone (0 - 1)
- Select 5 credit(s): SOCW647 - Advanced Practicum (0 - 5)

EMPHASIS/CONCENTRATION (9 Total Credits)

- Minimum 9 credits
- Choose an emphasis below.

Grand Total Credits: 61 - 62

Crisis and Emergency Management Emphasis

MSWTE — MSW

REQUIRED COURSES (9 Total Credits)

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

Grand Total Credits: 9

Mental Health Practice in Social Work Emphasis

MSWMH — MSW

EMPHASIS/CONCENTRATION (9 Total Credits)

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

Grand Total Credits: 9

School Social Work Emphasis

MSWSC — MSW

REQUIRED COURSES (9 Total Credits)

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

Grand Total Credits: 9

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

Program Specific Info

The MSW/MBA Advanced degree is for students who have a Bachelor's degree in Social Work from a CSWE accredited school and students who have completed the Foundation Core courses.

Requirements

MSW ADVANCED COURSES (24 - 25 Total Credits)

- Course(s):
 - SOCW609 - Advanced Social Policy (2)
 - SOCW611 - Advanced Clinical Practice: Individual and Family Intervention (3)
 - SOCW612 - Advanced Administrative Practice: Program Development (3)
 - SOCW617 - Advanced Clinical Practice: Group Psychotherapeutic Skills (3)
 - SOCW618 - Advanced Administrative Practice: Administrative and Leadership Skills (3)
 - SOCW632 - Psychopathology, Clinical Assessment and Diagnosis I (1)
 - SOCW633 - Psychopathology, Clinical Assessment and Diagnosis II (1)
 - SOCW641 - Integration of Faith and Advanced Practice: Seminar I (1)
 - SOCW642 - Integration of Faith and Advanced Practice: Seminar II (1)
 - SOCW624 - Portfolio Capstone (0 - 1)
 - SOCW620 - Advanced Portfolio Seminar (1)
- Select 5 credit(s): SOCW647 - Advanced Practicum (0 - 5)

MBA CORE COURSES (26 Total Credits)

- Course(s):
 - BUAD510 - Accounting for Control and Decision Making (3)
 - BUAD530 - Organizational Behavior (3)
 - BUAD535 - Operations Management (3)
 - BUAD562 - Integrating Faith and Business (3)
 - BUAD570 - Strategic Decision Making (3)
 - BUAD580 - Business Analytics (3)
 - BUAD588 - Integrated Business Simulation (1)
 - BUAD597 - MBA Portfolio (1)

- HADM532 - Healthcare Economics and Finance (3)
- HADM552 - Healthcare Marketing and Human Resources (3)

EMPHASIS/CONCENTRATION (6 Total Credits)

- Select BEXM (Business Executive Management), BHRM (Human Resource Management), BUAD (Business Administration) Electives (6 credits)

PREREQUISITES (0 Total Credits)

- Prerequisite courses required for students who have not taken undergraduate equivalents:
- ACCT 505 - Financial Accounting 3 hours
- FNCE 505 - Principles of Finance 3 hours

Grand Total Credits: 56 - 57



COURSE DESCRIPTIONS

ACCT — 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.) VARIABLE

ACCT 507 Intermediate Financial Accounting I — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s):
 - ACCT221 - Principles of Financial Accounting (3)
 - ACCT222 - Principles of Managerial Accounting (3)
 - Course(s): ACCT505 - Financial Accounting (3)

ACCT 508 Intermediate Financial Accounting II — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT311 - Intermediate Accounting I (4)
 - Course(s): ACCT507 - Intermediate Financial Accounting I (3)
 - Equivalent accounting course

ACCT 510 Accounting for Control and Decision Making — 3 hours

Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting, techniques for budgeting, pricing, and decision making. This course is cross-listed with BUAD 510. A student may receive credit for this course from only one program. WINTER, MODULE 1

Prerequisites

- Complete 1 of the following:
 - Course(s):
 - ACCT221 - Principles of Financial Accounting (3)
 - ACCT222 - Principles of Managerial Accounting (3)
 - Course(s): ACCT505 - Financial Accounting (3)
 - Equivalent accounting course

ACCT 512 Advanced Financial Accounting and Reporting — 2 hours

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

Prerequisites

- Permission of School/Department of Business.

ACCT 530 Controllership — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s):
 - ACCT221 - Principles of Financial Accounting (3)
 - ACCT222 - Principles of Managerial Accounting (3)
 - Course(s): ACCT505 - Financial Accounting (3)
 - Equivalent accounting course

ACCT 532 Accounting Ethics and Fraud — 3 hours

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

ACCT 550 Advanced Accounting — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT312 - Intermediate Accounting II (4)
 - Course(s): ACCT508 - Intermediate Financial Accounting II (3)
 - Equivalent accounting course

ACCT 552 Auditing — 3 hours

This course is primarily a study of generally accepted auditing standards promulgated by various standard-setting bodies. It includes a study of the AICPA code of professional ethics, audit planning, and audit procedures. It also includes a consideration of various attest and other quasi-audit services. This course is cross-listed with ACCT 452 in the BBA program. A student may receive credit for this course from only one program. VARIABLE

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT312 - Intermediate Accounting II (4)
 - Course(s): ACCT508 - Intermediate Financial Accounting II (3)
 - Equivalent accounting course

ACCT 556 Federal Taxation — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s):
 - ACCT221 - Principles of Financial Accounting (3)
 - ACCT222 - Principles of Managerial Accounting (3)
 - Course(s): ACCT505 - Financial Accounting (3)

ACCT 557 Advanced Federal Taxation — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT456 - Federal Taxation (3)
 - Course(s): ACCT556 - Federal Taxation (3)
 - Equivalent accounting course

ACCT 558 Federal Tax Problems/Research — 0 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT457 - Advanced Federal Taxation (3)
 - Course(s): ACCT557 - Advanced Federal Taxation (3)
 - Equivalent accounting course

ACCT 561 Business Environment and Concepts — 1 hours

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

Prerequisites

- Permission of School/Department of Business.

ACCT 562 Advanced Issues in Auditing and Attestation — 2 hours

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

Prerequisites

- Permission of School/Department of Business.

ACCT 563 Advanced Issues in Business Regulation — 1 hours

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

Prerequisites

- Permission of School/Department of Business.

ACCT 564 Financial Statement Analysis — 3 hours

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

Prerequisites

- Completed at least 1 of the following:
 - ACCT312 - Intermediate Accounting II (4)
 - ACCT508 - Intermediate Financial Accounting II (3)

- Completed at least 1 of the following:
 - FNCE510 - Financial Management (3)
 - BUAD520 - Financial Management (3)

ACCT 585 Contemporary Issues of Professional Practice — 3 hours

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

ACCT 595 Independent Study — 3 hours

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

ACCT 597 Accounting Research — 3 hours

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

BEXM — Business Executive Management

BEXM 505 Legal Framework of Decisions — 3 hours

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

BEXM 520 Corporate Intrapreneurship — 3 hours

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

BEXM 560 Seminar in Entrepreneurship — 3 hours

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

BEXM 585 Contemporary Issues in Management — 3 hours

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

BEXM 594 Business International Study Tour — 1 - 3 hours

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

BEXM 595 Independent Study — 3 hours

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

BEXM 597 Management Research — 3 hours

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

BHRM — Human Resource Management

BHRM 510 Human Resource Management — 3 hours

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

BHRM 530 Human Resource Development and Training — 3 hours

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

Prerequisites

- Course(s): BHRM510 - Human Resource Management (3)

BHRM 560 Compensation and Benefits — 3 hours

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

Prerequisites

- Course(s): BHRM510 - Human Resource Management (3)

BHRM 585 Contemporary Issues in Human Resource Management — 3 hours

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

BHRM 595 Independent Study — 3 hours

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

BHRM 597 Human Resource Management Research — 3 hours

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

BMKT — Marketing

BMKT 520 Integrated Marketing Communications — 3 hours

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

Prerequisites

- Course(s): BUAD540 - Marketing Management (3)

BMKT 550 International Marketing Management — 3 hours

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

BMKT 585 Contemporary Issues in Marketing Management — 3 hours

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

BMKT 595 Independent Study — 3 hours

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

BMKT 597 Marketing Research — 3 hours

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

Prerequisites

- Course(s): BUAD540 - Marketing Management (3)
- Statistics course

BUAD — Business Administration

BUAD 501 Foundations of Business Writing & Research — 1 hours

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

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 04 (\$30). VARIABLE

BUAD 505 Management in a Changing World — 3 hours

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

BUAD 510 Accounting for Control and Decision Making — 3 hours

Review of basic financial accounting and financial statements. Study of the use of accounting for the planning and control of a firm, application of accounting techniques for budgeting, pricing, and decision making. This course is cross-listed with ACCT 510. A student may receive credit for this course from only one program. VARIABLE

Prerequisites

- Complete 1 of the following:
 - Course(s):
 - ACCT221 - Principles of Financial Accounting (3)
 - ACCT222 - Principles of Managerial Accounting (3)
 - Course(s): ACCT505 - Financial Accounting (3)

- Equivalent accounting course

BUAD 520 Financial Management — 3 hours

Understanding and analyzing information for decision making. The financial environment, financial statement analysis, operating, cash and capital budgeting, working capital management, interest mathematics, and cost of capital are discussed. This course is cross-listed with FNCE 510. A student may receive credit for this course from only one program. VARIABLE

Prerequisites

- Complete 1 of the following:
 - Course(s): FNCE315 - Principles of Finance (3)
 - Course(s): ACCT505 - Financial Accounting (3)
 - Equivalent finance course

BUAD 530 Organizational Behavior — 3 hours

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

BUAD 535 Operations Management — 3 hours

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

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. VARIABLE

BUAD 552 Missional Entrepreneurship — 3 hours

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

BUAD 555 Leadership and Change — 3 hours

Examines theory and leadership practices in various types of organizations. Particular emphasis is placed on the strategic role of leaders in leading organizational development and change in an age of rapidly changing markets and technologies. Examines why organizational change efforts succeed or fail, and what leaders can do to anticipate and effect needed organizational changes successfully. VARIABLE

BUAD 562 Integrating Faith and Business — 3 hours

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

BUAD 565 Topics in Business — 1 - 3 hours

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

BUAD 570 Strategic Decision Making — 3 hours

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

Prerequisites

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

BUAD 580 Business Analytics — 3 hours

This course is designed to equip professionals with the skills necessary to effectively analyze data within the context of business intelligence. In addition, data application and analysis software and techniques are used to uncover patterns used in decision-making. Proficiency in using Microsoft Excel is expected for this course. FALL

BUAD 582 Integrative Thinking I — 1 hours

The ability to combine, manipulate, organize, and manipulate and evaluate data to solve complex problems is critical to success in the workplace. This course is designed to integrate analytical skills acquired from operations, marketing, and analytics in order to develop and enhance students' problem-solving ability through the analysis of a real-life case study. VARIABLE

Prerequisites

- Course(s):
 - BUAD535 - Operations Management (3)
 - BUAD540 - Marketing Management (3)
 - BUAD580 - Business Analytics (3)

BUAD 583 Integrative Thinking II — 1 hours

The ability to synthesize and evaluate data to make effective decisions is critical to success in the workplace. This course is designed to integrate decision-making ability acquired in accounting, finance, and organizational behavior in order to develop and enhance students' decision-making ability through the analysis of a real-life case study. VARIABLE

Prerequisites

- Course(s):
 - BUAD510 - Accounting for Control and Decision Making (3)
 - BUAD520 - Financial Management (3)
 - BUAD530 - Organizational Behavior (3)

BUAD 584 Integrative Thinking III — 1 hours

The ability to apply a multi-frame perspective to problems in order to craft effective solutions is the purview of top-level management. This course is designed for students to display demonstrate their ability of using a multi-frame perspective through the analysis of a real-life case study. VARIABLE

Prerequisites

- Course(s):
 - BUAD562 - Integrating Faith and Business (3)
 - BUAD570 - Strategic Decision Making (3)
 - BUAD582 - Integrative Thinking I (1)
 - BUAD583 - Integrative Thinking II (1)

BUAD 585 Missional Business — 3 hours

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

BUAD 588 Integrated Business Simulation — 1 hours

A capstone course providing an opportunity to integrate business and management concepts through analysis, critical thinking, and decision making at strategic and tactical levels on issues related to the marketing, finance, personnel, and operations of an organization. VARIABLE

Prerequisites

- Course(s): BUAD570 - Strategic Decision Making (3)

BUAD 594 Business Administration Study Tour — 1 - 3 hours

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

BUAD 595 Independent Study — 3 hours

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

BUAD 597 MBA Portfolio — 1 hours

A capstone course for the MBA program in which students will demonstrate mastery of student learning outcomes through development of a comprehensive portfolio. This portfolio will include but may not be limited to a collection of artifacts evidencing mastery of student learning outcomes; reflective and integrative writing about student learning outcomes; and defense of these portfolio elements to a designated MBA candidate review panel. This course should be taken in the last semester of your program. Lab Fee 05 (\$60). VARIABLE

Prerequisites

- Course(s): BUAD570 - Strategic Decision Making (3)

COUN — Counseling

COUN 501 Orientation for Job-Embedded School Counselors — 0 - 3 hours

This survey course is designed to provide Tennessee-based job-embedded school counseling candidates a generalized pre-service professional orientation. With attention given to the practical application of school counseling knowledge and skills, the course provides an overview of the school setting, the various roles of professional school counselors, ethics of school counseling, school counseling interventions, school counselor professional identity, current trends in school counseling, and other topics as appropriate. Lab Fee 06 (\$90). SUMMER | WINTER

COUN 503 Foundations of School Counseling — 3 hours

Provides a background for understanding the school setting and how the diverse roles of the professional school counselor fit together in a comprehensive manner. History, philosophy, ethical and legal considerations, modes of intervention (e.g., individual student planning, responsive services, guidance program management), school counselor professional identity, and current trends in school counseling are studied. For Winter enrollees, the required TN Bureau of Investigations fingerprinted background check should be completed in this course. WINTER

Prerequisites

- Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN523 - Professional Counseling I (3)

COUN 504 New Student Orientation Seminar — 0 hours

This is a new student orientation required for all counseling students who are admitted into the MS Counseling program at the beginning of winter semester. This orientation is intentionally brief because an expanded new student orientation that includes deeper content is embedded in the course COUN 523 Professional Counseling I. COUN 523 Professional Counseling I is taken by these students during their first

fall semester in the program. WINTER

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

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

Prerequisites

- Course(s): COUN521 - Adult Psychopathology (3)

COUN 510 Advanced Lifespan Development — 3 hours

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

COUN 514 Drugs and Addictions — 3 hours

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

Prerequisites

- Course(s): COUN523 - Professional Counseling I (3)

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. SUMMER

Prerequisites

- Course(s):
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN523 - Professional Counseling I (3)

COUN 521 Adult Psychopathology — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Admitted to: MS Professional Counseling
 - Admitted to: Post Master's Certificates (Counseling)
 - Admitted to: MSN (Master of Science in Nursing, Accelerated)
 - Admitted to: MSN (Master of Science in Nursing)
 - Admitted to: DNP (Doctor of Nursing Practice)
 - Admitted to: DNP Specialist Certificates
 - Admitted to: Post-Master's Certificates (Nursing)

COUN 523 Professional Counseling I — 3 hours

A new student orientation is embedded in this course as part of the first-term program experience. Students become familiar with the counseling program student handbook, their professional and ethical obligations, counselor supervision theories and practice, and program expectations for their personal growth as counselors-in-training. Eligibility for future licensure/certification is also reviewed. Students engage in in-depth examination of their reasons for wanting to become mental health professionals, further define their short- and long-term career goals within the helping professions, and develop a highly personalized career map that guides them through graduate school and beyond. Issues relevant to the practice of professional counseling are studied, such as professional identity; counselor personal characteristics and values, self-awareness and evaluation, and counselor self-care. The course is non-transferable and must be taken at Southern for any MS Professional Counseling degree, emphasis and/or certificate program. Lab Fee 07 (\$120). FALL

Prerequisites

- Complete 1 of the following:
 - Admitted to: MS Professional Counseling, Post Master's Certificates (Counseling)
 - Permission of department chair.

COUN 525 Professional Counseling II — 1 hours

Taken during the last year of the counseling program, this course guides students through the process of preparation for comprehensive and licensing exams, the search for a job or application to doctoral programs, counselor supervision theories and practice, and other issues relevant to practicing in the professional counseling field. Lab Fee 01 (\$10). WINTER

Prerequisites

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

COUN 528 School Counseling Interventions for Exceptional Children — 3 hours

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

Prerequisites

- Course(s):
 - COUN503 - Foundations of School Counseling (3)
 - COUN523 - Professional Counseling I (3)
 - COUN538 - Legal Aspects of Education for School Counselors (3)

COUN 530 Assessment and Appraisal — 3 hours

Provides an understanding of the theoretical principles and practical applications of standardized instruments used in counseling. This course covers the ethical selection, administration, interpretation and reporting of the results of appropriate instruments of counseling assessment used in clinical mental health settings and PreK-12 schools as it applies to Master's-level professional counselors. Lab Fee 03 (\$20). WINTER

Prerequisites

- Complete 1 of the following:
 - Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN523 - Professional Counseling I (3)
 - Completed or concurrently enrolled in: COUN504 - New Student Orientation Seminar (0)
 - Permission of program coordinator.

COUN 537 Ethics and Legal Aspects of Counseling — 3 hours

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

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

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

Prerequisites

- Course(s):
 - COUN503 - Foundations of School Counseling (3)
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN523 - Professional Counseling I (3)

COUN 540 Foundations of Clinical Mental Health Counseling — 3 hours

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

Prerequisites

- Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN523 - Professional Counseling I (3)

COUN 542 Couple Counseling — 1 hours

This course equips students with a biblical overview of relationships, romance and marriage, as well as providing the necessary counseling knowledge to assist couples in cultivating successful and full relationships. Students are certified to assess couples' relationship issues using the Prepare/Enrich - Couples inventory. Students are required to provide at least 6 clock hours of couples counseling using the Prepare/Enrich inventory. Other inventories are studied as determined by program. VARIABLE

COUN 543 Parenting & Generational Influences — 2 hours

This course examines the psychological and spiritual foundations and strategies for understanding the meaning and significance of generational influence and its impact on the family legacy. Lifestyle and cultural barriers to effective parenting are examined, as well as proactive parenting strategies, sound discipline, and healthy communication patterns. SUMMER

COUN 553 Group Counseling and Procedures — 3 hours

Provides both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. Includes requirements for students to participate as members of a counseling group for a minimum of 10 clock hours over the course of one academic term. Upon completion of this experience, This course includes a lab component that requires students to lead or co-lead a small group activity, approved by the program, for at least 5 clock hours. WINTER

Prerequisites

- Course(s): COUN556 - Theories and Techniques of Counseling (3)

COUN 556 Theories and Techniques of Counseling — 3 hours

Provides a comprehensive survey of the major contemporary theories of counseling, as well as their implications for practice. Core topics such as historical context, theoretical principles and techniques, case analysis and treatment planning, cultural and gender considerations, and evidence-based status are examined for each theory. Students are given the opportunity to conceptualize selected case studies, decide on appropriate counseling interventions, and practice techniques that are commonly used in

counseling practice. Each theory is evaluated from the Christian perspective and the relevance of such a perspective when choosing personal models is studied. FALL

COUN 557 Crisis & Trauma Counseling — 3 hours

This course prepares students to provide effective, ethical crisis and trauma counseling across diverse cultural and developmental contexts. Students examine the impact of historical events, multigenerational trauma, and contemporary issues on individuals and communities, as well as the effects of crises, disasters, stress, grief, and trauma across the lifespan. Emphasis is placed on evidence-based models for suicide prevention, crisis intervention, trauma-informed care, community-based response, and disaster mental health. Students develop advanced skills in trauma assessment, identifying and reporting abuse and neglect, and responding to risks of aggression, self-harm, and suicide. Theory and practice are integrated to prepare students to intervene competently and compassionately, promoting safety, recovery, and resilience. FALL | SUMMER

Prerequisites

- Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN523 - Professional Counseling I (3)

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. FALL

Prerequisites

- Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN523 - Professional Counseling I (3)

COUN 562 Spirituality and Religious Diversity in Counseling — 3 hours

This course provides an understanding of how spiritual and religious issues can be successfully integrated into counseling in a manner that is respectful of client beliefs and practices. It emphasizes the ethical obligation that counselors have to obtain competency in addressing religious and spiritual diversity in counseling, and how they can access the healing resources in religious communities to assist their clients in coping, healing and changing. Issues related to how the counselor's own spiritual development may help or hinder the counseling process are also examined, along with best practices in counseling clients whose faith differs from their own. WINTER

Prerequisites

- Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN561 - Multicultural Issues in Counseling (3)

COUN 565 Topics in Counseling — 1 - 3 hours

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

COUN 568 Behavioral Health & Wellness Counseling — 2 - 3 hours

Students review theoretical and empirical support for an integrated approach to clinical mental health counseling as it has long been advocated by the Seventh-day Adventist Church. Students become familiar with current techniques for client wellness assessment, case conceptualization, treatment planning, and intervention. Holistic strategies for wellness promotion with mental health clients are considered. Additionally, students learn how to approach collaboration with prescribing professionals in the medical community and how to talk with clients about medication compliance. Basic principles of psychopharmacology as well as commonly prescribed psychotropic medications for adults and children are studied. Psychological, cultural, and social issues related to psychopharmacology are also addressed. WINTER

Prerequisites

- Course(s):
 - COUN521 - Adult Psychopathology (3)
 - COUN523 - Professional Counseling I (3)

COUN 573 Counseling Seminar I — 0 hours

This mandatory course provides an opportunity for students to demonstrate professional dispositions, interpersonal skills, and counseling competencies through direct, face-to-face engagement with faculty, university staff, and peers. Conducted as an on-campus, in-person intensive, the seminar allows faculty to observe and assess students' ability to apply core counseling skills, display professional behaviors, and integrate ethical and reflective practice. Regardless of whether students typically receive instruction through the LiveFlex or in-person format, all must participate in this course in the same physical location as program faculty and staff facilitating the learning experience. This is the first course in a two-course required seminar sequence. Students must complete COUN 5xb prior to enrollment in COUN 580 - Clinical Mental Health Counseling Practicum II and/or COUN 585 - School Counseling Practicum II. The course is graded Pass/Fail, and successful completion is required for program progression and graduation. A failing grade may result in dismissal from the program. Lab Fee 28 (\$1700). FALL

Corequisites

- Concurrently enrolled in: COUN523 - Professional Counseling I (3)

COUN 574 Counseling Seminar II — 0 hours

This mandatory course provides an opportunity for students to demonstrate professional dispositions, interpersonal skills, and counseling competencies through direct, face-to-face engagement with faculty, university staff, and peers. Conducted as an on-campus, in-person intensive, the seminar allows faculty to observe and assess students' ability to apply core counseling skills, display professional behaviors, and integrate ethical and reflective practice. Regardless of whether students typically receive instruction through the LiveFlex or in-person format, all must participate in this course in the same physical location as program faculty and staff facilitating the learning experience. This is the second course in a two-course required seminar sequence. The course is graded Pass/Fail, and successful completion is required for program progression and graduation. A failing grade may result in dismissal from the program. Lab Fee 28 (\$1700). FALL

Prerequisites

- Complete 1 of the following:
 - Select 2 credits from - or from the following courses: COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)
 - Select 2 credits from - or from the following courses: COUN586 - School Counseling Internship (1 - 6)

COUN 576 Advanced Clinical Diagnosis and Treatment Planning — 3 hours

This course provides advanced knowledge of the major disorders within the Diagnostic and Statistical Manual, 5th edition (DSM-5), the principles of differential clinical diagnosis, and the development and implementation of research-based treatment plans. Consideration is given to dimensional, relational, and systemic issues important in diagnosis and treatment planning. Issues such as course/prognosis, prevalence, culture, and associated features are also addressed. FALL

Prerequisites

- Course(s):
 - COUN521 - Adult Psychopathology (3)
 - COUN561 - Multicultural Issues in Counseling (3)
 - COUN593 - Child and Adolescent Psychopathology (3)
 - COUN523 - Professional Counseling I (3)

COUN 577 Administration of School Counseling Services — 3 hours

This is the capstone course for School Counseling. The development, implementation and evaluation of comprehensive school counseling programs are studied. Special consideration is given to the integration of the school counseling program into the total school community to facilitate the personal, social, and academic development and achievement of all students. Lab Fee 07 (\$120). WINTER

Prerequisites

- Course(s):
 - COUN503 - Foundations of School Counseling (3)
 - COUN528 - School Counseling Interventions for Exceptional Children (3)
- Completion of at least 40 semester hours in the SC program

COUN 579 Clinical Practicum I — 1 hours

This course is designed as an experimental laboratory for the purpose of learning foundational counseling and interviewing skills. Students are expected to master the microskills approach to counseling and a basic structure of the counseling session that can be applied to many different theories of counseling. Simulations, observations, role-play, video recordings, transcribed sessions, exercises, and pre- and post-evaluation of skills are an integral part of this course. The course is non-transferable and must be taken at Southern for any degree, emphasis, and/or certificate program. Students must earn a grade of B+ or higher before progressing to COUN 580 Clinical Mental Health Counseling Practicum II or COUN 585 School Counseling Practicum II. FALL

COUN 580 Clinical Mental Health Counseling Practicum II — 1 - 2 hours

Students must earn a final grade of B+ or higher in COUN 579 Clinical Practicum I before registering for COUN 580. 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 with clients 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. Students must remain registered in 1 hour of Clinical Mental Health Counseling Practicum II Continuation until they have completed all clinical clock hours, regardless of whether or not they have registered for the number of credits required for graduation. Students must earn a final grade of B+ or higher before progressing to COUN 581 Clinical Mental Health Counseling Internship. Lab Fee 07 (\$120). ALL SEMESTERS

Prerequisites

- Course(s):
 - COUN523 - Professional Counseling I (3)
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN521 - Adult Psychopathology (3)
- Completed with a minimum grade of B+ or higher: COUN579 - Clinical Practicum I (1)

COUN 581 Clinical Mental Health Counseling Clinical Internship — 1 - 6 hours

This course consists of supervised field experience in a community agency. A total of 6 semester hours and 600 clock hours of clinical work are required. At least 240 clock hours will be direct client contact in the capacity of a professional counselor. A wide range of clients will be chosen. This internship will be completed under the direction of a supervisor with a minimum of a Master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications and/or license. And will also include consultation with an assigned faculty supervisor, and research on clinical issues. The student must also attend a weekly 1.5 hour group supervision with the faculty supervisor. If students have registered for the 4 credits required for graduation, but have not yet completed the corresponding clinical hours, they must register for 1 hour of COUN 589 Clinical Mental Health Counseling Internship

Continuation each semester until they have completed all the required clinical clock hours. ALL SEMESTERS

Prerequisites

- Course(s):
 - COUN523 - Professional Counseling I (3)
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN556 - Theories and Techniques of Counseling (3)
- Completed with a minimum grade of B+ or higher: COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)
- Completion of 48 semester hours in degree program
- Permission of Counseling Program Council

COUN 585 School Counseling Clinical Practicum II — 1 - 2 hours

This course consists of supervised field experience in a 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. Students must complete COUN 579 Clinical Practicum I with a grade of B+ or higher before progressing to COUN 585. If students have registered for the 2 credits required for graduation, but have not yet completed the corresponding clinical hours, they must remain registered in 1 hour of School Counseling Practicum II Continuation until they have completed all the required clinical clock hours. This course must be completed with a grade of B+ or higher before progressing to COUN 586 School Counseling Internship. FALL | WINTER

Prerequisites

- Course(s):
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN523 - Professional Counseling I (3)
- Completed with a minimum grade of B+ or higher: COUN579 - Clinical Practicum I (1)
- Permission of Counseling Program Council

COUN 586 School Counseling Internship — 1 - 6 hours

This course consists of supervised field experience in a school setting. A total of 6 semester hours and 600 clock hours of clinical work are required. This will include a variety of activities that a regularly employed school counselor is expected to perform. At least 240 clock hours are required in direct client contact, individual counseling, group work, developmental classroom guidance, and parent/community conferences. This will be done under the supervision of a certified school counselor and will also include consultation with an assigned faculty supervisor and research on clinical issues. The student must also attend a weekly 1.5 hour group supervision with the faculty supervisor. If students have registered for the 4 credits required for graduation, but have not yet completed the corresponding clinical hours, they must register for 1 hour of School Counseling Internship Continuation each semester until they have completed all the required clinical clock hours. Lab Fee 07 (\$120). FALL | WINTER

Prerequisites

- Course(s):
 - COUN523 - Professional Counseling I (3)
 - COUN537 - Ethics and Legal Aspects of Counseling (3)
 - COUN556 - Theories and Techniques of Counseling (3)
- Completed with a minimum grade of B+ or higher: COUN585 - School Counseling Clinical Practicum II (1 - 2)
- Completion of 27 semester hours in degree program
- Permission of Counseling Program

COUN 590 Marriage, Couple, and Family Counseling I — 3 hours

Provides an overview of major family counseling models and their application in Clinical Mental Health Counseling. Students will demonstrate the ability to use systems assessment models or techniques appropriate to the presenting problems of couples or families from diverse backgrounds. The importance of applying and adhering to ethical and legal standards in marriage, couple, and family counseling is strongly addressed. WINTER

Prerequisites

- Course(s):
 - COUN556 - Theories and Techniques of Counseling (3)
 - COUN523 - Professional Counseling I (3)

COUN 591 Marriage, Couple, and Family Counseling II — 3 hours

This course will further explore the role of marital, couple, and family counselors in a variety of practice settings and in relation to other helping professionals. Issues of marital, couple, family life-cycle dynamics, healthy family functioning, family structures, development in a multicultural society, family of origin, intergenerational influences, socioeconomic status, and belief systems will be discussed in depth. FALL

Prerequisites

- Course(s): COUN590 - Marriage, Couple, and Family Counseling I (3)

COUN 592 Marriage, Couple, and Family Counseling III — 3 hours

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

Prerequisites

- Course(s): COUN591 - Marriage, Couple, and Family Counseling II (3)
- Completion of at least 30 semester hours in degree program.

Corequisites

- Concurrently enrolled in: COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)

COUN 593 Child and Adolescent Psychopathology — 3 hours

Examines the etiology, symptomatology, DSM diagnoses, and treatment of psychological problems that children and adolescents present in clinical mental health settings. Interview techniques, counseling approaches, and multidisciplinary interventions necessary for the treatment of youth and their families are considered and practiced using diverse case studies. WINTER

Prerequisites

- Completed with a minimum grade of B or higher: COUN556 - Theories and Techniques of Counseling (3)

Corequisites

- Complete 1 of the following:
 - Completed or concurrently enrolled in: COUN521 - Adult Psychopathology (3)
 - Permission of department chair.
 - Admission to School Counseling program

COUN 594 Professional Counseling Study Tour — 0 - 3 hours

Students attend a conference, complete training, or participate in trips to enrich their educational experience and promote effectiveness and job preparedness in the field of professional counseling. Requirements vary depending upon credit hours and type of activities included. Students may be required to maintain a log of resulting reflections/learning experiences, submission of formal reports, presentations, or additional research. Trip destinations will vary and may include international travel. Lab Fee 33 (\$3000). VARIABLE

Prerequisites

- Permission of supervising professor.

COUN 595 Independent Study — 1 - 3 hours

This is an option for students to extend their learning beyond what is available in planned courses. It is a cooperative learning experience involving a student and a faculty member. Approval from the student's adviser as well as a faculty committee must be obtained before the study is initiated. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

COUN 598 Research and Program Evaluation — 3 hours

Fundamentals of research and program evaluation relevant to the practice of clinical mental health counseling and school counseling are covered. This course requires the completion of a research proposal. It also enables students to conduct research projects and to critically evaluate findings in order to improve treatment and program effectiveness in counseling. Principles, models, and applications of needs assessment and program evaluation are studied. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research are also examined. Special emphasis is given to ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation in schools and community agencies. Lab Fee 07 (\$120). FALL

COUN 599 Master's Thesis — 1 - 6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, under the guidance of a thesis adviser, and its subsequent implementation. The final report will consist of the following sections: (1) Focus of the Study, (2) Review of the Literature, (3) Methodology of the Study, (4) Results of the Study, and (5) Discussion of the Findings. Both the proposal and the final report must be approved by a thesis committee, consisting of the thesis adviser and two other faculty members. The thesis committee must be approved by the School of Education and Psychology. In addition, the student must complete an oral defense of the thesis before their thesis committee, the faculty adviser, the Dean of the School of Education and Psychology, and the Dean of Graduate Studies. The oral defense will typically consist of a visual presentation, followed by a question/answer session. Note: This course must be taken for a total of 6 hours prior to thesis defense. VARIABLE

Prerequisites

- Course(s): COUN598 - Research and Program Evaluation (3)
- Admitted to: MS Professional Counseling
- Completion of 37 hours in degree program

COUN 600 MS Professional Counseling Capstone — 0 hours

This course is required of all professional counseling students in the semester of anticipated graduation and program completion. Requirements for obtaining a passing grade include: taking and passing the Counselor Preparation Comprehensive Exam (CPCE), obtaining satisfactory final scores on the Professional Development assessments used by the program, and completing an application to graduate as well as any additional university requirements. Students will be required to pay a registration fee for the CPCE directly to the Center for Credentialing and Education. Lab Fee 07 (\$120). FALL | WINTER

Prerequisites

- Select 48 credits from: MS Professional Counseling

COUN 601 Clinical Mental Health Counseling Internship Continuation — 1 hours

Mandatory course for Clinical Mental Health Counseling students requiring additional time to accrue the 600 clock hours required for Clinical Mental Health Counseling Internship completion. The student must register for this course each semester until the Clinical Mental Health Counseling Internship requirements are met and a grade has been issued. Lab fee covers cost of student documentation/tracking platform used for accreditation purposes. Lab Fee 07 (\$120). ALL SEMESTERS

Prerequisites

- Select 4 credits from - or from the following courses: COUN581 - Clinical Mental Health Counseling Clinical Internship (1 - 6)
- Permission of School/Department of Counseling.

COUN 602 School Counseling Internship Continuation — 1 hours

Mandatory course for the student requiring additional time to accrue the 600 clock hours required for School Counseling Internship completion. The student must register for this course each semester until the School Counseling Internship requirements are met and a grade has been issued. Lab Fee 07 (\$120). FALL | WINTER

Prerequisites

- Select 4 credits from - or from the following courses: COUN586 - School Counseling Internship (1 - 6)
- Permission of School/Department of . Counseling Program Council

COUN 611 Clinical Mental Health Counseling Practicum II Continuation — 1 hours

Mandatory course for Clinical Mental Health Counseling emphasis students requiring additional time to accrue the 100 clock hours required for Practicum II completion. The student must register for this course each semester until the Practicum II requirements are met and a grade has been issued. ALL SEMESTERS

Prerequisites

- Select 2 credits from - or from the following courses: COUN580 - Clinical Mental Health Counseling Practicum II (1 - 2)
- Permission of School/Department of . Counseling Program Council

COUN 612 School Counseling Practicum II Continuation — 1 hours

Mandatory course for School Counseling emphasis students requiring additional time to accrue the 100 clock hours required for Practicum II completion. The student must register for this course each semester until the Practicum II requirements are met and a grade has been issued FALL | WINTER

Prerequisites

- Select 2 credits from - or from the following courses: COUN585 - School Counseling Clinical Practicum II (1 - 2)
- Permission of School/Department of . Counseling Program Council

CPIS — Information Systems

CPIS 528 Computer Networking — 3 hours

Principles and issues related to computer networking and data communications. Network topologies, network protocols, network models, routing, congestion control, Internet working, security and privacy. A research project is required. FALL

Prerequisites

- Course(s): MATH122 - Precalculus I (3)
- Completed at least 1 of the following:
 - CPTR124 - Fundamentals of Programming (4)
 - CPTR502 - Foundations of Software Development (3)

CPTR — Computer Science

CPTR 502 Foundations of Software Development — 3 hours

Introduction to computer programming and software design, control structures, data types, data representation, elementary data structures will be covered. As well as the development of reliable, modifiable programs with an introduction to database management systems. WINTER | SUMMER

CPTR 505 Transition Course — 1 - 6 hours

Course work needed for admission to the master's program. This course does not count towards the master's degree requirements. May be repeated as necessary. VARIABLE

CPTR 511 Testing and Quality Assurance — 3 hours

A focus on the testing techniques, concepts, and processes needed to produce high quality, commercial grade software. The course examines the underlying theories that drive adequacy criteria for effective testing and exposes students to current research in software testing. FALL ODD YEARS

CPTR 512 Introduction to Data Analytics — 3 hours

This course introduces students to the computing skills needed for effective data analysis. Students will learn tools to collect and prepare data, apply statistical methods to draw conclusions from complex datasets, and train and evaluate machine learning models for classification and clustering. FALL

Prerequisites

- Course(s): CPTR502 - Foundations of Software Development (3)

CPTR 519 Databases and Data Warehouses — 3 hours

This course covers data modeling, database design, query languages, data warehouses, and advanced cloud analytics. Students will learn how to build and execute queries on relational databases and NoSQL databases. Not open to students who have completed CPTR 319 or equivalent. FALL

Prerequisites

- Course(s): CPTR502 - Foundations of Software Development (3)

CPTR 521 Advanced Database Systems — 3 hours

Topics taken from spatial-temporal and constraint databases, data modeling, indexing, data warehousing, and data mining. Issues related to business intelligence are also discussed. WINTER EVEN YEARS

Prerequisites

- Completed at least 1 of the following:
 - CPTR319 - Database Management Systems (3)
 - CPIS519 - Database Management Systems (3)
- Course(s): MATH280 - Discrete Mathematical Structures (3)

CPTR 524 Data Mining and Analytics — 3 hours

This course introduces students to knowledge discovery in structured, semi-structured, and unstructured data with several data mining methods and tools. The focus is on text mining, finding people with similar interests, forecasting, network analysis, image and text classification, and big data processing and analysis. WINTER

Prerequisites

- Completed at least 1 of the following:
 - CPTR319 - Database Management Systems (3)
 - CPTR519 - Databases and Data Warehouses (3)

CPTR 526 User Experience — 3 hours

A hands-on course designed to provide developers with the skills, knowledge and understanding for the development of user interfaces having a good User Experience (UX). Current UX literature, UX Analysis, UX behavior basics, visual design principles, and implementation processes and technologies will be examined. WINTER

Prerequisites

- Course(s): CPTR502 - Foundations of Software Development (3)

CPTR 528 Data Visualization — 3 hours

This course introduces students to the process of visualizing complex data. Topics include fundamentals of data visualization, software for exploratory and multivariate visual representation, interactive web dashboards, and map and network visualizations. WINTER

Prerequisites

- Course(s): CPTR512 - Introduction to Data Analytics (3)

CPTR 531 Algorithms — 3 hours

Techniques for the design and analysis of algorithms, divide-and-conquer, greedy, and dynamic programming algorithms. Computational complexity and analysis of particular algorithms of practical or theoretical importance in computer science. FALL EVEN YEARS

Prerequisites

- Course(s):
 - CPTR318 - Data Structures and Algorithms (3)
 - MATH191 - Calculus I (4)
 - MATH280 - Discrete Mathematical Structures (3)

CPTR 534 Advanced Network & Server Administration — 3 hours

Network and server administration to support internal operations and e-commerce. The role of the supervisor in managing user accounts, file systems, directories, security systems, resources, etc. Managing backup, printers, application, and operating system updates and Internet connections. WINTER EVEN YEARS

CPTR 535 Mobile Application Development — 3 hours

Introduction to mobile device application development, design, and the development process. Topics include connecting to web-based servers, accessing device capabilities, industry standards, OS Software Development Kit (SDK), and other appropriate technology for developing mobile applications. Includes a research component. Lab Fee 10 (\$210). FALL

CPTR 544 Offensive Cybersecurity — 3 hours

Advanced Network Security focuses on advanced, current topics in network security. Topics may include cryptography, privacy, confidentiality, integrity, authentication, network defense, penetration testing, offensive security security protocols and other topics as appropriate. WINTER ODD YEARS

CPTR 545 Defensive Security — 3 hours

This course provides an overview to key issues and solutions for information security and privacy. Introduction to cryptography and its applications to network and operating systems security; security threats; application of cryptography; secret key and public key cryptographic algorithms; hash functions; basic number theory; authentication; security for electronic mail and network scripting languages. Two hours of lecture and three hours of lab each week. Lab Fee 10 (\$210). FALL ODD YEARS

CPTR 546 Web Services — 3 hours

This is a practical course in web-centric computing from the server perspective. Topics include selection of web services servers, technical architecture of web services sites, security issues, implementation, management and maintenance of web services servers, web services design and implementation, and database integration. A team-based capstone project is required. WINTER

Prerequisites

- Completed at least 1 of the following:
 - CPTR212 - Web Programming (3)
 - CPTR215 - Fundamentals of Software Design (4)
 - CPTR502 - Foundations of Software Development (3)

CPTR 551 Parallel and Distributed Systems — 3 hours

Fundamentals of parallel and distributed computing, computational models, parallel / concurrency

languages and algorithm, mapping and performance evaluations, Internet, mobile computing, and multi-tier computing. WINTER ODD YEARS

Prerequisites

- Course(s):
 - CPTR318 - Data Structures and Algorithms (3)
 - CPTR365 - Operating Systems (3)

CPTR 553 Advanced Software Engineering — 3 hours

An in-depth examination of software engineering including: business context and drivers, impact of process on corporate structure, requirements, architecture, implementation, project and product management, team dynamics, supporting tools and frameworks, and regulatory and compliance issues. FALL EVEN YEARS

CPTR 554 Cyber Forensics — 3 hours

Cyber forensics focuses on computer science and information technology skills needed in: the initial discovery and assessment of incident impact; determination of root cause, impact, timeline, and actions; incident counteraction and neutralization to prevent further damages; elimination of threat actors and their artifacts; activities required to resume normal business operations; incident review and lessons learned. WINTER EVEN YEARS

Prerequisites

- Course(s): CPTR124 - Fundamentals of Programming (4)

CPTR 556 Front-end Web Development — 3 hours

Front-end Web Development focuses on front-end web programming. Topics include interaction between JavaScript, HTML and CSS, UI/UX JavaScript frameworks, responsive and accessible design, progressive web apps and integrating back-end services with front-end web apps. FALL

Prerequisites

- Completed at least 1 of the following:
 - CPTR212 - Web Programming (3)
 - ARTI324 - Interactive Media (3)
 - CPTR502 - Foundations of Software Development (3)

CPTR 557 Artificial Intelligence — 3 hours

This course introduces the foundational concepts, methods, and ethical applications of artificial intelligence (AI). Students will explore the following topics: supervised and unsupervised machine learning, deep learning, generative AI, and agentic AI. The course emphasizes practical problem-solving. The course project requires reading recent AI/ML research papers and using advanced AI/ML frameworks. FALL

CPTR 571 Software Architecture — 3 hours

A study of the design and implementation of software. Software design issues in contemporary software; description, structure, architecture, development, testing, and deployment. A major software project will be developed. FALL ODD YEARS

Prerequisites

- Course(s):
 - CPTR318 - Data Structures and Algorithms (3)
 - CPTR365 - Operating Systems (3)

CPTR 575 Issues in Computer Science and Religion — 3 hours

Examines scientific method, truth, reality, logic and computability, authority/inspiration, faith and reason as they interact with computational sciences. Including non-logical factors in acceptance of scientific statements as authoritative arguments for the existence of God, causality, determinism and miracles, and scientific revolutions and paradigm shifts with relation to trends in religion and philosophy. WINTER

CPTR 593 Topics — 3 hours

Topics of current significance in computer science. VARIABLE

CPTR 595 Independent Study — 1 - 3 hours

Individual study and research under the supervision of a graduate faculty member. Only two independent study courses (a total of no more than six hours) are allowed to apply toward the Master of Science in Computer Science degree. Must be approved by the School of Computing before beginning the independent study. VARIABLE

CPTR 597 Field Practicum — 3 hours

This course provides the opportunity for students to apply knowledge, values, and theories as they practice advanced computing skills under the supervision of an experienced professional. Through advanced-level participation in a professional computing setting, the student demonstrates skills and competency for career readiness. ALL SEMESTERS

CPTR 598 Project — 1 - 6 hours

A project consisting of significant work by an individual student. Involves the preparation of a project proposal, including a review of the literature, completion of the project, and preparation of a report, all under the guidance of a project adviser. The School of Computing must approve the project topic and the adviser. The student must successfully defend their project in a public, oral presentation. Note: This course must be taken for a total of at least six hours prior to the presentation. After all course work for the Master's program has been completed the student must take at least one hour project credit per semester until the project is completed. VARIABLE

CPTR 599 Thesis — 1 - 6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, including a review of the literature, under the guidance of a thesis adviser, and its subsequent implementation. The School of Computing must approve a thesis committee consisting of the thesis adviser and two or more other faculty members. The student must successfully defend their thesis in a public, oral defense. Note: This course must be taken for a total of at least six hours prior to thesis

defense. After all course work for the Master's program has been completed the student must take at least one hour thesis credit per semester until the thesis is completed. VARIABLE

ECON — Economics

ECON 521 Managerial Economics — 3 hours

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

Prerequisites

- Course(s):
 - ECON224 - Principles of Macroeconomics (3)
 - ECON225 - Principles of Microeconomics (3)

EDAD — Educ. Admin. and Supervision

EDAD 520 Foundations of Instructional Leadership in the 21st Century — 3 hours

This course examines the purposes, organization, and administration of educational programs and institutions, as well as the structure and governance of school systems, and the conceptual foundations of instructional leadership. Special emphasis is given to servant leadership, diversity, the impact of technology on the modern school, the 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 completing a position paper. WINTER ODD YEARS

EDAD 546 Supervision and Personnel Administration — 3 hours

This course includes supervision of personnel and instruction; explanations of personnel policy determination; procedures employed in recruitment, selection, appointment, and induction of personnel; partnerships between personnel and community agencies; the formulation and administration of salary schedules; provisions for professional welfare and in-service improvement of personnel. The course is designed for principals and other individuals interested in administrative roles in the area of human resources. WINTER ODD YEARS

EDAD 573 Educational Facilities Planning — 3 hours

A study of the planning of educational facilities, including buildings, equipment, and sites as influenced by educational philosophy, need, and financial resources available. The efficient management of education facilities is emphasized. FALL ODD YEARS

EDAD 574 Legal Aspects of Education — 3 hours

Legal issues affecting teachers and educational administrators are covered. These include governmental relations, the church-state relationship, Child Protective Services reporting and cooperation, student control, children's rights, special services, and school board operations and procedures. Numerous case studies will be used as part of the instruction. WINTER EVEN YEARS

EDAD 577 School Public Relations — 3 hours

A study of the means for securing cooperative educational planning through mutual understanding between the school and its public. The interpersonal process in educational organizations, communications, and group dynamics for educational administrators are also studied. Students will develop an individualized sample marketing plan for use at their school. SUMMER ODD YEARS

EDAD 579 School Finance — 3 hours

A study of school financial statements and budgets. Financial and economic issues affecting educational institutions, including school support, costs of education, sources of school revenue, and school budgeting processes are considered. WINTER EVEN YEARS

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

Individual research/study project in educational administration under the supervision of a graduate studies professor. This course may be repeated. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisites

- Permission of School/Department of Education, Psychology, and Counseling.

EDCI — Education Curriculum Instruct

EDCI 515 Organization and Administration of Kindergarten Education — 3 hours

Designed to give students an understanding of the organizational and administration needs of kindergarten education. Topics include the history and philosophy of early childhood education, program planning and design, policy development, multicultural relationships, and communication with parents, teachers, and church personnel. Students should be working in a PreK-K classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 517 Educational Psychology — 3 hours

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

EDCI 518 Health Principles — 1 hours

This course is designed for Seventh-day Adventist in-service teachers. The course includes a study of the theoretical and scientific basis of health and wellness education with an emphasis on the development and organization of the school health education program through instruction and modeling. The course will focus on the Seventh-day Adventist health message as identified in the Bible and Spirit of Prophecy with applications in the classroom and beyond. VARIABLE

EDCI 519 Health Methods — 1 hours

Designed for Seventh-day Adventist in-service teachers, this course will provide meaningful and practical learning experiences, including interactive discussion and hands-on health activities for classroom teachers. Emphasis will be given to the creation and utilization of multi-grade teaching lessons, units, and assessments. Teachers will develop the ability to investigate, evaluate, and refine appropriate resources. Emphasis is given to health curriculum organization, including differentiated instruction and assessment. VARIABLE

EDCI 521 Theories of Learning — 3 hours

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

EDCI 522 Elementary Bible Methods — 3 hours

This course focuses on the pedagogical knowledge, skills, and dispositions related to effective religious (spiritual) instruction and Bible curriculum in Kindergarten-6th grade using a variety of teaching and assessment strategies. Strategies will be taught within the context of leading children into a personal relationship with God, providing them with a belief system, and teaching them the principles of discipleship. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 523 Elementary Social Studies Methods — 3 hours

This course focuses on the pedagogical knowledge, skills, and dispositions related to effective instruction and assessment in Social Studies for Kindergarten-6th grade. Frameworks of instruction that support multi-grade contexts, developmentally appropriate practices, and differentiating for diversity are covered. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 525 Elementary Language Arts Methods — 3 hours

A comprehensive study of effective evidence-based language arts principles and instructional methods appropriate for Kindergarten-6th grade. Effective methods and strategies related to both the receptive and expressive language arts (including listening, talking, writing, viewing, and visual representation) are emphasized. The frameworks of instruction that support multi-grade contexts, developmentally appropriate practices, and differentiating for diversity are covered. Study is given to assessments that inform instruction in the language arts. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 526 Elementary Math Methods — 3 hours

Includes curriculum organization, materials, methods, and instructional aids with emphasis on multi-grade classrooms. Attention is given to the sequential skill development and to changes in the mathematical contents, technology and pedagogy. Instruction is also provided in lesson planning, assessment, and differentiating instruction to meet the needs of diverse learners. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 527 Elementary Science Methods — 3 hours

Includes curriculum organization, methods, materials and equipment with emphasis on multi-grade classrooms. Techniques and materials are examined using basic principles of the scientific method. Instruction is also provided in lesson planning, assessment, and differentiating instruction to meet the needs of diverse learners. The ability to locate, evaluate, and use appropriate resources is a focus. The ability to locate, evaluate, and use appropriate resources is a focus. Students should be working in a K-6 classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 528 Methods of Instruction for the Kindergarten Classroom — 3 hours

Designed to give students an understanding of developmentally appropriate kindergarten classroom instruction, assessment, materials, and strategies for teaching your children in preschool and kindergarten. Emphasis is given to application of the principles of child development, differentiating instruction, and methods for promoting harmonious physical, mental, social, and emotional growth. Students should be working in a PreK-K classroom or be able to arrange for comparable field experience. VARIABLE

EDCI 529 Teaching Elementary Reading — 3 hours

This course is designed to empower Seventh-day Adventists in-service educators to apply principles of effective literacy instruction, with a focus on making the teaching of reading balanced, explicit, and research driven. Emphasis will be placed on components of balanced literacy instruction, including word identification, pre-reading techniques, phonics, vocabulary development, fluency, comprehension, writing, and technology-based instruction. SUMMER

EDCI 530 Distance Learning in Higher Education Settings — 3 hours

This course covers the techniques and methods used in planning, development, and implementation of distance education teaching courses and systems in higher education. The course is designed to provide the student with the opportunity to critically explore, evaluate, and experience distance learning technologies for education. A variety of media will be used to communicate between class members and with instructors. VARIABLE

EDCI 531 Technology and the Educator — 3 hours

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

EDCI 532 Distance Learning in K12 Settings — 3 hours

The course is designed to provide an overview of various forms of distance education while preparing current K-12 teachers to teach in an online environment and become leaders in the development, implementation and evaluation of online programs. The course examines distance education technology, online teaching and learning, as well as learner support and the management and administration of distance education programs. Research and theory development are addressed. VARIABLE

EDCI 535 Philosophy of Christian Education — 3 hours

This course examines philosophical foundations that have influenced education. Secular philosophies are examined through a biblical worldview. Students develop their own informed philosophy of education. FALL | SUMMER

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

This course examines research-based teaching methods, study strategies, and technology applications that promote effective instruction. The student will develop understanding of foundational literacy theories and models and disciplinary literacy skills and strategies necessary in middle and secondary school classrooms. Emphasis will be placed on research-based methods that enhance students' content area achievement through reading fluency, vocabulary building, and comprehension. In addition, strategies and assessments for instructing diverse learners will be included. Completion of a research project in the area of secondary literacy will be required. MAT candidates must first take EDUC 505. SUMMER

EDCI 539T Secondary Religion Curriculum & Content Methods — 3 hours

This course is designed for Seventh-day Adventist in-service teachers. The course will focus on curriculum standards, as well as methods and materials of planning, instruction, and evaluating student performance in religion/Bible classes in the secondary school setting. An emphasis on the development of a repertoire of strategies that enhance student outcomes and engagement, with a focus on brain based learning techniques, will accompany the study of adolescent developmental needs and spiritual formation. VARIABLE

EDCI 567 Curriculum and Strategies for Children with Learning Differences — 3 hours

Planning, developing, and implementing curriculum for exceptional students is the focus of this course. Study will include the identification of students with special learning needs and strategies for inclusion in the multiage classroom. A special emphasis is given to cognitive studies. Also includes strategies and methods for English language learners. For MAT students only. SUMMER

Prerequisites

- Admitted to: Master of Arts in Teaching
- Completed with a minimum grade of C or higher: EMAT505 - Foundations of Education (1)

EDCI 571 Educational Assessment — 3 hours

This course is designed to empower Seventh-day Adventists in-service educators to use assessment practices to examine and improve student learning by making appropriate data-informed instructional decisions. Key concepts relevant to the administration, scoring, and interpretation of classroom assessments will be emphasized. Candidates will examine a variety of assessments, including formative, summative, traditional, authentic, informal classroom-based, and large scale. Topics include ethical assessment practices, designing assessments, aligning assessments, and utilizing technology for assessment. SUMMER

EDIL — Instructional Leadership

EDIL 535 Philosophy of Education — 3 hours

In-depth study of the philosophical foundations of education. Reviews the major schools of philosophic thought and theories of education. Explores connections between philosophy, education theory, and educational practice; probes current issues and reforms. Scriptural frameworks and Christian education principles as expounded by E. G. White are incorporated. VARIABLE

EDIL 547 Curriculum Development — 3 hours

From a biblical worldview, the candidates analyze curriculum and study its development, mapping, and improvements at the elementary and secondary levels for classrooms and school systems. Topics include study of the philosophical, historical, psychological, and sociological foundations of curriculum development. The course also gives study to curricular issues. SUMMER ODD YEARS

EDIL 562 Instructional Design — 3 hours

The candidates analyze, develop, and improve instructional designs through an emphasis on the strength and effectiveness of various teaching models at the elementary, middle, and/or secondary level. The course studies the foundations of instructional development, innovation in lesson preparation, delivery, assessment, and the integration of technology in the classroom. Students will develop both their ability to reflect on their own teaching performance and become skilled in supporting other teachers. Instruction emphasizes a biblical worldview. SUMMER EVEN YEARS

EDIL 565 Seminar: Trends in Education — 3 hours

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

EDIL 595 Independent Study in Instructional Leadership — 1 - 3 hours

Individual research/study project in instructional leadership under the supervision of a graduate professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisites

- Permission of School/Department of Education, Psychology, and Counseling.

EDLE — Literacy Education

EDLE 515 Child & Young Adult Literature — 3 hours

This class will focus on professional and philosophical principles for the selection, analysis, and evaluation

of a wide range of print, audio, and online texts from various genres in order to meet the reading and/or listening interests and text complexity needs of children and young adults. Choice, motivation, and scaffolded support to optimize students' learning to read and write will be addressed. K-12 teachers and librarians will be prepared to develop and utilize a literacy curriculum that will positively impact students' knowledge, beliefs, and engagement with diverse and equitable texts. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. SUMMER ODD YEARS

EDLE 516 Examining Reading Instruction — 3 hours

Candidates will gain an understanding of reading development through the lens of related theoretical frameworks, empirical research, and disciplinary knowledge. Understanding will be demonstrated through lesson design, implementation of high impact instructional practices, and application of pertinent assessment data. FALL ODD YEARS

EDLE 517 Examining Writing Instruction — 3 hours

This course focuses on creating an environment that nurtures writing for a variety of purposes and audiences. A critical examination of literacy standards with an emphasis on the interconnected nature of writing, reading, and speaking is included. Mentor texts are identified and created for use in teaching writing genre, craft, conventions, and living like a writer. Additional topics include the use of assessment data to inform instruction, high impact pedagogical strategies, and learning effective conferring skills to nurture the growth of writers. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER EVEN YEARS

EDLE 518 Literacy & Leadership in the 21st Century — 3 hours

This course examines current research related to use of technology in K-12 settings for the teaching of literacy as well as the facilitation of professional development and leadership in organizational change efforts. Candidates will leverage tools to optimize teaching, learning, and assessment through the use of traditional print, digital, and online resources in the changing landscape of literacy. Candidates will guide students to critically evaluate media content for reliability and for consistency with a biblical worldview. WINTER EVEN YEARS

EDLE 519 Content Literacy: K-4 — 3 hours

Study is given to the theoretical framework for incorporating teaching literacy across the curriculum in the lower grades. Instructional strategies designed to enhance critical and creative thinking, as well as academic performance in reading, writing, listening, speaking, and visual literacy in all content areas are incorporated. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER ODD YEARS

EDLE 520 Content Literacy: 5-12 — 3 hours

Study is given to the theoretical framework for teaching literacy in the content areas for grades 5 - 12. Instructional strategies designed to enhance critical and creative thinking, as well as academic performance in reading, writing, listening, speaking, and visual literacy in all content areas are incorporated. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER ODD YEARS

EDLE 521 Cultural Aspects of Literacy — 3 hours

Candidates will identify, analyze, discuss, and evaluate the impact culture has on literacy. Emphasis will be placed on cognitive, linguistic, motivational, and sociocultural theory, highlighting the understood and implied cultural knowledge common between writer and reader. The course will also focus on developing and implementing strategies to advocate for equity as foundational to learning and leadership based on biblical principles. Assessment of knowledge and skills will include demonstration of literacy skills appropriate to the course. Each candidate will provide written documentation of appropriate planning, implementation, and assessment to accompany the demonstration. WINTER ODD YEARS

EDLE 565 Critical Thinking in Content Literacy — 3 hours

Study is given to the theoretical framework for teaching literacy in the content areas. Instructional strategies for facilitating critical thinking, particularly in the context of the Bible, are modeled and practiced. Strategies are also taught that are designed to enhance critical and creative thinking, as well as academic performance in reading, writing, listening, talking, viewing, and visual representation in all content areas. VARIABLE

EDLE 586 Professional Applications in Literacy — 3 hours

Provides opportunity for individual students to identify an area of particular passion in literacy. In cooperation with the professor, students design a proposal specifying a plan for applying what has been learned within the context of the professional community rather than the individual classroom. This class will enable graduate students to work in collaboration with the university professor to enhance literacy development in a community or professional setting. VARIABLE

Prerequisites

- Completion of 9 hours of EDLE courses

EDLE 595 Independent Study in Literacy Education — 1 - 3 hours

Individual research/study project in literacy education under the supervision of a graduate professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisites

- Permission of School/Department of Education, Psychology, and Counseling.

EDMM — Multiage Teaching

EDMM 538 Strategic Organization & Management in Multiage Classrooms — 3 hours

Designed to equip Seventh-day Adventist in-service teachers to implement effective management strategies in multiage classrooms. Provides a comprehensive knowledge base and application of that knowledge in the practice of creating and sustaining safe, inclusive, and productive learning environments conducive to the highest level of growth for all students. Areas of emphasis include: structuring the classroom for success, managing time through effective scheduling, maximizing student outcomes through effective resource management, managing student and group behavior, and enhancing learning, motivation, and engagement through effective technology use. VARIABLE

EDMM 543 Multiage Classroom Leadership and Administration — 3 hours

This course is designed to build the leadership qualifications of the small school teacher. Students in the course will examine the history of the small school and then explore the leadership qualities and administrative duties they carry in addition to teaching. Topics include budgeting and finance, working with the School Board, marketing the small school, and other duties necessary for a small school administrator. VARIABLE

EDMM 548 Assessment & Differentiated Instruction in Multiage and Diverse Classrooms — 3 hours

Designed to empower Seventh-day Adventist in-service teachers to use formative and summative assessment practices to create and deliver differentiated instruction for learners of varying ages, learning styles, socioeconomic, cultural, and social groups, as well as ability levels. Prepares teachers to use their understanding of individual differences to ensure inclusive learning environments that enable each learner to meet high standards and experience maximum growth. Included in this course will be lesson planning techniques, differentiated instructional and assessment strategies, motivational concepts, and informal and formal assessment practices used to drive instruction. VARIABLE

EDOE — Outdoor Education

EDOE 503 Principles and Concepts of Outdoor Education — 2 hours

This course covers the basic concepts and the history of the outdoor education movement. Scope of contemporary programs in the U.S. and abroad are also addressed. The course also includes the examination of the teaching of learning processes relevant to outdoor and environmental education. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

Corequisites

- Concurrently enrolled in: EDOE504 - Field Experience in Principles and Concepts of Outdoor Education (1)

EDOE 504 Field Experience in Principles and Concepts of Outdoor Education — 1 hours

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

Corequisites

- Concurrently enrolled in: EDOE503 - Principles and Concepts of Outdoor Education (2)

EDOE 515 Nature Study Skills — 3 hours

This course is designed for teachers and outdoor leaders to increase their knowledge, awareness, confidence, and appreciation of nature. The class will explore interpretation skills of urban and rural wildlife that could be encountered in an outdoor classroom setting. A field project is required. VARIABLE

EDOE 516 Field Experience in Nature Study — 1 - 3 hours

This course will provide knowledge of natural history through the survey of flora and fauna at a specific field location. Students will practice observation skills, use standard techniques for taking field notes, and become skilled at the use of field guides and identification keys. A different topic will be explored each semester. This course may be repeated for up to four (4) hours of credit. VARIABLE

EDOE 523 Leadership in Outdoor Education — 2 hours

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

Corequisites

- Concurrently enrolled in: EDOE524 - Field Experience in Leadership in Outdoor Education (1)

EDOE 524 Field Experience in Leadership in Outdoor Education — 1 hours

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

Corequisites

- Concurrently enrolled in: EDOE523 - Leadership in Outdoor Education (2)

EDOE 528 Interpretation of Natural and Historical Resources — 2 hours

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

EDOE 530 History & Philosophy of Forest Kindergarten & Schools — 3 hours

An experiential course in which students will participate in observation, debrief and discussion sessions,

group work, research and individual projects. Topics to be covered include, but are not limited to, 1) history and philosophy of Forest Kindergarten and Forest School, 2) current status of Forest Kindergarten and Forest School globally, and its implementation in North America, 3) benefits and value of exploratory play. In addition to class instructional time, students will spend time observing and participating in Forest Kindergarten and/or Forest School sessions. Lab Fee 06 (\$90). SUMMER

EDOE 531 Developing Forest Kindergarten & School Curriculum — 3 hours

An experiential course in which students will participate in observation, debrief and discussion sessions, group work, research and individual projects. Topics and activities include, but are not limited to: 1) best practices and teaching strategies, 2) naturalist skills, 3) emergent curriculum, 4) flow learning, 5) student evaluation and assessment, 6) nature art. In addition to instructional time, students will spend time observing and teaching in Forest Kindergarten and/or Forest School sessions. Lab Fee 06 (\$90). SUMMER

Prerequisites

- Completed or concurrently enrolled in: EDOE530 - History & Philosophy of Forest Kindergarten & Schools (3)

EDOE 533 Developing Outdoor Teaching Sites — 2 hours

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

Corequisites

- Concurrently enrolled in: EDOE534 - Field Experience in Developing Outdoor Teaching Sites (1)

EDOE 534 Field Experience in Developing Outdoor Teaching Sites — 1 hours

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

Corequisites

- Concurrently enrolled in: EDOE533 - Developing Outdoor Teaching Sites (2)

EDOE 535 Outdoor Therapy: Design and Procedures — 2 hours

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

Corequisites

- Concurrently enrolled in: EDOE536 - Field Experience in Outdoor Therapy (1)

EDOE 536 Field Experience in Outdoor Therapy — 1 hours

The experiences in this course are designed to support and supplement the theoretical foundations presented in Outdoor Therapy: Design and Procedures (EDOE 535), and to provide hands-on training in outdoor therapeutic settings. VARIABLE

Corequisites

- Concurrently enrolled in: EDOE535 - Outdoor Therapy: Design and Procedures (2)

EDOE 537 Lab Experience: Technology in Outdoor Education — 1 hours

Must be taken concurrently with EDOE 538. This course is designed to support and supplement Technology in Outdoor Education (EDOE 538) and to provide practical experiences in using technology for collecting and understanding data gathered from field activities. VARIABLE

Corequisites

- Concurrently enrolled in: EDOE538 - Technology in Outdoor Education (2)

EDOE 538 Technology in Outdoor Education — 2 hours

This course will provide participants with knowledge of various types of equipment used in surveying, sampling, or collecting data for biological research. Participants will work with professionals in the field to develop the skills needed to use equipment, and then learn ways to involve their students in similar activities in the outdoor classroom. Must be taken concurrently with Outdoor Intensive Lab. VARIABLE

EDOE 543 Environmental Ministries — 2 hours

This seminar will focus on the use of nature study to lead children and youth to Christ. It is designed for teachers and youth leaders who want to learn more about using nature as a tool for witnessing. Participants will learn to use nearby and/or familiar locations for environmental understanding and inspiration. This includes the completion of a position paper. VARIABLE

EDOE 552 Ecology Education — 1 - 3 hours

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

EDOE 562 Wilderness Stewardship — 1 - 3 hours

An intensive wilderness camping course to be taught entirely in the field. It will provide the student with basic knowledge, skills, and understanding of environmental impact while pursuing outdoor recreational activities. Professional reading will be required prior to the trip that provide historical and natural context regarding the area to be visited. The classic writings of such naturalists as Thoreau, Leopold, Muir, and Olson may be included in the readings. VARIABLE

EDOE 564 Special Topics — 1 - 4 hours

Topics of current significant and interest in outdoor education are covered. Must be taken concurrently with Outdoor Intensive Lab. This course may be repeated for a maximum of 6 hours. VARIABLE

EDOE 565 Nature Journaling — 1 - 2 hours

This class will help the student explore the natural world through journaling. It focuses on writing and revising a journal. The creative process and the elements of good writing, including the discovery process, writing introductions and conclusions, using concrete and specific language and appropriate style will be discussed. VARIABLE

EDOE 568 Nature Photography — 1 - 2 hours

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

EDOE 570 Non-Profit Environmental Organization Development & Management — 3 hours

This course is designed to provide an overview of best practices for developing and managing a successful environmental non-profit organization. Class participants will gain a working knowledge of environmental non-profit management by visiting local nature centers, land trusts, outdoor adventure providers and others; interviewing staff members, donors, and board members; participating in class discussions and completing written assignments. As a final project students will create a professional proposal for the development of a specific non-profit environmental organization that will include: organizational mission, programs, staff, and financial/business plan (annual budget, fund-raising, and development). VARIABLE

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

This course may focus on any of the following areas of emphasis: art, music, language arts, math, social studies, science, technology, health, or physical education. The student will collect and organize a file of teaching materials appropriate for outdoor education and evaluate outdoor education activities. Twenty (20) hours of field experiences in selected outdoor schools and attendance at selected professional meetings are considered a part of this course. The course may be repeated with different emphases. Lab Fee 02 (\$15). SUMMER

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

This course may focus on any of the following areas of emphasis: English, history, math, social studies, science, technology, health or physical education. Students will collect and organize a file of teaching materials appropriate for outdoor education and will evaluate outdoor education activities. Twenty (20) hours of field experience in selected outdoor schools and attendance at selected professional meetings are considered a part of this course. The course may be repeated with different emphases. Lab Fee 02 (\$15). SUMMER

EDOE 575 Internship in Outdoor Education — 1 - 4 hours

An internship designed to meet the particular needs and interests of the individual participant. Internship will be conducted in cooperation with a day or residential outdoor education facility. A minimum of forty (40) clock hours is required for each semester hour of credit. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591. This course may be repeated for a maximum of four (4) semester hours total. ALL SEMESTERS

EDOE 576 Outdoor Intensive Lab-Fall — 0 hours

This is required 10-day lab for any student attending a Fall Outdoor Education Field Intensive session. Lab Fee 20 (\$900). FALL

EDOE 577 Outdoor Intensive Lab-Winter — 0 hours

This is a required 10-day lab for any student attending a Winter Outdoor Education Field Intensive session. Lab Fee 16 (\$500). WINTER

EDOE 578 Outdoor Intensive Lab-Summer — 0 hours

This is a required 10-day lab for any student attending a Summer Outdoor Education Field Intensive session. Lab Fee 16 (\$500). SUMMER

EDOE 585 Workshop in Outdoor Education — 1 - 4 hours

Various topics in outdoor education, including nature study, adventure programming, curriculum, and wilderness medical certification may be covered. The class will be taught in a location suitable for the topic being covered. This course may be repeated with different topics. Note: additional lab fees may be assessed depending on credits. Lab Fee 02 (\$15). VARIABLE

EDOE 591 Research in Outdoor Education — 3 hours

A survey of common research methods in outdoor education-related disciplines with a focus on the practical application of these research methods for graduate students. The course examines tools of scholarly research along with different forms of research. SUMMER

EDOE 593 Adventure-Based Counseling — 2 hours

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

EDOE 595 Independent Study in Outdoor Education — 1 - 3 hours

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

Prerequisites

- Course(s): EDOE503 - Principles and Concepts of Outdoor Education (2)
- Permission of School/Department of Education, Psychology, and Counseling.

EDUC — Education

EDUC 521 Theories of Adult Learning — 3 hours

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

EDUC 531 Technology and the Educator — 3 hours

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

EDUC 532 Psychology and Behavior of Exceptional Individuals — 3 hours

This course is focused on the psychological aspects of exceptionality and the implications for classroom management. The course provides an opportunity for in-depth examination and administration of various models and techniques for the management of exceptional individuals according to counseling and psychology theory. VARIABLE

EDUC 543 Assessment of Exceptional Individuals — 3 hours

This course provides an opportunity for examination and administration of assessment measures for exceptional individuals. On-site field experience is required. Teachers will learn how to administer screening instruments and draw instructional implications from these. Case studies will be reviewed and teachers will be assisted in determining when a student should be referred for further professional testing. VARIABLE

EDUC 565 Topics in Education — 1 - 3 hours

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

EDUC 566 Seminar: Trends and Issues in Education — 1 - 3 hours

Analysis of current and emerging educational trends. This course also involves exploration of curricular concerns and/or instructional issues which shape the teaching/learning process. VARIABLE

EDUC 567 Curriculum and Strategies for Children with Learning Differences — 3 hours

Planning, developing, and implementing curriculum for exceptional students is the focus of this course. Study will include the application of the three-tier model of Response to Intervention in order to tailor instruction for students with varied learning needs in the multiage classroom. The North American Division REACH Manual will also receive special emphasis in this course. VARIABLE

EDUC 577 Reading Assessment and Remediation — 3 hours

This course is designed to enable graduate students to develop a comprehensive knowledge of the Response to Instruction and Intervention (RTI²) model to help every student succeed with reading. The focus is on using data from multiple assessments to determine targeted interventions and using progress monitoring to measure effectiveness of the interventions. Students will also develop the leadership mindset of advocacy and teambuilding by establishing a culture of collaboration among educators, families, and communities to support literacy success SUMMER ODD YEARS

EDUC 583 MEd Capstone — 0 hours

This course is required for all MEd students in their final semester of enrollment. Completing an application to graduate, as well as successful completion of comprehensive exam or program portfolio, is required. FALL | SUMMER | WINTER

Prerequisites

- Select 27 credits from: MEd (Master of Science in Education)

EDUC 584 Clinical Practice — 3 hours

Candidates are immersed in the learning community and provided opportunities to demonstrate competence in the professional role of instructional leadership in the area of declared emphasis. Expectations of this course include collaboration with other researchers and Unit faculty, as well as an administrative evaluation. The research proposal provides the framework for the culminating activity. Arrangements for this course should be made with the faculty adviser while the student is enrolled in EDUC 591. FALL EVEN YEARS

EDUC 588 Statistics — 3 hours

This course is designed to provide the basic knowledge of descriptive and inferential statistics to be applied to educational research. Topics covered include measure of central tendency and variability; correlation and regression; testing of hypothesis using the normal; binomial t, F, and chi-square distribution. FALL ODD YEARS

EDUC 591 Methods of Educational Research — 3 hours

This course includes an examination of the forms, methods, and tools of research conducted in an educational setting for the purpose of improving teaching practice. The fundamentals of action research are covered, which facilitates the development and presentation of a research proposal. SUMMER EVEN YEARS

Prerequisites

- Completed with a minimum grade of C or higher: EDUC588 - Statistics (3)

EDUC 595 Independent Study in Education — 1 - 3 hours

Individual research/study project in education under the supervision of a graduate studies professor. A total of no more than six Independent Study hours are allowed to apply toward a student's degree. VARIABLE

Prerequisites

- Permission of School/Department of Education, Psychology, and Counseling.

EDUC 598 Master's Thesis — 3 - 6 hours

A body of original scholarly work by an individual student. Involves the preparation of a research proposal, under the guidance of a thesis adviser, and its subsequent implementation. The final report will consist of the following sections: (1) Focus of the Study, (2) Review of the Literature, (3) Methodology of the Study,

(4) Results of the Study, and (5) Discussion of the Findings. Both the proposal and the final report must be approved by a thesis committee, consisting of the thesis adviser and two other faculty members. The thesis committee must be approved by the School of Education and Psychology. In addition, the student must complete an oral defense of the thesis before their thesis committee, the faculty adviser, the Dean of the School of Education and Psychology, and the Dean of Graduate Studies. The oral defense will typically consist of a visual presentation, followed by a question/answer session. Note: This course must be taken for a total of 6 hours prior to thesis defense. VARIABLE

FNCE — Finance

FNCE 505 Principles of Finance — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT505 - Financial Accounting (3)
 - Equivalent accounting course

FNCE 510 Financial Management — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Completed at least 1 of the following:
 - FNCE505 - Principles of Finance (3)
 - FNCE315 - Principles of Finance (3)
 - Equivalent finance course

FNCE 515 Applied Corporate Finance — 3 hours

This course utilizes a case study format to apply financial theory, tools, and techniques in analyzing and addressing business decisions. The type of business decisions addressed include valuation of cash flows, capital budgeting, risk, and return, cost of capital, working capital, and leasing issues. VARIABLE

Prerequisites

- Completed at least 1 of the following:
 - BUAD520 - Financial Management (3)
 - FNCE510 - Financial Management (3)

FNCE 520 Finance Theory — 3 hours

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

Prerequisites

- Completed at least 1 of the following:
 - BUAD520 - Financial Management (3)
 - FNCE510 - Financial Management (3)

FNCE 525 International Finance — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): FNCE505 - Principles of Finance (3)
 - Equivalent finance course

FNCE 530 Controllership — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): ACCT505 - Financial Accounting (3)
 - Course(s):
 - ACCT221 - Principles of Financial Accounting (3)
 - ACCT222 - Principles of Managerial Accounting (3)

FNCE 550 Working Capital Management — 3 hours

A student may receive credit for this course from only one program. Includes topics addressing short-term financial management. In addition, the course covers the cost to benefit trade-offs of liquidity, management of working capital, management and budgeting of cash, and short-term investing and financing issues. VARIABLE

Prerequisites

- Completed at least 1 of the following:
 - FNCE315 - Principles of Finance (3)
 - FNCE505 - Principles of Finance (3)

FNCE 552 Financial Markets — 3 hours

A student may receive credit for this course from only one program. This course looks at the relations between interest rates, market conditions, and risk management. In addition, it considers mediums of exchange, money and credit, the structure of debt securities, and the impact of public policies on the credit environment. VARIABLE

Prerequisites

- Complete 1 of the following:
 - Completed at least 1 of the following:
 - FNCE315 - Principles of Finance (3)
 - FNCE505 - Principles of Finance (3)
 - Equivalent finance course

FNCE 553 Financial Institutions — 3 hours

This course considers the role, management, and impact of financial institutions on the financial market system. Topics include such items as the operating and regulatory environment of financial institutions and their function as intermediaries. Other issues include the management of interest rate risk, liquidity risk, and credit risk for depository institutions. Finally, topics related to non-depository financial institutions such as mutual funds, insurance companies, and security firms, etc. are covered. VARIABLE

Prerequisites

- Complete 1 of the following:
 - Course(s): FNCE510 - Financial Management (3)
 - Equivalent finance course

FNCE 555 Fundamentals of Investment — 3 hours

A student may receive credit for this course from only one program. A practical, as well as a theoretical, approach is taken for the potential investor of institutional or personal funds through the use of problems, readings, and cases. Topics covered will include stocks and bonds in the security market, real estate, and fixed equipment investments. This course is cross-listed with FNCE 455. Lab Fee 05 (\$60). FALL

FNCE 561 Portfolio Management — 3 hours

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

Prerequisites

- Complete 1 of the following:
 - Course(s): FNCE315 - Principles of Finance (3)
 - Course(s): FNCE505 - Principles of Finance (3)
 - Equivalent finance course

FNCE 562 Derivatives — 3 hours

This course covers the origin of derivative instruments, valuation, and application by financial institutions to manage risk and speculate. Derivatives come by their name honestly in that they derive their value from some underlying asset, such as equity securities, debt securities, currencies, and commodities, etc. Topics related to the following derivative contracts will be covered: options, forwards, future contracts, and swaps. VARIABLE

Prerequisites

- Complete 1 of the following:
 - Course(s): FNCE315 - Principles of Finance (3)
 - Course(s): FNCE505 - Principles of Finance (3)
 - Equivalent finance course

FNCE 564 Financial Statement Analysis — 3 hours

A student may receive credit for this course from only one program. See ACCT 564 for course description. VARIABLE

Prerequisites

- Completed at least 1 of the following:
 - BUAD520 - Financial Management (3)
 - FNCE510 - Financial Management (3)

FNCE 585 Contemporary Issues in Finance — 3 hours

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

FNCE 595 Independent Study — 3 hours

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

FNCE 597 Finance Research — 3 hours

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

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

HADM 530 Healthcare Administration — 3 hours

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

HADM 532 Healthcare Economics and Finance — 3 hours

This course explores healthcare finance and economics from the perspective of healthcare providers and non-financial managers of health services. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed with emphasis on strategies to promote and sustain the financial viability of healthcare. Theory and application are integrated throughout the course with a particular focus on the clinical role of the DNP and other healthcare professionals within the contemporary healthcare environment. VARIABLE

HADM 536 Advanced Nursing Leadership and Role Development — 3 hours

A student can receive credit for this course from only one program. Examines the role of the nurse executive or manager within the managed care system through analyses of selected leadership, management, and nursing theories. The concepts derived from these analyses are applied to the various role functions (leader, strategic planner, organizer, facilitator, evaluator). Leadership principles, continuous quality improvement, human resources management, negotiation skills, marketing, and strategic planning are emphasized. This course is cross-listed with NURS 638 in the School of Nursing. Prerequisite(s): Permission of program coordinator. VARIABLE

Prerequisites

- Permission of program coordinator.

HADM 545 Healthcare Policy — 3 hours

Healthcare policy supports the delivery and financing of healthcare. This course reviews the policy analysis process, the push and pull of specific healthcare goals, the constraining effects of resource limitations, and the resulting healthcare system in the United States. Benefits and drawbacks associated with healthcare systems both within and outside of America will be considered. Lab Fee 05 (\$60). VARIABLE

HADM 552 Healthcare Marketing and Human Resources — 3 hours

The provision of healthcare within the United States includes features that are unique with respect to the marketing of healthcare services. Additionally, healthcare professionals operate within an environment that recognizes superior human resource knowledge and skills. This course addresses marketing for healthcare facilities, and human resource opportunities and realities that exist within the healthcare industry. Legal and cooperative relationships within the industry will be explored. VARIABLE

HADM 555 Communication and Professional Relationships — 3 hours

The healthcare industry typically involves many semi-autonomous groups coalescing around individual patients in order to provide services. The professionalism with which these groups are communicated and partnered, determines, in part, the quality of the rendered services and the operational health of the providing institution. This course explicitly identifies certain of the professional relationships which exist within healthcare and provides strategies for effectively meeting the needs of other professional groups, especially with respect to communication. VARIABLE

HADM 585 Contemporary Issues in Healthcare Administration — 3 hours

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

HADM 595 Independent Study — 3 hours

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

HADM 597 Healthcare Administration Research — 3 hours

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

HADM — Healthcare Administration

HADM 520 Operations Management and the Clinical Professional — 3 hours



UNIVERSITY REGISTRY



University Registry: Board of Trustees

Allan Machado

BOARD OF TRUSTEES

S. Jack McClarty

*Ron Smith, Chair

Nathan McKee

Scott McClure

Tim Bainum

Julio Narvaez

Barbara McKinney

Wendi Barber

Michael Owusu

Board Emeriti

Jeff Bromme

Calvin Preston

Ellsworth McKee

Bill McGhinnis

Murray Cooper

Sharon Robberson

Ken DeFoor

Brian Danese

Kenneth Rose

Franklin Farrow

Gary Rustad

Furman Fordham

Geoff Sewell

David Freedman

Ken Shaw

Steve Haley

Rahn Shaw

Ron Halvorsen

Sondra Shields

John Henson

Bob Vaughn

A. David Jiménez

Jennifer Wenzel

Orlando Lopez

Heidi Zinke

Leslie Louis

University Registry: University Administration

PRESIDENT

Ken Shaw, Ed.D. (2021) President

INFORMATION SYSTEMS

Gary Sewell, B.S. (2012) Associate Vice President, Information Technology

Herdy Moniyung, M.S. (1999) Director, Integration and Development

Derek Sherbondy, B.S. (2007) Associate Director, Infrastructure

Brandon Familia, (2023) Workstation Support Manager, Workstation Support

Randi Buhl, A.A. (2001) Network Analyst

Eli Courey, B.S. (2004) Network Analyst

Paul Irwin, B.S. (2011) Software Developer

Johan Jaeger, B.S. (2025) Software Developer

Ron Miller, B.S. (1995) Systems Administrator

Miguel Rivas, M.S. (2012) Software Developer

Tim Cwodzinski, M.B.A. (2007) Network Analyst

Ivan Vakal, B.A. (2025) Network Analyst

Michelle Younkin, M.B.A. (2016) Systems Analyst

INSTITUTIONAL RESEARCH AND PLANNING

Chris Hansen, Ph.D. (1996) Executive Director, Institutional Research and Planning

Michele McFarlane, M.S.I.S. (2011) Business Intelligence Analyst

ACADEMIC ADMINISTRATION

Robert Young, Ph.D. (2007) Senior Vice President, Academic Administration

Dionne Felix, Ph.D. (2018) Associate Vice President, Academic Administration and Dean of Student Success and Retention

Cheri Durst, M.S. (2013) Retention Services Coordinator

Cheryl Craven, M.S. (2010) Director, Christian Services

CENTER OF TEACHING EXCELLENCE AND THE INTEGRATION OF FAITH AND LEARNING

Robert Overstreet, Ph.D. (2019) Director, Center for Teaching Excellence and Biblical Foundations of Faith and Learning

GRADUATE AND PROFESSIONAL STUDIES

Corjena

Cheung, Ph.D. (2024) Associate Vice President, Academic Administration and Dean of Graduate Studies and Professional Studies

Rosa Mayr, M.B.A. (2022) Director, Graduate Marketing

Jordan Sayavongsa, M.B.A. (204) Director, Graduate Admissions and Academic Progress

LIBRARY

Deyse Bravo, M.L.S. (2011) Director, Library

Sonja Fordham, Ph.D. (2014) Director, Writing/Tutorial Center

Stanley Cottrell II, M.L.S. (2004) Technical Services Librarian

Bethany Howard, M.S. (2021) Public Services Librarian

Donald Martin, M.S.L.S. (2014) Digital Resources Librarian

Micaela Myers, B.S. (2022) Periodicals Librarian

Jessica Spears, M.Ed. (2013) Research Services Librarian

ONLINE CAMPUS

Gus Martin, Ph.D. (2019) Director, Academic Technology and Online Learning

Greg Merchant, B.S. (2012) Technology Manager

Deanna Walker, M.S. (2020) Course Development/Online Coach Manager

Jonathan Stover, B.S. (2023) Teaching Technology Specialist

RECORDS AND ADVISEMENT

Karon Powell, J.D. (2015) Director, Records and Advisement

Sharon Rogers, M.Ed. (1977) Assistant Director, Records and Advisement

Sandy Tucker, B.S. (1997) Assistant Director, Records and Advisement

Lisa Hess, B.S. (2010) Manager, Transcripts

Omar Mendez (2017) Data Analyst

Tami Wery, A.S. (2009) Manager, Registration

ADVANCEMENT

Ellen Hostetler, M.S. (2021) Vice President, Advancement

Robert Bovell, B.S. (2013) Director, Advancement

Sandra James, M.A. (2017) Associate Director, Community Events and Guest Lodging

Kathryn Stiles, B.S. (2025) Philanthropy Officer

Lucas Patterson, M.S. (2011) Associate Director, Strategic Partnerships

Sandra Delgado, B.S. (2019) Annual Giving Manager

ALUMNI RELATIONS

Cheryl Torres, B.A. (2022) Director, Alumni Relations

John Boone, B.S. (2022) Assistant Director, Alumni Relations

PLANNED GIVING

Kimberly Bobenhausen, B.A. (2017) Director, Planned Giving

WSMC FM90.5

Jeremy Francisco, M.S. (2023) Director, WSMC

Robby Raney, B.Mus. (2023) Program Manager

FINANCIAL ADMINISTRATION

Tom Verrill, M.S. (2008) Senior Vice President, Financial Administration

Steven Miller, M.B.A. (2023) Associate Vice President, Budgeting and Financial Analysis

Vincent Schober, B.A. (2025) Associate Vice President, Financial Administration

Justin Brooks, B.A. (2006) Director, Purchasing, QuickPrint and Mail Services

Justin Moore, B.S. (2022) Associate Vice President, Risk Management

Kimberly Mendoza, (2023) Assistant Director for Risk Management & Hiring Process

ACCOUNTING AND FINANCIAL SERVICES

David Huisman, B.S., C.P.A. (1993) Controller

Angela Teague, B.A. (2009) Senior Accountant

CAMPUS SAFETY

Kevin Penrod, B.S. (2007) Director, Campus Safety

Shawn Haas, B.S. (2013) Associate Director, Campus Safety

HUMAN RESOURCES

Amy Steele, A.S. (2005) Director, Human Resources

Aimee Montes de Oca, B.S. (2023) Payroll Manager

Sarah Shelburne, A.S. (2012) Projects and Benefits Manager

Allison Maitland, A.S. (2017) Senior H.R. Generalist, Human Resources

INDUSTRIES

Manager, Southern Shoppe

MARKETING AND UNIVERSITY RELATIONS

Ingrid Skantz, M.S.A. (1990)	Vice President, Marketing and University Relations
Janeil Hullquist, B.S. (2016)	Director, Marketing and University Relations
Becky Brooks, B.A. (2023)	Editorial Manager
Simon Sierra, B.S. (2025)	Manager, Website Development
Emily Harding, B.A. (2022)	Manager, Graphic Design
Kroania Huskins, B.S. (2021)	Manager, Website Development
Joseph Hyde, B.S. (2023)	Manager, Digital Engagement
Tina Smith, B.A. (2011)	Manager, Communications

SERVICES

Mark Antone, A.S. (1984)	Director, Landscape Services
Barry Becker (1993)	Director, Transportation Services
Dennis Clifford, B.S.EE (2016)	Director, Building Systems Plant Services
Bill Cruttenden (2011)	Director, Plant Maintenance and Construction
Laurie Worth, B.S. (2023)	Director, Food Services
Donnie Lighthall, B.S. (2000)	Director, Service
Fred Turner, B.ARCH. (1996)	Corporate Architect

ENROLLMENT MANAGEMENT

Jason Merryman, M.A. (2020)	Vice President, Enrollment Management
Ryan Harrell, M.S. (2012)	Manager, Website and Analytics
Ryan Herman, B.S. (2003)	Director, Enrollment Technology
Caleb Whitman, B.S. (2025)	Systems Specialist

ADMISSIONS

Stahl Comete, M.A. (2018)	Director, Admissions
Kayla Diaz, M.B.A. (2019)	Associate Director, Admissions
Brittany Underwood, M.B.A. (2024)	Transfer Admissions Counselor
Tyra Castle, B.S. (2022)	Admissions Counselor
Leticia Chaparro, M.A. (2022)	Admissions Counselor/Ministry Coordinator
Marco Swaisgood, B.S. (2024)	Campus Experience Manager
Emily Carvajal, B.S. (2023)	Admissions Counselor
Grace DuBois, M.S. (2024)	International Student Services Coordinator
Daniela Wright, B.S. (2024)	Admissions Counselor
Jessica Williams, M.A. (2018)	Senior Admissions Counselor
Brenda Garcia, M.S. (2024)	Admissions Counselor

STUDENT FINANCE

Paula Walters, B.S. (2005)	Director, Student Finance
Michael Rumsey, B.S. (2013)	Associate Director, Student Finance
Xenia Figueroa, B.B.A. (2015)	Assistant Director, Student Finance
Jana Dietsche, B.B.A. (2001)	Systems Manager
Ginger Cheney, B.S. (2004)	Collections and Operations Specialist
Elizabeth Helton, M.S.W. (2021)	Senior Finance Counselor
Daniel Johns, A.S. (2017)	Student Finance Counselor
Elias Martinez, B.S. (2017)	Senior Finance Counselor
Fred McClanahan, B.A./B.S. (2004)	Senior Prospective Student Finance Counselor
Erika Sanchez, B.S. (2022)	Student Finance Counselor
Lillian Loza, M.S. (2026)	Compliance & Reconciliation Coordinator

STUDENT DEVELOPMENT ADMINISTRATION

Dennis Negron, Ph.D. (1993)	Vice President, Student Development and Title IX Coordinator
Lisa Hall, M.A. (2004)	Dean of Students and Director of Residence Life
Alexis Grentz, B.S. (2023)	Director, Student Life and Activities

OFFICE OF MINISTRY AND MISSIONS

Joseph Khabbaz, Ph.D. (2019)	Vice President, Spiritual Life/Chaplain
Byard Parks, MDiv (2025)	Director, Student Missions
Anna Bennett, B.A. (2014)	Associate Chaplain
Manuel Gomez, MDiv (2024)	Associate Chaplain

RESIDENCE HALLS

Carl Patterson, M.A. (2004)	Associate Dean of Men
John Sager, B.A. (2001)	Associate Dean of Men
John Willis, B.S. (2012)	Associate Dean of Men
Kevin Pride, M.S. (2024)	Associate Dean of Men
Stephen Rogoers, M.S. (2025)	Associate Dean of Men
Chamra Anthony, M.A. (2007)	Associate Dean of Women
Donene Braithwaite, M.A. (2022)	Associate Dean of Women
Susan Pennington, B.S. (2012)	Associate Dean of Women
Sara Chase, M.Ed., (2026)	Associate Dean of Women
Mary Neri, M.A. (2023)	Associate Dean of Women
Irene Royo, B.A. (2014)	Assistant Dean, Non-traditional Housing
Lisa Patterson, B.A. (2014)	Administrative Dean

STUDENT SUCCESS CENTER

Amy Ortiz-Moretta, M.S. (2022)	Director, Student Success Center/Testing Services
Renita Moore, M.S. (2003)	First Year Experience Coordinator
Nova Munselle, M.A. (2021)	Career Services Coordinator
Daniel Olson, M.S. (2022)	Employer Relations & Internship Coordinator
Jahnli Ancheta, B.S. (2021)	Disability Services Coordinator
Brandon Grentz, M.S. (2021)	Counselor
Lisa Clouzet, DMin (2024)	Counselor
Loni Romero, M.S. (2021)	Counselor
	Counselor & QEP Coordinator

CHURCH PASTORS

Ron Halvorsen (2023)	Senior Pastor
Orlando Hernandez, Jr	Group Life
Jay Cole, B.S. (2017)	Church Administrator
Kircio Mota, M.Div. (2019)	Youth Pastor
Carole Verrill, M.A. (2008)	Children's Ministries/Worship Coordinator

FACULTY/STAFF EMERITI

Bruce Ashton, D.M.A., Professor Emeritus of Music
John Beckett, D.B.A., Professor Emeritus of Computing
Robert Benge, Ph.D., Professor Emeritus of Health and Kinesiology
Peggy Bennett, M.S.L.S., Associate Professor Emerita of Library Science
Gordon Bietz, D.Min., President, Emeritus
Krystal Bishop, Ed.D., Professor Emeritus of Education
Mary Elam, M.A., Associate Vice President Emerita of Academic Administration
Richard Erickson, M.B.A., Professor Emeritus of Business
Loranne Grace, M.S.L.S., Associate Professor Emerita of Library Science
Leona Gulley, Ed.D., Professor Emerita of Psychology
Carole Haynes, Ed.D., Professor Emerita of Education
Shirley Howard, M.S., Associate Professor Emerita of Nursing
Barbara James, D.S.N., Professor Emerita of Nursing
Henry Kuhlman, Ph.D., Professor Emeritus of Physics
Jud Lake, Th.D., Professor Emeritus of Religion

Ed Lamb, M.S.S.W., Professor Emeritus of Social Work and Family Studies

Katie Lamb, Ph.D., Associate Vice President Emerita of Academic Administration

Callie McArthur, M.S.N, Professor Emerita of Nursing

Braam Oberholster, D.B.A., Professor Emeritus of Business

Louesa Peters, B.A., Associate Treasurer Emerita

Art Richert, Ph.D., Professor Emeritus of Mathematics

Philip G. Samaan, D.Min., Professor Emeritus of Religion

Richard Schwarz, M.S., Associate Professor Emeritus of Health and Kinesiology

David Smith, Ph.D., President Emeritus

Shirley Spears, M.S., Associate Professor Emerita of Nursing

Carleton Swafford, Ph.D., Graduate Dean Emeritus

Dale Walters, M.S. Professor Emeritus of Applied Technology

Thelma Wearner, M.A., Associate Professor Emerita of Home Economics

Jon Wentworth, M.Tx., Professor of Emeritus of Business

Bill Wohlers, Ph.D., Vice President Emeritus of Student Development

Joni Zier, M.S.Ed., Director of Records and Advisement Emerita

University Registry: Instructional Faculty

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

Michelle Adams-M.Ed., Assistant Professor of Education, Psychology, and Counseling
B.S. and M.Ed., Southern Adventist University. (2023)

Scot Anderson-Ph.D., Dean and Professor of Computing
B.S., Southwestern Adventist University; M.S. and Ph.D., University of Nebraska, Lincoln. (2007)

Evie Nogales Baker-M.S.W., Associate Professor of Social Work
B.A., Southern Adventist University; M.S.W., University of Tennessee, Knoxville. (2005)

Stephen Bauer-Ph.D., Professor of Religion
B.A., Atlantic Union College; M.Div. and Ph.D., Andrews University. (1999)

Lunelle Bertresse-M.S.W., Assistant Professor of Social Work
B.S.W. and M.S.W., Southern Adventist University. (2019)

Gary Bradley, Jr.,-Ph.D., Professor of Education
B.A., Southern Adventist University; M.A.Ed., Western Carolina University; Ph.D., Andrews University. (2018)

Jill Buchholz-D.N.P., Professor of Nursing
B.S.N. and M.S.N., Indiana University School of Nursing; D.N.P., Indiana Wesleyan University. (2016)

Judith Dedeker-D.N.P., Professor of Nursing
B.S., M.S.N., and D.N.P., Southern Adventist University. (2006)

Hyunsok (John) Doh-Ph.D., Professor of Religion
B.A. and M.A., Sahmyook University; Ph.D., Andrews University (2018)

Candy Dolcy-M.S.W., Assistant Professor of Social Work
B.S. and M.S.W., Florida A&M University. (2021)

Jennifer Fisher-M.S.N., Associate Professor of Nursing
B.S.N., Andrews University; M.S.N. Frontier School of Midwifery and Family Nursing. (2019)

Ileanna Freeman-Ph.D., Professor of Counseling
B.A. and M.A., Andrews University; Ph.D., Ball State University. (2005)

Sunia Fukofuka-Ph.D., Professor of Business
B.A., Pacific Adventist University; M.B.A. and Ph.D., Adventist International Institute of Advanced Studies. (2017)

Holly Gadd-Ph.D., Dean and Professor of Nursing
B.S., Andrews University; M.S., Loma Linda University; F.N.P., Midwestern State University Ph.D., Texas Woman's University. (2000)

Eliezer A. Graterol-Ph.D., D.Min., Professor of Religion
B.A., Venezuelan Adventist University; M.A., Fuller Theological Seminary; M.Div. and D.Min., Andrews University; Ph.D., Midwestern Baptist Theological Seminary. (2018)

Stephanie Guster-M.S.W.-Associate Professor of Social Work
B.S., Andrews University; M.S.W., Ohio State University. (2016)

Tyson Hall, Ph.D., Associate Vice President, Academic Administration and Dean of Graduate Studies and Professional Studies
B.S.CmpE., M.S.E.C.E., and Ph.D., Georgia Institute of Technology. (2005)

Richard Halterman-Ph.D., Professor of Computing
B.S., Florida Southern College; M.S., Florida Atlantic University; Ph.D., University of Tennessee, Knoxville. (1987)

David Hartman-D.Min., Professor of Religion
B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2018)

Michael G. Hasel-Ph.D., Professor of Religion, Director, Institute of Archaeology
B.A. and M.A., Andrews University; M.A. and Ph.D., University of Arizona. (1998)

Esteban Hidalgo-Ph.D., Assistant Professor of Religion
B.A., Antillean Adventist University; M.Div., Andrews University; Ph.D., Asbury Theological Seminary. (2024)

LaShawn Horton-Ph.D., Professor of Nursing
B.S.N., Georgia Regents University; M.S.N., California State University; Ph.D., Oregon Health and Science University. (2014)

Jaclynn Huse-Ph.D., Professor of Nursing
B.S.N. and M.S.N., Southern Adventist University; Ph.D., University of Northern Colorado. (2020)

Mark Hyder-J.D., Professor of Business
B.S., Southern Adventist University; M.S., University of Maryland University College; J.D., Emory University. (2013)

Jasmine Johnson - Ed.D., Associate Professor of Education, M.A.T. Director
B.A., M.B.A., Columbia Union College; M.A.T., Liberty University; Ed.S., Ed.D., William Carey University. (2022)

Greg A. King-Ph.D., Dean and Professor of Religion
B.A., Southern Adventist University; M.Div., Andrews University; Ph.D., Union Theological Seminary. (2004)

Antonio Lazcano-M.S.N., Associate Professor of Nursing
A.S., Miami-Dade College; B.S.N., University of Tennessee at Chattanooga; M.S.N., Southern Adventist University. (2019)

Michael Murdoch-Ph.D., Professor of Education
B.S. Southern Adventist University; M.S., Loma Linda University; Ph.D., Andrews University. (2018)

Reuben Mwangi-Ph.D., Associate Professor of Education, Psychology, and Counseling
B.A., University of Eastern Africa; MDiv and M.A., Andrews University; Ph.D., Western Michigan University. (2025)

Tami Navalon-Ph.D., Assistant Professor Counseling
B.S., Atlantic Union College; M.A. and Ph.D., Andrews University. (2017)

Nina Nelson-Ph.D., Associate Professor of Social Work
B.S.W. and M.S.W., University of the West Indies, Jamaica; Ph.D., University of South Carolina. (2016)

Robert Ordóñez-M.S., Associate Professor of Computing
B.A. and B.S., Southern Adventist University; M.S., Andrews University. (2013)

Robert Overstreet-Ph.D., Director and Associate Professor of the Center for Teaching Excellence and Biblical Foundations of Faith and Learning
B.S., Southern Adventist University; M.A., University of Tennessee at Chattanooga; Ph.D., Andrews University. (2019)

Tammy Overstreet-Ph.D., Dean and Professor of Education and Psychology
B.S., Southern Adventist University; M.Ed., Walden University; Ph.D., Andrews University. (2015)

Alan Parker-D.Th., Professor of Religion
B.A., Andrews University; M.Th. and D.Th., Stellenbosch University. (2007)

Linda Peoples-Ph.D., Professor of Nursing
B.S. and M.Ed., University of Tennessee at Chattanooga; M.S.N., Southern Adventist University; Ph.D., University of Tennessee, Knoxville. (2017)

Laura Racovita-Ph.D., Dean and Professor of Social Work
B.A., B.S.W., and M.S.W. Andrews University; Ph.D., Capella University. (2013)

Corneliu Rusu-Ph.D., Professor of Social Work
B.A., SDA Theological Institute, Bucharest, Romania; M.A., Newbold College; M.S.W., Andrews University; Ph.D., Pacifica Graduate Institute. (2009)

Stephanie Sheehan-Ph.D., Dean and Associate Professor of Business and Chair of Applied Technology
B.S., Kennesaw State University; M.A., Southern Adventist University; Ph.D., Regent University. (2005)

Matthew W. Tolbert-Ph.D., Professor of Education, Psychology, and Counseling
B.A. and M.S., Southern Adventist University; Ph.D., University of Tennessee at Chattanooga (2017)

Barry J. Tryon-Ph.D., Professor of Religion
B.A., Southern Adventist University; M.Div., D.Min. and Ph.D., Andrews University. (2011)

Lilly Tryon-D.N.P., Professor of Nursing
B.S.N. and M.S.N., Drexel University; D.N.P., Southern Adventist University. (2013)

Edelweiss von Maack-M.S.N., Assistant Professor of Nursing
B.S., Southern Adventist University; M.S.N. University of Maryland, Baltimore. (2024)

Kristie Wilder-J.D., Professor of Social Work
B.S.W., Southern Adventist University; M.S.W., University of Tennessee, Knoxville; J.D., Nashville School of Law. (2011)

Tron Wilder-Ph.D., Professor of Psychology
B.A., Southern Adventist University; Ed.S., University of Tennessee at Chattanooga; Ph.D., Tennessee State University. (2013)

Adjunct Faculty

Donovan Williams-Ph.D., Adjunct Professor of Business

B.S., U.S. Naval Academy; M.S., University of Auburn-Montgomery; Ph.D., Capella University.

Judy Anderson-Ph.D., Adjunct Professor of Education

B.A.; M.A.; Ph.D., Andrews University.

Randall Burks-J.D., Ph.D., Adjunct Professor of Education

B.A., Southern Adventist University; M.Ed., Florida Atlantic University; J.D., Nova Southeastern University; Ph.D., University of Nebraska-Lincoln.

Tina Camba-J.D., Adjunct Professor of Business

B.A., University of California-Berkeley; M.P.P., Vanderbilt University; J.D., University of San Francisco School of Law.

Carol Campbell-Ph.D., Vice President for Education, Southwestern Union Conference and Adjunct Professor of Education

B.S., Walla Walla University; M.Ed., Texas Christina University; Ph.D., University of North Texas.

Mark Finley-D.D., Editor-at-Large, Adventist Review; Assistant to the President, General Conference of Seventh-day Adventists

B.A., Atlantic Union College; M.A., Andrews University; D.D., Southwestern Adventist University.

Jennifer Gray-M.S.W., Adjunct Professor in Social Work

B.S., Tennessee Wesleyan College; M.S.W. Southern Adventist University.

Steven Kuhlman-D.B.A., Adjunct Professor of Business

B.S., Loma Linda University; M.S., University of Oklahoma; M.B.A., Southern Adventist University; D.B.A., North Central University.

Nathan Helweg-Ph.D., Adjunct Professor of Outdoor Education

B.S., Bowling Green State University; M.S.Ed., Southern Adventist University; Ph.D., Gonzaga University

Douglas Jacobs-D.Min., Adjunct Professor of Religion

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University.

Jean Lomino-Ph.D., Adjunct Professor of Outdoor Education

B.S., Southern Adventist University; M.A., LaSierra University; Ph.D., Andrews University.

Candida R. Madrigal-Ph.D., Adjunct Professor in Social Work

B.A., West Chester University; M.S.W., California State University; Ph.D. University of Texas; Universidad Autónoma de Nuevo Lenón.

Carlos G. Martin-Ph.D., Professor of Religion

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

Harold Mayer-Ph.D., Professor of Physical Education, Health and Wellness

B.S., Pacific Union College; M.P.H., Loma Linda University; Ph.D., Walden University.

John Nunes-Ph.D., Adjunct Professor of Business

B.S. and M.S.N., Andrews University; D.S.N., University of Alabama.

Michael Osborne-M.D., Adjunct Professor of Counseling

B.A., Walla Walla University; M.D., Loma Linda University.

Kimberly Pichot-D.M., Adjunct Professor of Business

B.A., Pacific Union College; M.B.A., Middlebury Institute of International Studies; D.M., Colorado Technical University.

Edwin Reynolds-Ph.D., Research Professor of Religion

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

MaryAnn C. Roberts-D.S.N., Adjunct Professor of Nursing

B.S. and M.S.N., Andrews University; D.S.N., University of Alabama.

Philip G. Samaan-D.Min., Professor of Religion

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

William Saunders-Ed.S., Adjunct Professor of Counseling

B.A., Walla Walla College; M.A. and Ed.S., Loma Linda University

Carleton L. Swafford-Ph.D., Adjunct Professor of Outdoor Education

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

Rose Thomas-Ph.D., Adjunct Professor of Education

A.S., Hillsborough Community College; B.A., University of South Florida; Ph.D., Andrews University.

Jim Wampler-Psy.D., Director, Student Success Center/Counseling & Testing

B.A., Southern Adventist University; M.A. Andrews University; Ed.S., University of Arkansas; Psy.D., Southern California University for Professional Studies.

Denise White-Ed.D., Adjunct Professor of Education

B.S., Union College; M.A., Loma Linda University; Ed.S., LaSierra University; Ed.D., La Sierra University.

Document Graduate-Catalog-2026-2027.pdf
Revision No 202606222330
Generated Mon Jun 22, 2026, 11:30 pm
App Version Academic Catalog v.20260622