

# **Southwestern Adventist University**

## **The Graduate Bulletin 2012-2013**

**Volume 119**

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# Academic Calendar 2012-2013

## Fall Semester, 2012

August	15 Wednesday	ESL Begins
	19-20 Sun-Mon	Registration
	21 Tuesday	Instruction Begins, Late Registration Begins
	27 Monday	Last Day to Register or Add a Class
September	28 Tuesday	International Student Orientation
	5 Wednesday	Last Day to Withdraw from a Class without receiving a "W"
	5 Wednesday	Enrollment Census
October	11 Thursday	Mid-Semester
	12 Friday	Fall Holiday
	19 Friday	Deadline for removal of SU'12 Incompletes
	30 Tuesday	Last Day to Withdraw from a Class
November	5 Monday	Spring 2013 Registration Begins
	5-16 2 weeks	Advisement
	19 Monday	Thanksgiving Break Begins
December	26 Monday	Instruction Resumes
	9-14 Sun-Wed	Examinations
	12 Wednesday	Christmas Vacation begins-11:30am
	12 Wednesday	ESL Completion
	13 Thursday	Commencement

## Spring Semester, 2013

January	6 Sunday	Registration
	7 Monday	ESL Begins
	7 Monday	Instruction Begins, Late Registration Begins
	11 Friday	Last Day to Register or Add a Class
	15 Tuesday	International Student Orientation
	21 Monday	School Holiday, Martin Luther King Birthday
	22 Tuesday	Last Day to Withdraw from a Class without receiving a "W"
	22 Tuesday	Enrollment Census

## Academic Calendar 2012-2013

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February	15 Friday	Deadline for removal of FA'12 Incompletes
March	27 Wednesday	Mid-Semester
	8 Friday	Spring Break Begins
	18 Monday	Instruction resumes
	25 Monday	Summer Registration Begins
April	28 Thursday	Last Day to Withdraw from a Class
	1 Monday	Fall 2013 Registration Begins
	1-12 2 weeks	Advisement
	28-May 1 Sun-Wed	Examinations
May	1 Wednesday	ESL Completion
	3 Friday	Senior Consecration
	4 Saturday	Baccalaureate
	5 Sunday	Commencement

### Summer Semester May 5 - August 16, 2013

#### Graduate - MBA (Sundays)

1st	May 5, 12, 19, 26, June 2
2nd	June 9, 16, 23, 30, July 7
3rd	July 14, 21, 28, Aug 4, 11

#### Graduate - MEd

May 5-August 16  
on campus June 3-28

#### ADP/Distance Ed Semester

May 5-August 16



# Mission, Purpose, and Goals

## Mission Statement

The mission of Southwestern Adventist University is to offer quality higher education in a Christ-centered environment shaped by Seventh-day Adventist and Christian values.

## Our Vision

Southwestern Adventist University is to be a leader in Seventh-day Adventist higher education, and make significant contributions to religiously affiliated education in general.

## Our Values

1. We believe that God is the ultimate source of meaning.
2. We affirm the Seventh-day Adventist tradition of service.
3. We are committed to the harmonious development of body, mind, and spirit.
4. We are committed to educating free citizens, men and women of integrity, who value learning and inquiry.
5. We are committed to the liberal arts tradition, which educates for life, not merely vocation.

## Brief History

Southwestern Adventist University was founded in 1893 as Keene Industrial Academy. Junior College level work was first offered in 1916 and the name was changed to Southwestern Junior College. In anticipation of offering baccalaureate work, the name was changed to Southwestern Union College in 1963. The first bachelor level classes were offered in 1967. In 1977, the college was renamed Southwestern Adventist College, reflecting its denominational affiliation. Graduate level work was begun in 1987; nine years later the institution changed its name to Southwestern Adventist University. The University has been accredited by the Southern Association of Colleges and Schools since 1958; first as a Level I institution (associate degrees), then in 1970 as a Level II institution (baccalaureate degrees), and since 1989 as a Level III institution (graduate degrees).

## Pertinent Descriptive Information

The University is a co-educational institution of higher learning. It was established and is operated by the Seventh-day Adventist Church and is essential to the fulfillment of the teaching ministry of the church.

## Essential Beliefs

The institution is committed to Christian teachings and values as understood by the Seventh-day Adventist Church. God is perceived as the Creator and ultimate source of knowledge and meaning. True education is defined as the harmonious development of the intellectual, spiritual, social, and physical aspects of human nature.

## Geographical Region, Type of Students and Faculty

The University serves primarily the needs of the Seventh-day Adventist members in the five states of Arkansas, Louisiana, New Mexico, Oklahoma and Texas. The University welcomes

## Mission, Purpose, and Goals

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students from all regions and geographical areas, as well as from diverse ethnic, social, and cultural backgrounds.

To achieve its purpose effectively, the University recruits and retains well-qualified teachers, who are dedicated to teaching and advising and who are willing to spend time with students both in and out of the classroom. The University encourages research and scholarly endeavors on the part of its faculty.

### Major Institutional Function

The University provides a challenging environment conducive to the total development of the student, thus contributing to the realization of each individual's potential. The administrative departments of the University provide the infrastructure needed for the institution to fulfill its educational purposes.

The University's undergraduate curriculum consists of programs in the liberal arts and sciences, with a number of professional curricula. A general education component brings balance to the academic and professional programs, enriching the intellectual and cultural experiences of the student beyond the limits set by the specific major. The graduate curriculum includes master's degrees in business and education.

### Attitudes and Ideals

The University broadens the student's intellect, strengthens the spiritual dimension, contributes to social growth, fosters attitudes and practices of healthful living, develops a wholesome respect for the dignity of labor, and instills a sense of selfless service.

### Institutional Goals

The University has the following goals:

1. Strengthen the student's relationship with Jesus Christ
2. Provide an environment conducive to learning
3. Provide the infrastructure to fulfill our educational purpose
4. Focus on quality curricular programs in undergraduate education
5. Provide a general education component that brings enrichment and balance to all academic and professional programs
6. Provide quality graduate education at the master's level
7. Provide quality distance-learning
8. Provide administrative support services
9. Provide educational support services
10. Operate in a fiscally responsible manner

### Student Outcomes

The University graduate:

1. Have knowledge in the humanities/fine arts, social/behavioral sciences, natural sciences and mathematics.
2. Be able to communicate effectively through the spoken word, the written word, and the use of other abstract symbol systems.
3. Be able to think critically and solve problems.
4. Possess the attributes of growth: ability, tolerance, self-reliance, compassion, and a love of learning.
5. Have a commitment to high moral and ethical standards.
6. Have knowledge of Seventh-day Adventist values and beliefs.
7. Possess leadership skills and a commitment to service.
8. Possess the knowledge, skills, and personal attributes to function effectively in the workplace.
9. Possess cultural sensitivity and a global perspective.

### Accreditation and Non-Discrimination Policy

Southwestern Adventist University is accredited by the commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award: Associate, Bachelor's, and Master's degrees.

In addition, the University is currently accredited by the following accrediting bodies:

- Adventist Accrediting Association of SDA Schools, Colleges, and Universities
- International Assembly for Collegiate Business Education
- Texas Education Agency
- Texas Board of Nursing
- Commission on Collegiate Nursing Education

The University is a member of the following:

- Council for Higher Education Accreditation
- National Association of Independent Colleges and Universities
- Independent Colleges and Universities of Texas
- Association of Texas Colleges and Universities
- Hispanic Association of Colleges and Universities

Southwestern Adventist University does not discriminate on the basis of gender, religion, disability, race or ethnic origin. The president of the University is responsible for compliance. The University President is responsible for compliance. The University believes the interpretation and implementation of all government laws and regulations are subject to constitutional guarantees against unreasonable entanglement with or infringement on the religious teachings and practices of the Seventh-day Adventist Church. Any regulation or change in regulation adopted by the Board of Trustees or the faculty at any time shall have equal authority as the regulations printed in this bulletin or the student handbook. Each student is responsible for knowing and observing the regulations of the University and is

## **Mission, Purpose, and Goals**

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responsible for fulfilling the requirements for his or her degree as defined by the University bulletin.

# Admission

## Admission Requirements and Procedures

The University offers graduate programs in business, education and counseling. Students are accepted for admission in fall, spring, and summer semesters. All application materials must be received two weeks prior to the beginning of a semester for an admission decision to be made.

The Graduate Council has the responsibility for admission to the graduate programs of the University.

Students are advised that admissions to graduate study is contingent upon the integrity of the information submitted to the University and contained in the application file.

Discovery of false information subsequent to the offer of admission is, at the University's discretion, grounds for withdrawal of the offer of admission or for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

## Master of Arts in Counseling (MA)

Students applying for graduate admission to the Master of Arts in Counseling program must submit the following documents to the Office of Admissions and Records.

1. A formal application for admission to graduate studies.
2. Official transcripts of all undergraduate college or university course work.
3. Official GRE test results taken within five years prior to application.
4. Written recommendations from two individuals knowing the applicant's professional ability, personal character, and intellectual promise for pursuing successful graduate study.

Students applying for graduate admission to the Master of Arts in Counseling program must also apply to the Department of Education and Psychology. The following materials must be submitted to the department:

1. A formal departmental application to graduate studies in counseling.
2. Appropriate documentation for a certified background check.
3. A personal statement.

The department will also interview the applicant.

## Admission to Regular Graduate Standing

An applicant will be accepted in good and regular standing to the MA in Counseling program if he or she meets the following criteria:

1. A bachelor's degree from a regionally accredited institution in the United States or a comparable degree from a foreign academic institution. Acceptable areas of study for admission to the MA in Counseling include psychology, education, social work, criminal justice, or other behavioral science.
2. A formula score of 590 or higher. The formula is as follows:
  - Undergraduate cumulative grade point average x 100 + a combined score on the GRE verbal and quantitative sections.

## Admission

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3. Acceptable written recommendations.
4. Meet the English proficiency requirements for admission to the University.
5. Department of Education and Psychology recommendation based on the personal statement, interview, and background check.

### Master of Business Administration (MBA)

Students applying for graduate admission to the Master of Business Administration program must submit the following materials to the Office of Admissions and Records:

1. A formal application for admission to graduate studies.
2. Official transcripts of all undergraduate college or university course work including evidence of the completion of a baccalaureate degree at a regionally accredited institution.
3. Official GMAT test results taken within five years prior to application.
4. Written recommendations from two individuals knowing the applicant's professional ability, personal character, and intellectual promise for pursuing successful graduate study.

### Admission to Regular Graduate Standing

An applicant will be accepted in good and regular standing to the MBA program if he or she meets the following criteria:

1. A formula score of 950 or higher. The formula is as follows:
  - Undergraduate cumulative grade point average X 200 + GMAT score.
2. Acceptable written recommendations.
3. Satisfactory completion of prerequisite courses as specified by the business faculty.
4. Meet the English proficiency requirements for admission to the University.

### Master of Education (MEd)

Students applying for graduate admission to the Master of Education program must submit the following materials to the Office of Admissions and Records:

1. A formal application for admission to graduate studies.
2. Official transcripts of all undergraduate college or university course work.
3. Official GRE test results taken within five years prior to application.
4. Written recommendations from two individuals knowing the applicant's professional ability, personal character, and intellectual promise for pursuing successful graduate study.

### Admission to Regular Graduate Standing

An applicant will be accepted in good and regular standing to the MEd program if he or she meets the following criteria:

1. A bachelor's degree from a regionally accredited institution in the United States or a comparable degree from a foreign academic institution. Acceptable areas of study for admission to the MEd include education, school guidance, or at least 20 semester hours in education.
2. An undergraduate grade point average of at least 3.00 on a 4.00 scale on all prior college course work.
3. A formula score of 590 or higher. The formula is as follows:
  - Undergraduate cumulative grade point average x 100 + a combined score on the GRE verbal and quantitative sections.

4. Acceptable written recommendations.
5. Meet the English proficiency requirements for admission to the University.

## **Other Graduate Admission Categories**

### **Admission to Conditional Graduate Standing**

An applicant to the MBA, MEd, or MA graduate program who does not meet the criteria specified for regular standing may be considered for admission by the Graduate Council. These conditions will be specified in the student's letter of acceptance and may include prerequisite undergraduate course work, limited course load, English as a Second Language courses, or other academic conditions. At the time conditional acceptance is given, a plan and deadline for a change to regular standing is included with the acceptance letter.

Graduate applicants may be granted a conditional acceptance for one semester in order for official transcripts to be received.

International students unable to take the GMAT prior to beginning graduate study in the United States may be granted a conditional acceptance for one semester in order to take the GMAT preparation workshop provided by the graduate business program and to take the GMAT.

### **Admission of Non-Degree Students**

Special permission to register is extended to students wishing to take graduate classes at the University for personal or professional benefit. Evidence must be provided that the student has the capacity to successfully undertake graduate course work. Non-degree students desiring to change to degree status must apply and meet all regular admission requirements. A maximum of 12 credit hours taken as a non-degree student may be applied to a graduate program.

### **Undergraduate Students**

Undergraduate business majors enrolled at the University may receive special permission to register for graduate classes during the last semester prior to graduation. Academic credit earned in this manner may count towards either an undergraduate degree or a graduate degree, but not both.





# International (F-1) Students

## Admission of International Students

All international graduate applicants must meet one of the following English proficiency criteria:

1. Achieve a minimum score of 550 on the written TOEFL, or a score of 213 on the computer TOEFL, or a score of 79 on the internet test. TOEFL is the Test of English as a Foreign Language and the University school code is 6671.
2. Achieve a minimum score of 80 on the Michigan English Language Assessment Battery.

## I-20 Transfer from Another School to Southwestern

International students must be academically accepted to Southwestern and request a SEVIS transfer from their previous school in order to have their I-20 transferred. They must also submit the required forms necessary to obtain an I-20. See the international student advisor for more information.

## Requirements for Southwestern Adventist University I-20

After academic acceptance has been granted (see admissions), international students must meet the following requirements to obtain I-20 and I-901 forms necessary for issuance of a student visa for entry into the U.S and enrollment at Southwestern Adventist University:

- Submit a certificate of finance form and documentation to prove financial ability to meet tuition, lodging, food, fees, medical insurance, and personal expenses.
- Submit a prepayment of \$6,500. ESL students submit \$5,500.
- Submit \$1,000 international student deposit, \$200 goes directly to immigration to pay the SEVIS fee for your I-901. \$100 reserves a dormitory room if living on campus. The remaining deposit is held in reserve and is returned after graduation or withdrawal if the student account has been paid in full. If an applicant does not register, all funds will be returned except for a \$100 processing fee, the \$200 SEVIS fee, and the \$100 room deposit.
- Submit a legible copy of a current passport showing legal name.

International students should not leave their country without a letter of acceptance, a valid visa and an I-20 issued by the University.

## I-20 Transfer to Another School

International students may transfer to another school before initial enrollment at Southwestern. The student must see the international student advisor to have their I-20 transferred.

## Concurrent Enrollment

International students on an I-20 visa may be granted concurrent enrollment with another school with approval from the international student advisor.

## **International (F-1) Students**

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### **Other International Enrollment**

F-2, B-1, or B-2 visa holders may enroll for a maximum of one class of up to four hours per semester. These students are not allowed to work on campus. Immigrants with an R-1 or R-2 visa can enroll full-time, but are not allowed to work on campus.

### **Immigration Reporting**

As required by U.S. law, the U.S. government must be notified, through the Student & Exchange Visitor System (SEVIS) when an I-20 is issued, when an international student enrolls or does not enroll for classes or withdraws from the university or falls below a full load of classes or changes his/her address. It is imperative that international students notify the international student advisor in advance of any changes.

### **Finances**

International students are expected to have sufficient funding (as listed on I-20 with sponsorship and/or personal funding) to cover tuition, food, lodging, books, fees, insurance, and personal expenses. Unfortunately, the U.S. government does not give loans or grants to international students. However, you may qualify for scholarships based on GMAT or GRE scores. You may also work on campus for a maximum of 20 hours per week while school is in session and 40 hours per week during school vacations.

### **Medical Insurance**

Immigration requires that all international students have twelve month coverage while in the U.S. All international students must purchase major medical insurance coverage from Southwestern at registration. Do not purchase a medical insurance policy in your home country. If already insured through the SDA system, the international student must provide documentation of equivalent insurance coverage. No refunds will be made after the second week of classes.

### **Arrival on Campus**

When international students arrive on campus, they should take their passport, visa, I-20, and I-94 card to the international student services office so that copies can be made for their file. Students must also attend the international student orientation which is held the second week of the semester. Students who do not attend the session will be required to attend a makeup session. All international students are held responsible for the information contained in the international student handbook.

# Finances

This section of the bulletin contains information directly related to graduate students, but does not contain an extensive description of all Southwestern Adventist University student finance policies. For further information or clarification, please refer to Southwestern's undergraduate bulletin.

## Graduate Tuition

\$725 per credit hour. Tuition includes classroom instruction, cap and gown for graduation, diploma, and use of the following: library, PC laboratories, science laboratories, gymnasium, and student center.

## Fees

A technology fee of \$100 per semester is required of all students.

## Residence Hall & Meal Plan Packages

	Semester	Year
Residence Hall	\$1,710	\$3,420

Our Residence Hall Package includes:

1. A room in one of the residence halls beginning Sunday of the week classes begin
2. Meals at the cafeteria
3. Local telephone service

## Meal Plans

Students who reside in the residence hall are required to select a meal plan offered through the cafeteria.

	Semester	Year
7-Day Plan (7 days per week + \$300 Rusty Bucket Café)	\$1,900	\$3,800
7-Day Plan (No Rusty Bucket Café)	\$1,806	\$3,612
5-Day Plan (5 days per week + \$200 Rusty Bucket Café)	\$1,710	\$3,420
5-Day Plan (No Rusty Bucket Café)	\$1,615	\$3,230

The Rusty Bucket Café offers a variety of hot meals and made to order sandwiches as well as breakfast items, smoothies, snacks and beverages. It is open to all students and the community.

Please note these guidelines before choosing a meal plan:

- A processing fee will be assessed for any changes to meal plans after the close of registration.
- Refunds are on a pro-rata basis only when withdrawing from school or moving from residence hall.
- Meal plans may not be shared with other students or guests.

## Residence Hall Deposit

To reserve a room, students are required to pay a general deposit of \$100 to the respective residence hall. The deposit will be held until the student graduates, moves out of the residence hall, or withdraws from the university. The deposit is refundable on condition that the checkout

## Finances

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procedure of the residence hall is followed (see Residence Hall Handbook). Should a student cancel an application for admission before August 7, the deposit will be refunded.

### Private Room Fee

Private room fees are an additional \$855 per semester subject to space availability, dean approval, and financial clearance.

### Summer Residence Hall and Cafeteria Fees

Residence halls charge a weekly rate and the cafeteria charges for each meal.

### Other Expenses

#### Books

Books and class supplies will cost approximately \$600 per semester. Students must pay cash for books unless their financial aid or other resources cover more than 60% (the required registration fee) of their semester charges at registration.

#### Graduation Dues

Graduation class dues are a mandatory non-refundable fee voted by the senior class each year to cover expenses such as class gift, announcements, and miscellaneous class activities. When a student returns to obtain an additional degree and graduation dues were paid as an initial Southwestern graduate, only half of the dues will be required for each subsequent graduation class. After the senior class organizational meeting, graduation dues are charged to student accounts in the fall for December graduation and in the spring for May graduation.

#### Insurance

Medical insurance is required for all students registered for 6 or more credit hours. Medical insurance can be purchased at registration for approximately \$870 per academic year if the student is not covered by another plan. No refunds will be made after the second week of classes.

Medical insurance coverage for International students will be charged at approximately \$870 per academic year. (This is the Department of Homeland Security required twelve-month coverage.) No refund will be made after the second week of classes.

#### Payment Plans

Southwestern offers three payment plans for fall and spring semesters to help students manage their university expenses. Classes taken during the summer require full payment at the time of registration for each module.

#### Plan I - Cash

When the total charges for a semester are paid on registration day, a discount of 3% is given on the cash paid for tuition, room, and board. (Before this discount is calculated, all scholarships, loans, grants, awards, other discounts, and university aid funds are subtracted.) Students using this plan must bring with them at registration time the full amount of the package plan, plus miscellaneous charges such as music lessons and private room fee. A cash discount is not given on post-baccalaureate undergrad classes, Distance Learning, or other discounted programs. This discount does not apply to payments made by credit or debit card.

**Plan II - Five-payment Semester Agreement**

This plan is a five-payment contract with the University. The first payment, is 60% of semester charges, and financial aid can be applied toward this requirement. The remaining balance will be divided equally over four payments due the 10th of each month, as follows:

**Fall Semester**

July 15	First payment, minimum of 60% of semester charges
August 10	Second payment
September 10	Third payment
October 10	Fourth payment
November 10	Final payment

Students must go to their university portal in July to choose this payment option at [www.swau.edu](http://www.swau.edu).

**Spring Semester**

December 15	First payment, minimum of 60% of semester charges
January 10	Second payment
February 10	Third payment
March 10	Fourth payment
April 10	Final payment

Students must go to their university portal in December to choose this payment option at [www.swau.edu](http://www.swau.edu).

**Plan III - Four-payment Semester Agreement**

This plan is a four payment contract with the University. A minimum of 60% will be paid at the time of registration, with financial aid as a part of that payment. The remaining balance will be divided into three payments due on the 10th of each month, as follows:

**Fall Semester**

At Registration	First payment, minimum of 60% of semester charges
October 10	Second payment
November 10	Third payment
December 10	Final payment, which is the remaining balance owed.

**Spring Semester**

At Registration	First payment, minimum of 60% of semester charges
February 10	Second payment
March 10	Third payment
April 10	Final payment, which is the remaining balance owed.

### Refunds - Institutional

Tuition charges for students dropping classes will continue until the drop voucher is filed at the Records Office. Room and board charges will continue until the student's personal belongings have been removed from the residence hall and clearance has been filed with the residence hall dean.

Refunds to students dropping all, or some, classes will be prorated on a weekly basis as shown in the chart below. Room and board refunds are prorated on a daily basis.

<b>Week</b>	<b>Refund % Tuition</b>
Registration Week	100%
Second Week	84%
Third Week	72%
Fourth Week	60%
Fifth Week	48%
Sixth Week	36%
Seventh Week	24%
Eighth Week	12%

Refunds are not made on these items:

- Insurance
- Missed cafeteria meals
- Music Lessons two weeks after registration day
- Technology Fee
- Unattended classes

### Student Financial Aid - Scholarships

#### MA Scholarship

A scholarship of \$50 per credit hour is given to students enrolled in the MA Program in Counseling.

#### MBA Scholarships

1. A scholarship of \$150 per credit hour for all MBA students who attain a formula score of 1,100.  
*or*
2. A scholarship of \$100 per credit hour for all MBA students who attain a formula score of 1,000.  
*or*
3. A scholarship of \$50 per credit hour for all MBA students who maintain a graduate cumulative grade point average (GPA) of 3.50. This scholarship will be awarded for the first semester, and thereafter will be based on the graduate GPA.

Note: The formula score is calculated as  $200 \times \text{undergraduate cumulative GPA} + \text{GMAT score}$ . A student must maintain a 3.50 GPA in the program to retain a scholarship.

## **MEd Scholarships**

A scholarship of \$50 per credit hour for all MEd students who maintain a graduate cumulative grade point average (GPA) of 3.50. This scholarship will be awarded to all students for the first semester, and thereafter will be based on the graduate GPA.

### **MEd Lab School Scholarships for Graduate Students**

Graduate Students who teach for one of the University's lab schools (area schools that contract with the Education Department for student teachers) will receive a 50% tuition discount for graduate classes. Employees of the following Independent School Districts are now eligible: Alvarado, Burleson, Cleburne, Joshua, Keene and Whitney.

## **Federal/State Student Aid**

Eligibility for the following programs is based upon results of the FAFSA. Students who do not hold a bachelor's degree and who are taking undergraduate as well as graduate classes will receive grant money only on undergraduate classes, and loans will be limited to the undergraduate amounts. Refer to the undergraduate bulletin for further information about undergraduate federal student aid.

### **Tuition Equalization Grant (TEG)**

The State of Texas has established a program to help equalize tuition between state-sponsored institutions and independent universities. To qualify for this program a student must establish eligibility through the FAFSA (or TASFA for students who are not U.S. Citizens or Resident Aliens), be a Texas resident, not be a recipient of an athletic scholarship, and not be enrolled in a theological degree program. Annual awards at Southwestern range from \$200 to \$3,500. Recipients must be enrolled at least three-quarter time. At the end of the academic year in which a student receives a renewal award the student must:

- Maintain an overall grade point average of at least 2.5
- As a graduate student complete at least 18 credits in their most recent academic year

### **Federal Student Loan**

Eligibility for federal loans is based upon results of the FAFSA. Loan programs require completion of an initial master promissory note. Students receiving any of the following loans must complete entrance counseling before receiving the first disbursement of their loan and must have exit counseling before graduating or withdrawing from the University. Loans normally have a ten year repayment period.

### **Unsubsidized Federal Direct Loan**

This is a federally regulated loan program with the U.S. Department of Education. In combination with the Direct Loan maximums, graduate students may borrow up to \$20,500 per year with a total maximum of \$138,500 (including undergraduate loans). Interest for the Unsubsidized Direct Loan is a fixed rate of 6.8%. A student may choose to make interest payments while attending school or allow the interest to be capitalized.

### **Federal Perkins Loan**

Southwestern is the lender for this federal program. Graduate students may borrow up to \$3,000 per year. Interest on this loan is 5% and repayment does not begin until nine months after the student ceases to be enrolled on at least a half-time basis. Because of limited funding

## Finances

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for this program, Southwestern requires that a student first apply for the Federal Direct Loan. A student must sign a master promissory note at the time of their initial Perkins Loan.

### **Federal Work Study Program (FWS)**

This is a federal program. Students work on campus, or in a community service job, and are paid at least minimum wage. Students receive paychecks monthly through the Business Office.

### **Financial Aid Academic Progress Standards**

Southwestern's Satisfactory Academic Progress (SAP) policy specifies the standards a student must maintain to be considered making progress in his/her course of study. The policy also establishes the criteria by which a student who has failed to maintain satisfactory progress may reestablish his/her eligibility for financial assistance.

Southwestern's satisfactory progress policy for graduate students contains a qualitative component which requires a cumulative grade point average of 3.0. The quantitative satisfactory progress policy requires a coursework completion rate of 67% while enrolled in this program with a maximum of 54 credit hours attempted.

Academic progress will be reviewed at the end of each fall, spring, and summer semester. When a student fails to meet the GPA and/or completion percentage standards they will be given a warning semester during which they must complete a Satisfactory Academic Progress Contract. If the student is not making satisfactory academic progress at the end of the warning semester, the student will be placed on financial aid probation. To receive financial aid during a probationary semester, the student must appeal to the Student Finance Committee stating the reason the student failed to make SAP and what has changed in the student's situation that would allow the student to demonstrate satisfactory academic progress at the next evaluation. A student who does not meet SAP standards or the Student Finance Committee prescribed academic plan at the end of the probationary semester, will be placed on financial aid suspension and may not receive federal student aid until SAP standards are met. Students who exceed the number of years for completion of a degree must complete a Satisfactory Academic Progress Appeal form to be reviewed by the Student Finance Committee. A hold is placed on the students federal and state aid until the SAP contract has been signed or the suspension appeal has been approved. Suspension appeals may be made for the following reasons: 1) The student has experienced illness; 2) The death of a relative 3) The student has a degree plan change; 4) The student, out of financial necessity, carried an extremely heavy workload over an extended period of time; 5) Upon recommendation of the Vice President for Academic Administration; 6) At the discretion of the Assistant Financial Vice President for Student Finance.

### **Refunds - Federal/State Aid**

When a student receives federal student aid funds and subsequently withdraws from the university, a portion of these funds may have to be returned to the Federal Government. The return amount is based upon the percentage of assistance earned up to the date of withdrawal within the enrollment period. No return is required after the 60% point in time. Repayment to federal student aid funds will be made in the following order: Unsubsidized Federal Direct Loan, Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loan. If it is determined that the student must return funds which were received directly, the student may set up a repayment plan through Student Financial Services. The University will apply this policy to all federal student aid recipients. Contact Student Financial Services for information regarding this policy, including examples of the application of this policy.



Return of state aid funds is calculated independently of the federal funds, according to state guidelines.



# Academics

Graduate programs are directed and supervised by the Graduate Council which is the legislative body responsible for all graduate academic policies and curricula. Actions voted by the University Board, Faculty, or the Graduate Council at any time shall have equal force to or, if necessary, shall supersede statements published in this *Bulletin*.

## Degrees Offered

The University offers courses of study leading to the following graduate degrees:

- Master of Arts in Counseling
- Master of Business Administration
- Master of Education

## Grading System

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
P	Pass*
NP	No Pass
I	Incomplete
W	Withdraw
AU	Audit
IP	In Progress
NC	No Credit
NR	Not reported by instructor
CR	Credit by examination *

\*P and CR represent grades of C or better

## Incomplete Grades

An incomplete grade of I indicates the student was unable to complete class work because of illness or other unavoidable circumstances. When an I is received, the work necessary to complete the class must be finished within nine weeks after the end of the semester. If the makeup work is of such a nature that it may require additional time, the student must seek approval of the instructor and request permission from the Graduate Council. Forms for the request are available online through the university website.

## Academics

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### Change of Grade

A grade may be changed only by the faculty member administering the course. A student who feels that an improper grade has been received must notify the faculty member immediately upon receipt of the grade. All grades are final three months after they are posted.

### Study Load

A full-time, graduate course load is 9 credits per semester. Loads in excess of 12 credits per semester require the approval of the Dean of Graduate Studies. Students may not take more than 15 credits during a regular semester or 9 credits during any combination of sessions offered during a single summer.

### Transfer of Credit

Graduate courses taken at another regionally accredited institution, less than ten calendar years prior to the expected graduation year, may be transferred from that institution and applied toward the masters degree at Southwestern provided:

1. The grade earned in each course accepted for transfer is at least B (3.00).
2. The courses are comparable to required courses for a graduate degree at Southwestern.
3. The credits to be transferred do not exceed nine semester hours.

Grades earned in transfer courses are included in the computation of the grade-point average. Such courses are identified and approved by the Registrar during the first semester of the student's residence. An official transcript listing transfer courses must be on file in the Office of Admissions and Records.

### Academic Semesters

The academic year is divided into three terms:

- Fall Semester
- Spring Semester
- Summer Semester

### Registration

Registration is available to all students using the web portal. Official registration dates are published in the academic calendar of the *Bulletin*. Registration is not finalized until all procedures required by the University are completed and financial arrangements finished. Students who do not receive financial clearance by the end of the first week of classes will have their class registration cancelled. Faculty advisors are available to assist students with registration and in planning an academic schedule. The chair of a department is considered the program director for students taking graduate programs offered by the department unless otherwise noted. Other faculty may be assigned as advisors by the department chair. Advisor and advisee assignments are maintained by the Office of Admissions and Records and displayed on the web portal. With the assistance of a faculty advisor it is important that a student become familiar with all degree requirements and understand the responsibility for completing them.

## **Registration without Official Transcripts**

Students accepted on the basis of an unofficial transcript will be allowed to register for classes for one semester. Official transcripts must be on file for a student to register for continuing semesters.

## **Late Registration**

Students for justifiable reasons may be allowed to register after the first week of the semester. They will be charged a late fee of \$200 and must obtain the permission of each instructor involved.

## **Changes in Registration**

Changes in registration may be made according to the following procedures. Classes may be added during the first week of each semester with the approval of the instructor and the student's academic advisor. Students citing unusual circumstances may add a class during the second week of classes with special permission of the instructor. Students may withdraw from individual classes by submitting a change in registration form to the Office of Admissions and Records signed by the student's academic advisor.

## **Withdrawal from the University**

To officially withdraw from the University, a student must obtain a withdrawal form from the Office of Admissions and Records. The withdrawal form must be signed by a Student Finance Advisor and one of the following university personnel: the Vice President for Academic Administration, Vice President for Student Services, or Director of Counseling and Testing. The form must be returned to the Office of Admissions and Records after all signatures are obtained and the withdrawal will be effective as of the date returned. Refunds will be made according to University policy. If a student follows this procedure, a W will be recorded for each class for the semester of the withdrawal. Otherwise, the instructors of the student's classes will submit a final grade which will be recorded on the permanent record.

Students who officially withdraw will not be permitted to charge for expenses on campus or live in the residence halls after their official withdrawal date.

## **Attendance**

Students are responsible for meeting the attendance policies stated in graduate course syllabi and outlines.

## **Residency**

A student in residence is someone who is regularly and continuously enrolled for classes at the University. A student breaks residence by not registering for classes for three semesters.

## **Graduate Degree Procedure**

### **Graduation Procedures**

A graduating student will fulfill all degree requirements published in the *Bulletin*. The student may complete the degree requirements published in the *Bulletin* at the time of admission or

## Academics

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any *Bulletin* issued during continuous enrollment. All requirements for graduation must be fulfilled as published in the current *Bulletin*.

An application for graduation and graduation contract must be completed and filed in the Office of Admissions and Records three semesters before the student expects to graduate. Ordering deadlines for gowns and diplomas require that each student finalize all arrangements for graduation one semester prior to a graduation ceremony.

Any transfer work must be completed and the official transcript of this work must be in the Office of Admissions and Records by March 1 for May graduates, July 15 for August graduates, and November 15 for December graduates.

The student must satisfactorily meet all financial obligations to the University, including payment of graduation dues, in order to obtain a diploma or transcript showing graduation. The amount of dues is determined by the senior class with the approval of the president. If graduation dues were paid as a previous graduate, only half of the dues will be required for the next degree.

All graduates are expected to participate in the commencement exercises unless given permission by the Vice President for Academic Administration to graduate in absentia.

### Degree Requirements

The master's degree requires a minimum of 36 credits.

1. The student's graduate program must include course work numbered 500 and above except where a course of study, specifically outlined in the *Bulletin*, makes provision for an adjustment to the required number of credits numbered 500 and above.
2. The student must submit evidence of competence and understanding in applying the body of knowledge in his/her field of study. A student will fulfill this requirement in a method determined by the Department.

### Standards of Scholarship

- Candidates for graduate degrees must fulfill satisfactorily the schedule of studies outlined in the program selected. A minimum cumulative grade-point average of 3.00 (4.00 system) is required.
- No grade of D or F may count toward a degree.
- If a student receives an unsatisfactory grade the course may be repeated once. The highest grade will be used in computing the grade-point average.
- Credit by examination is not accepted toward a graduate degree but may be used to remove deficiencies.
- Candidates for graduate degrees must successfully pass comprehensive examinations or an acceptable alternative for a particular program as approved by the Graduate Council.

### Standards of Progression

Satisfactory progression toward the graduate degree requires that students meet a minimum cumulative grade point average (GPA) of 3.00 by the time they have completed 12 graduate hours and maintain this minimum. The cumulative GPA includes graduate work taken as a Non-Degree student. Students who fail to maintain the minimum GPA are placed on Academic Probation and remain in that status until the cumulative GPA is raised to 3.00. Students on probation cannot register for the capstone course or take the comprehensive examinations. A

probationary student with a semester GPA less than 3.00 will be suspended for at least one semester before becoming eligible to apply for readmission. Readmission, if granted, will be to probationary status. Failure to attain a semester GPA higher than 3.00 will result in dismissal from the graduate program.

### Academic Integrity

Southwestern Adventist University was founded by the Seventh-day Adventist Church in order to educate its students academically and spiritually for Christian service. The ethical training of students is as important as their academic competence. Academic integrity rests on honesty, the first principle of the Christian life. Students must be honest in their dealings inside and outside the classroom.

Students must maintain a high ethical standard in their academic work. When a student turns in work for credit in the classroom, the work must be the student's own. Students have access to some forms of authorized assistance. Authorized assistance may come in the form of tutoring by official university tutors, help from the professor, or the legitimate use of outside sources which are cited according to standard form. Other forms of outside assistance are unauthorized, for example, having another person complete all or part of an assignment, taking material from the Internet or other sources without citing it, or bringing unauthorized materials into an examination. Unauthorized help, in these and other forms, constitutes academic dishonesty.

### General Responsibilities of Students:

1. Students must produce their work independently, except when the professor has assigned the work as a group project.
2. Students must not represent work as their own which is not their own.
3. Students must not aid others in academic dishonesty.

### Examples of Violations:

What follows are examples of academic dishonesty which will jeopardize a student's standing in the classroom and at the university. This is a representative list only, not an exhaustive one.

#### **Misusing Sources of Information (Plagiarism)**

When using outside sources in a paper, students must cite the source plainly in the text of the paper and on a references page, using the style which their professor requests. Failure to cite sources properly may result in failure on the paper or in the class. Students must cite the source **when quoting, when paraphrasing, or even when using an idea which is unique to that source**. If a student fails to do so, he or she may be subject to failure in the class. Fabricating a quotation, a paraphrase, or any part of a bibliographic reference also constitutes academic dishonesty. Students may not turn in written work as their own which was produced wholly or partly by others. If a student will receive credit for the work, the student must have, in fact, done the work. Students may not turn in material taken from the Internet as their own work, whether the material was taken from a free website or a pay service. Repeated acts of plagiarism may result in expulsion from the university.

#### **Misrepresenting One's Work**

Homework assignments in any subject area must be the work of the student getting the credit and must not reflect unauthorized help from others.

## Academics

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### **Using Unauthorized Materials During an Examination**

Unless the professor indicates otherwise, students should assume that the use of notes, textbooks, the Internet, databases, calculators, or any other outside sources of help during an examination, will constitute academic dishonesty.

### **Exchanging Information During an Examination**

Students may not share information with each other in any form or by any means during an examination. Talking or signaling in any manner during an examination may result in failure on the examination. Obtaining information from another student's paper by any means during an examination is a violation of academic integrity.

### **Tampering with Computers**

Students may not access faculty computers by any means in order to obtain advance copies of tests or quizzes, alter grades on an on-line gradebook, or for any other purpose.

### **Forging A Signature**

Students may not sign anyone's name but their own on any advisement form, registration form, exceptions form, or any other document for any purpose whatsoever.

### **Aiding Others in Academic Dishonesty**

Students who enable others to misrepresent their work are also guilty of academic dishonesty and may be penalized as if they had misrepresented their own work. No student may do the class work for which another student will get credit, except in those cases when the professor has assigned work to be done in a group.

## **Procedure to be Followed in Cases of Academic Dishonesty**

Professors have discretion in the classroom when academic integrity has been violated. The class syllabus should contain a statement on how violations of academic integrity will be treated. A first case of academic dishonesty may be handled by the professor, but will be reported to the Vice President for Academic Administration. A second offense may be handled by the Vice President for Academic Administration in conjunction with the professor. Students may appeal a decision made by either the professor or the Vice President for Academic Administration by following the student academic appeals process as outlined in this *Bulletin* under "Student Rights and Appeals."

## **Students Rights and Appeals**

### **Student Academic Appeals Process**

A student who feels that he or she has been treated unfairly or unjustly by a faculty member of the university with regard to an academic process has the right to appeal according to approved procedure. Specific grounds for an appeal include one or more of the following occurrences:

1. that a computational/recording, or other technical error has been made, but has not been acknowledged by the instructor;
2. that the grade has been assigned in an arbitrary, capricious, or vindictive manner, or in a manner intended to inappropriately manipulate or control the student; 3) that the assigned grade does not reflect the grading criteria in the course syllabus; or
3. that published department policies have not been followed.



**Initial Appeals Procedure**

1. To initiate the appeals procedure, the student must talk with the course instructor for explanation/review of the decision within three (3) University days of the occurrence. (University days are defined as time during the fall, spring or summer semester that the academic program is in session from registration through final exams).
2. If the problem is not resolved within two (2) University days of talking with the course instructor, the student must obtain an Academic Appeals Review Form from the course instructor's department chair. Within two (2) University days, the student must submit the form with a written summary and talk to the instructor's department chair. The chair has two (2) University days to respond to the student. This completes STEP I on the Vice President for Academic Appeals Review Form.
3. If the problem is not resolved, the student has two (2) University days from receipt of the chair's decision to contact the Vice President for Academic Administration, providing the written summary of the complaint and the academic appeals review form. Within two (2) University days the Vice President for Academic Administration will provide a written decision. This completes STEP II on the Academic Appeals Review Form.

**Formal Appeals Procedure**

If the problem is not resolved with the decision of the Vice President for Academic Administration, the student may file a formal grievance. A formal grievance is a serious matter and should be done with careful consideration.

Within two (2) days of the Vice President for Academic Administration's decision, the student must request in writing to the Vice President for Academic Administration a formal hearing before the Grievance Committee, an ad hoc subcommittee of the Academic Policies Committee. The Grievance Committee will meet within three (3) days of the request to hear the student's case and will issue a decision which will constitute final action by the University. This completes STEP III on the Appeals Review Form.

**Withdrawal of Grievance**

The Family Educational Rights and Privacy Act (FERPA) provides ways in which the University may share information with parents without the student's consent. For example:

The University will disclose education records to parents, upon request, if the student is a dependent for income tax purposes.

The University will disclose education records to parents if a health or safety emergency involves their son or daughter.

The University will inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance.

A University official will generally share with a parent information that is based on that official's personal knowledge or observation of the student.

The University will disclose to an alleged victim of any crime of violence or non-forcible sex offense the final results of a disciplinary proceeding conducted by the University against the alleged perpetrator of that crime, regardless of whether the institution concluded a violation was committed. The University may disclose to anyone - not just the victim - the final results of a disciplinary proceeding, if it determines that the student is an alleged perpetrator of a crime

## Academics

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of violence or non-forcible sex offense, and with respect to the allegation made against him or her, the student has committed a violation of the University's rules or policies.

### **Matters not Grievable**

University polices, regulations or procedures adopted by the University and/or the Board of Trustees are not subject to the grievance process. Students may request discussion and recommend changes to such policies, but this dialogue is advisory and not grievable.

### **Student Records - Student Rights**

#### **Student Records - Southwestern Adventist University Rights**

The Family Educational Rights and Privacy Act (FERPA) provides ways in which the University may share information with parents without the student's consent. For example: The University will disclose education records to parents, upon request, if the student is a dependent for income tax purposes. The University will disclose education records to parents if a health or safety emergency involves their son or daughter. The University will inform parents if the student who is under age 21 has violated any law or its policy concerning the use or possession of alcohol or a controlled substance. A University official will generally share with a parent information that is based on that official's personal knowledge or observation of the student. The University will disclose to an alleged victim of any crime of violence or non-forcible sex offense the final results of a disciplinary proceeding conducted by the University against the alleged perpetrator of that crime, regardless of whether the institution concluded a violation was committed. The University may disclose to anyone - not just the victim - the final results of a disciplinary proceeding, if it determines that the student is an alleged perpetrator of a crime of violence or non-forcible sex offense, and with respect to the allegation made against him or her, the student has committed a violation of the University's rules or policies.

# University Graduate Experience

## Chan Shun Centennial Library

### Main collections

The library at Southwestern contains approximately 140,000 print and electronic book volumes and 56,000 journal titles available in print and online. The library's main web page at [library.swau.edu](http://library.swau.edu) is the starting point for most research at Southwestern. Patrons search these collections using the library's online catalogue, individual journal databases, or the combined discovery service, which includes most of these materials. The list of full-text journals provides serious researchers with access to specific journal issues. Additional collections of audiovisual material, microforms, maps, artwork, and archival resources expand the library's main holdings.

### Specialized collections

Southwestern's library encompasses three specialized collections that support academic programs. The Adventist Heritage Center Collections include substantial primary source materials chronicling the establishment of the Seventh-day Adventist church and the presence of the Adventist movement in the Southwest. Items include rare books, photographs, and manuscripts, as well as reproductions of similar materials. The Ruth King McKee Curriculum Library serves Southwestern's education program by providing examples of curriculum and instruction materials used in the K12 setting. The Entrepreneurship and Small Business Resource Center is our newest special collection, established in the fall of 2010, and will bring together the best resources for entrepreneurship, small business management, and business ethics.

### The global library

Negotiated agreements, consortial memberships, and evaluated websites link Southwestern's scholars to thousands of academic, special, and public libraries within the United States and beyond. Students, faculty, and staff who need resources outside Southwestern's holdings may procure them through the library's document delivery / interlibrary loan service. On-demand delivery of research materials is made possible through TexShare, and can be initiated through completing the request form found on the library's webpage. Also, current students and faculty are invited to request a TexShare borrowers' card at the library's front desk, which grants individual borrowing privileges at most Texas university and public libraries.

### Services

The library's professional staff members provide necessary resources and assist faculty and students in retrieving materials for research purposes. Instruction and individual research consultations are available by request. Online subscription databases provide access to extensive resources, which are equally available on and off campus. Students using licensed subscriptions off campus will be asked to authenticate their connection to Southwestern with their Campus Portal login.

### The Write Spot

Though physically located within the library's instruction classroom, this initiative represents a campus-wide commitment to ensuring that students have support in developing strong written

## University Graduate Experience

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communication skills. It is open to the campus approximately 25 hours per week during fall and spring semesters. Faculty and students who staff this facility are trained to serve as tutors.

### Campus Internet Access and Computer Labs

The library's MicroGarden and instruction classroom (open 75+ hours a week), and the Pechero Hall Computer Lab provide three venues for walk-in access to computers, to the Internet, and to specialized software necessary for undergraduate and graduate work. Statistical packages, desktop publishing and office software, as well as specialized programs to support scholarship are available at these locations.

### Southwestern's Lecture Series

The Carol Sample Lecture Series, an endowed, annual series that honors retired English professor Dr. Carol Sample, supports guest lecturers whose work appeals primarily to writing and literature students.

The George and Dottie Saxon Lecture Series presents up to three speakers annually who address the connections between science and faith. The series, established in 2006, has brought to campus speakers such as Michael Behe, Kurt Wise, Ronald Numbers, and David Berlinski.

The Scholars Lecture Series supports all disciplines. Two presentations per semester offer insight into and commentary within many fields, often presented by individuals whose life experience has been outside the academy. Recent programs have included political analysis, psychology, music theory, history, religion, education, and international relations.

### Southwestern's Dramatic Presentations

The Resurrection Pageant, an annual production sponsored jointly by Southwestern Adventist University and the Keene Seventh-day Adventist Church, draws heavily on Southwestern's students, faculty, and staff for directing, acting, and staging. This pageant offers an interactive experiential presentation of many of the events the last week of Jesus' life leading up, and including the crucifixion and resurrection.

Southwestern offers a drama class every spring semester. Participants explore theoretical material on the drama in history and on drama as a genre, but also gain the practical experience of staging a full-length work by classic writers such as Shakespeare, Goldsmith, Wilde, and others. The students learn all aspects of stagecraft, ranging from acting techniques to the use of blocking, staging, props and costumes to achieve an overall effect. These performances enrich both the presenters and also the community that views them, as we together experience the best that dramatic culture has to offer about ourselves and our world.

### ROUGHwriters

Writers meet weekly in The Write Spot to review one another's work, encourage each other in the creative process, and offer suggestions and guidance. This is a great place to network with other faculty, staff, and students who share your love of writing. The ROUGHwriters present their creative work in public readings and performances.

### Southwestern's Paleontology Museum

Southwestern's Paleontology Museum houses specimens from the Hanson Research Center in Wyoming, the Earth History Research Center (a collaborative endeavor among many

academic institutions), and Southwestern's own index collections of fossilized vertebrates and invertebrates. Most specimens can be viewed through the online portal to the museum (<http://fossil.swau.edu>), but personal tours and research viewing can be arranged as well. Southwestern's Harold Drake Preparatory Laboratory serves as a working exhibit in which visitors are welcome to observe the cleaning and preparation of geological and paleontological specimens in person or online at <http://dinosaur.swau.edu>.

### **Thomsen Observatory**

Southwestern's astronomy courses benefit from access to the Thomsen Observatory, which is adjacent to campus. The Observatory and related physics lab house a number of reflector and refractor telescopes that offer celestial exploration for students, faculty, and the community.



# Master of Arts in Counseling (MA)

## Faculty

Mark Aldridge, Program Director; Marcel Sargeant, Chair of the Department of Education and Psychology; Donna Berkner, Michael England.

Adjunct: Elvin Gabriel, Jimmy Kijai

## Aims of the Graduate Counseling Programs

The Master of Arts in Counseling at Southwestern Adventist University is designed to develop and deliver a program that ensures the highest of counseling preparation and performance. Southwestern is a recognized contributor in the field of counseling through effective teaching, quality research, and meaningful service. The University is committed to the advancement of counseling in the mental health and school environments, at all levels, and for all students, especially graduate Christian education within the Adventist system of values.

The objectives of the MA in Counseling program are

1. To promote excellence in graduate education through exemplary teaching, research, practice, and service.
2. To prepare competent counselors for both public and private mental health and school settings.
3. To improve human cognitive, academic, physical, emotional, social development and performance.

## Programs

### Master of Arts degree in Counseling

- School Counseling
- Counseling Psychology

## Degree Requirements

### Core Courses

Required of all MA students.

EDUC 505	Philosophical Foundations of Education and Psychology.....	3
EDUC 525	Psychology of Learning.....	3
EDUC 535	Educational and Psychological Research.....	3
EDUC 555	Educational and Psychological Assessment and Diagnostic Techniques.....	3
EDPY 500	Life Span Development.....	3
EDPY 505	Professional Ethics.....	3
EDPY 510	Career Development.....	3
EDPY 515	Behavioral and Emotional Problems in Children and Adolescents.....	3
EDPY 520	Trends and Issues in Counseling and Education.....	3
EDPY 525	Exceptional Learners.....	3
EDPY 530	Multicultural Counseling.....	3
EDPY 535	Group Counseling.....	3
EDPY 540	Administration of Counseling and Guidance.....	3
EDPY 560	Personality Theories and Assessment.....	3

# Master of Arts in Counseling (MA)

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EDPY 575	Practicum.....	3
EDPY 585	Counseling Internship.....	3
<b>Total Core:</b>		<b>48</b>

## Comprehensive Examination

Each student is required to successfully pass a comprehensive examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

## Requirements by Concentration

### School Counseling

Each student in School Counseling must complete at least 200 clock hours in an education settings during the Practicum; and a minimum of 100 clock hours with clients in a school setting during the Counseling Internship. Students taking this concentration will take the State Board of Texas school counseling exam and complete other requirements to be certified.

### Counseling Psychology

Each student in Counseling Psychology must complete at least 200 clock hours in a mental health setting during the Practicum; and a minimum of 100 clock hours with clients in a school setting during the Counseling Internship. Students taking this concentration will take the National Counseling Exam and complete other requirement to be licensed.

## Counseling Courses

### **EDPY 500 - Life Span Development (3 hours)**

A study of human development throughout the life span which focuses on the physical, cognitive, emotional and personality development with the context of basic developmental theories.

### **EDPY 505 - Professional Ethics (3 hours)**

An overview of ethical and legal issues related to counseling in different settings. Topics include professional responsibilities, competency, duty to warn, confidentiality, professional relationships, and professional licensing standards and procedures.

### **EDPY 510 - Career Development (3 hours)**

A study of career development counseling with emphasis on identifying trends and issues in career choice and placement. Attention will be given to appropriate assessment tools utilized within educational settings.

### **EDPY 515 - Behavioral and Emotional Problems in Children and Adolescents (3 hours)**

A study of the nature of behavioral and emotional disorders in children and adolescents and conceptual approaches to them; methods and rationale for assessment; major causal factors; and characteristics of disorders.

### **EDPY 520 - Trends and Issues in Counseling and Education (3 hours)**

A survey of professional issues in counseling and education including the roles, functions, and identity of educational systems and counseling, the theory and process of education and counseling, and guidance, consultation, and current trends in legal and ethical matters from a variety of perspectives.



### **EDPY 525 - Exceptional Learners (3 hours)**

A comprehensive examination of psychological problems related to students with special needs. Study will include the characteristics, assessment, admission, review, and dismissal processes for students with special needs requiring individualized or special programs. A practicum is required in this class where students will be required to be in a special needs classroom and a regular classroom with special needs students for a total of 12 clock hours.

### **EDPY 530 - Multicultural Counseling (3 hours)**

The course will provide students with an overview of counseling skills, techniques, and information necessary to become competent in working with multicultural clients. Students will be encouraged to develop self-awareness of culture as well as awareness of many other cultures.

### **EDPY 535 - Group Counseling (3 hours)**

A study of the philosophy and functions of guidance and administration in counseling. This course also addresses the development, implementation and overall assessment of counseling programs.

### **EDPY 540 - Administration of Counseling and Guidance (3 hours)**

Course is designed to increase the student's understanding and application of traditional and current techniques of educational and psychology assessment. Special attention is given to principles, applications, and issues in educational and psychological testing.

### **EDPY 560 - Personality Theories and Assessment (3 hours)**

A study of the major theories of personality development including a look at major traits and characteristics associated with these personalities. Emphasis in treatment and assessment techniques and applications. Identification of personality styles within school environments are highlighted.

### **EDPY 575 - Practicum (3 hours)**

Prerequisite: Completion of 21 hours in the program.

Supervised experience in school or mental health counseling. The student will complete a minimum of 300 clock hours. See Program Handbook for additional information.

### **EDPY 585 - Counseling Internship (3 hours)**

Prerequisite: EDPY 575

Supervised counseling experience in a school or mental health setting. Supervision provided by an appropriately licensed counselor. The student will complete a minimum of 120 clock hours of direct contact with clients. See Program Handbook for additional information.



# Master of Business Administration

## Faculty

Fred L. Harder, Program Director and Chair of the Department of Business; Aaron Moses, Chanda Reins, Daryl D. Thomas and Daniel Worku

Adjunct: Radhames Lizardo, James Winegardner

## Mission

Through its undergraduate and graduate programs the Department of Business Administration prepares students for the challenge of Christian service in for-profit or not-for-profit organizations, recognizing that academic excellence is best pursued through the development of the whole person, and is built on a solid foundation of ethics and cross-cultural respect.

## Aims of the Graduate Business Program

The purpose of Southwestern Adventist University's Master of Business Administration program is to provide an interdisciplinary graduate business education experience for both full-time students and working professionals as a means for enriching their professional capabilities and expanding their career opportunities. The specific aims of the MBA program are as follows:

1. To emphasize the practical application of management theory and research.
2. To provide students with knowledge and skills in areas of team work, communication, research, creative thinking, and analysis.
3. To prepare accounting students to qualify for the CPA examination.
4. To provide quality academic support services and technology, including e-learning.

## Programs

### Master of Business Administration

- Accounting
- Finance
- General
- Management/Leadership

## Graduate Assistantship

A Graduate Assistantship position may be granted to a student who qualifies. An application form may be obtained from the Business Department.

To be eligible for an MBA Assistantship, an applicant should satisfy the following criteria:

1. Have a minimum overall GPA of 3.50.
2. Have a minimum GMAT score of 500.
3. Satisfy all requirements for regular admission to Southwestern Adventist University's MBA program.

# Master of Business Administration

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## Degree Requirements

### Core Courses

Required of all MBA students.

ACCT 521	Managerial Accounting.....	3
BUAD 521	Financial Management.....	3
BUAD 531	Marketing Management.....	3
BUAD 541	Legal & Ethical Values in Management.....	3
BUAD 631	Quantitative Methods for Business Decisions.....	3
BUAD 661	Leadership and Organizational Behavior.....	3
BUAD 681	Strategic Management.....	3
ECON 521	Managerial Economics.....	3

**Total Core: 24**

### Portfolio

Each MBA student will develop a portfolio that will include examples of the work that they have done. The portfolio needs to include at least one assignment for each of the MBA courses completed by the student as well as examples of any projects, experience, or service rendered in a personal capacity, and not necessarily as part of the MBA program. The portfolio must be completed one month before the completion of the last course.

## Requirements by Concentration

### Accounting

Twelve semester hours to be selected from the following courses:

ACCT 512	Auditing.....	3
ACCT 515	Advanced Accounting.....	3
ACCT 518	Federal Income Taxes.....	3
ACCT 621	Accounting Theory.....	3

### Finance

Twelve semester hours to be selected from the following courses:

BUAD 514	International Finance.....	3
BUAD 522	Portfolio Management.....	3
BUAD 533	Investment Principles.....	3
BUAD 573	Finance Theory and Structure of Financial Markets.....	3
BUAD 588	Advanced Finance.....	3
BUAD 676	Topics in Business.....	3

### General

Twelve semester hours to be selected in consultation with the graduate academic advisor.

**Management/Leadership**

Twelve semester hours to be selected from the following courses:

BUAD 513	Production and Operation Management.....	3
BUAD 516	Cross Cultural Organizational Communication.....	3
BUAD 518	Marketing Research.....	3
BUAD 519	International Business.....	3
BUAD 561	Management Information Systems.....	3
BUAD 621	Organizational Theory.....	3
BUAD 676	Topics in Business.....	3

**Accounting Courses**

**ACCT 512 - Auditing (4 hours)**

Prerequisites: ACCT 212; MATH 241

A study of the theory and professional standards and their application to financial and compliance auditing and the auditor's attest function.

**ACCT 515 - Advanced Accounting (3 hours)**

Prerequisite: ACCT 316

A study of advanced accounting and financial reporting topics including business combinations and consolidated financial statements, partnerships and branches, bankruptcy, multi-national enterprises, and segments.

**ACCT 518 - Federal Income Taxes (3 hours)**

Prerequisite: ACCT 212

A study of the provisions of federal income tax laws as they apply to individuals, corporations, and other taxpayers. Emphasis is on personal income taxes, the various types of income, and the deductibility of costs and expenses in the determination of tax liability. This course includes one credit hour of tax account research. This course covers materials and methods tested on the CPA exam. Research paper is required to fulfill the requirement for MBA portfolio binder and IACBE outcome assessment.

**ACCT 521 - Managerial Accounting (3 hours)**

Prerequisite: ACCT 212

A study of cost accounting fundamentals with emphasis on accounting as a managerial tool. Special attention is given to cost-volume-profit relationships, job-order costing, budgeting, standard costing, capital budgeting, costing, cost behavior patterns, transfer pricing, and divisional performance measurement. Research tools and resources relating to these topics are introduced.

**ACCT 621 - Accounting Theory (3 hours)**

Prerequisite: ACCT 515

Designed to familiarize students with significant problems currently facing the accounting profession, to examine in depth various solutions proposed by accounting scholars and others, and to strengthen student understanding of today's critical issues in accounting theory.

# Master of Business Administration

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## Business Courses

### **BUAD 513 - Production and Operations Management (3 hours)**

Prerequisite: MATH 241

A study and analysis of the planning, design, direction, and control of physical and human resources used in the production of goods and services. Emphasis is placed on solutions to operational problems in the physical, locational, storage, and general service subsystems. (Fall)

### **BUAD 514 - International Finance (3 hours)**

Prerequisite: BUAD 321; ECON 211; ECON 212

Financial Management and economic theory in the international environment. The impact of regulation taxation, capital and money markets, working capital management, capital budgeting, risk, and exchange rates on decision making are considered. Consideration is also given to the development and application of economic principles within the world economy. Research paper is required to fulfill the requirements for MBA portfolio binder and IACBE outcomes assessment.

### **BUAD 516 - Cross-Cultural Organizational Communication (3 hours)**

Variables and effects of both verbal and non-verbal communication in international business. Practical applications are made for cultural differences, management expectations and marketing practices.

### **BUAD 518 - Marketing Research (3 hours)**

Prerequisite: MKTG 343

A study of theories, concepts, and methodology in applying research to marketing problems. Attention is directed toward the application of sampling, sample design, data analysis of marketing problems, and how findings are used in formulating marketing policies.

### **BUAD 519 - International Business (3 hours)**

Prerequisites: BUAD 301, MKTG 343

An analysis of how culture and social values influence management and marketing practices throughout the world. Problems and perspectives encountered in operating business across boundaries are considered.

### **BUAD 521 - Financial Management (3 hours)**

Prerequisite: BUAD 321

Management of funds in business, including procurement, utilization and disposition of money. Emphasis on financial decision making within organizations, and the techniques of financial analysis and forecasting.

### **BUAD 522 - Portfolio Management (3 hours)**

The course will focus on portfolio optimization and asset allocation, the basics of bonding pricing and debt portfolio management, the theory of asset pricing models and their implications for investment as well as techniques for evaluating investment management performance. The course will build upon the analytical skills developed in Financial Management. Research paper is required to fulfill the requirements for MBA portfolio binder and IACBE outcome assessment.

### **BUAD 531 - Marketing Management (3 hours)**

Prerequisite: MKTG 343

Study of marketing problems encountered by general managers of profit-oriented and not-for-profit organizations. Emphasis on developing a managerial point of view in planning and evaluating marketing decisions of the organization. Topics concerning products and services include price, channel, and promotional variables as well as cost efficiency, demand, regulations, and aspects of strategic marketing.

### **BUAD 533 - Investment Principles (3 hours)**

Provides the student with the tools necessary for evaluating investments, including stocks, bonds, options and commodities. Evaluate the organization of securities markets, mutual fund investing, efficient market hypothesis, and fundamental analysis and valuation. Additionally, it presents a systematic methodology for constructing efficient portfolios and evaluating portfolio performance. Research paper is required to fulfill the requirements for MBA portfolio binder and IACBE outcome assessment.

### **BUAD 541 - Legal and Ethical Values in Management (3 hours)**

The current legal business environment and its managerial implications. Nature and role of values and ethics in the career of a professional manager. Ethical thinking and theory and how organizations shape the values and ethical choices of their members. Legal and ethical values will be explored from a Biblical perspective.

### **BUAD 561 - Management Information Systems (3 hours)**

The elements of information systems: computer equipment and programs, data, procedures, and people. The systems concept: definition, analysis, design, and implementation. Control and management of computer information systems.

### **BUAD 573 - Finance Theory and Structure of Financial Markets (3 hours)**

Finance theories underlie the fundamentals in understanding finance and its role in markets. From measuring investment value, risk and return on investment, exposure to foreign currencies provide important tools for finance graduates. This subject will include foreign currency transactions, value at risk and portfolio theory. Research paper is required to fulfill the requirements for MBA portfolio binder and IACBE outcomes.

### **BUAD 588 - Advanced Finance (3 hours)**

General survey of financial theories, from the viewpoint of both the financial officer or manager and creditor or stockholder. Research paper is required to fulfill the requirements for MBA portfolio binder and IACBE outcome assessment.

### **BUAD 621 - Organizational Theory (3 hours)**

Prerequisite: BUAD 301

Advanced concepts of organizing, structuring, and managing profit-oriented and not-for-profit organizations. Determinants of organizational design and relationships of organizational design and organizational behavior are studied through extensive reading, exploratory research and seminar discussion.

## Master of Business Administration

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### **BUAD 631 - Quantitative Methods for Business Decisions (3 hours)**

Prerequisite: MATH 241

Study of quantitative tools for the analysis of problems arising in the management of organizations, and the application of these tools in the decision of real business problems. Topics include matrix algebra, systems of linear equations, linear programming, and classical optimization.

### **BUAD 661 - Leadership & Organizational Behavior (3 hours)**

Prerequisite: BUAD 301

A study of the understanding, prediction, and control of human behavior within organizations. In depth coverage of the theories and issues related to effective leadership styles in organizations. Emphasis will be given to managing conflict, change and development, power, and politics in organizations. Assessment of leadership within the context of Christian value systems.

### **BUAD 676 - Topics in Business (3 hours)**

A reading and research program designed to respond to the particular professional needs of the student. Topics may be in accounting, economics, marketing, management, or any other business related area. Oral and written reports and examinations may be required. Permission of the instructor and the MBA program director is required. May be repeated once with a different topic.

### **BUAD 681 - Strategic Management (3 hours)**

Must be taken the last semester in the program or with permission of student's advisor. A capstone course providing the integration of managerial functional areas. Students are required to develop policy at the general or top management level and to seek solutions of strategic problems and optimization of organizational resources. Lectures, case analysis, and group projects. An integrative course required of all MBA students. Credit is earned with a minimum grade of B. May be repeated only once.

## Economic Course

### **ECON 521 - Managerial Economics (3 hours)**

Prerequisite: ECON 211; ECON 212

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



# Master of Education

## Faculty

Michael England, Program Director; Marcel Sargeant, Chair of the Department of Education; Renard Doneskey, Chair of the Department of English; Donna Berkner, Judy Myers Laue, Andrew Woolley.

Adjunct: Carol Campbell, Randy Gilliam

## Aims of the Graduate Education Program

The Master of Education program at Southwestern Adventist University is designed to develop and deliver an education program that ensures the highest of teacher preparation and performance. Southwestern is a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The University is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students, especially graduate Christian education within the Adventist system of values.

The specific aims of the MEd Program are as follows:

1. To promote excellence in graduate education through teaching, research, and service.
2. To prepare competent teachers, administrators, and other professional specialists for service in the field of education.
3. To conduct research, disseminate new knowledge and develop applications of existing knowledge.
4. To improve human cognitive, academic, physical, emotional, social development and performance.

## Degree Requirements

### Programs

#### Master of Education

- Educational Leadership
- Curriculum and Instruction with Reading

### Core Courses

Required of all MEd students:

EDUC 505	Philosophical Foundations of Education and Psychology.....	3
EDUC 525	Psychology of Learning.....	3
EDUC 535	Educational and Psychological Research.....	3
EDUC 550	Curriculum Development.....	3
EDUC 555	Educational and Psychological Research Assessment and Diagnostic Techniques.....	3
EDUC 560	Principles of Instruction.....	3

**Total Core: 18**

# Master of Education

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## Comprehensive Examination

Each MEd student is required to successfully pass a comprehension examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

## Requirements by Concentration

### Educational Leadership

Eighteen semester hours to be selected from the following courses:

EDAD 505	Management of School Resources.....	3
EDAD 510	Legal Aspects of Education.....	3
EDAD 515	Foundations of Educational Administration.....	3
EDAD 520	Trends & Issues in Education.....	3
EDAD 525	Instructional Leadership.....	3
EDAD 530	Internship in Educational Administration.....	3

### Curriculum and Instruction with Reading

Eighteen semester hours to be selected from the following courses:

EDRE 505	Reading Diagnosis & Remediation.....	3
EDRE 510	Composition: Process & Application.....	3
EDRE 515	Advanced Children's Literature.....	3
EDRE 520	Language: Grammar & History.....	3
EDRE 525	Advanced Reading Methods.....	3
EDRE 550	Literacy Practicum.....	3

## Education Courses

### **EDUC 505 - Philosophical Foundations of Education and Psychology (3 hours)**

This course will examine theological and philosophical foundations of major world views and critically analyze the effect of major world views and post-modernism on psychology, education, and religion from a Christian standpoint.

### **EDUC 525 - Psychology of Learning (3 hours)**

A study of psychological, social, environmental and biological factors affecting the ability to learn will be explored. Impact areas such as gender, culture, race, self-concept, perception, cognition and emotion will be examined. An historical review of major learning theories will also be addressed.

### **EDUC 535 - Educational and Psychological Research (3 hours)**

The study of scientific and disciplined inquiry applied to educational issues. Course content includes quantitative and qualitative research approaches as well as an overview of elementary statistics. Students learn how to critically evaluate and utilize research.

### **EDUC 550 - Curriculum Development (3 hours)**

Descriptions and analyses of conceptual models of curriculum theory, curriculum development, and curriculum inquiry and research.

### **EDUC 555 - Educational and Psychological Research Assessment and Diagnostic Techniques (3 hours)**

Prerequisite: EDUC 535

Designed to increase the student's understanding and application of traditional and current techniques of educational assessment. Analysis of educational and counseling data using descriptive and basic inferential statistics. SPSS will be used for all data analysis.

### **EDUC 560 - Principles of Instruction (3 hours)**

An examination of foundations, principles and concepts inherent in the field of curriculum. Focuses on the qualities of a good instructor, the basic instructional methods, and the kinds of behavior that causes learning to take place. Involves knowledge of, and understanding about learning, methods and strategies for program planning, design, implementation, and evaluation. Includes the development of working skills needed in cooperative planning, curriculum revision and related research in the areas of brain-based learning, styles, and the multiple intelligences.

## **Educational Leadership Courses**

### **EDAD 505 - Management of School Resources (3 hours)**

A course designed to explore the planning and management of school resources. Designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school building level.

### **EDAD 510 - Legal Aspects of Education (3 hours)**

A philosophical consideration of the ethical principles, legal rights, responsibilities, and liabilities which influence the teacher's professional behavior.

### **EDAD 515 - Foundations of Educational Administration (3 hours)**

Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on the administrative processes and professional ethics of leadership, motivation, decision making, communication, organizational change and strategic planning. The course offers opportunities to apply theory to professional practice through the use of case studies. Emphasis on administrative competences and planning for effective change within a complex educational environment for effective administrators.

### **EDAD 520 - Trends and Issues in Education (3 hours)**

Provides students the opportunity to examine the process of educational change and reform from a variety of perspectives. Emphasis is placed upon the understanding of the change process itself, factors producing, facilitating, and inhibiting change, and the impact of major social, political, economic, and education issues on the role of school leaders and the delivery and quality of programs and services. Highlights the changing role of our educational system in meeting demands of our post-industrial society.

### **EDAD 525 - Instructional Leadership (3 hours)**

Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques.

## Master of Education

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### **EDAD 530 - Internship in Education (3 hours)**

The application of theory, knowledge, and skills in authentic educational settings. Required of all certification candidates and serves as the culminating experience and the capstone of the degree/certification program. During the internship, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Grade assigned will be "credit" (CR) or "no credit" (NC). The internship requires 180 hours of experience at either a secondary, middle, elementary, or alternative school site.

## Curriculum and Instruction with Reading Courses

### **EDRE 505 - Reading Diagnosis and Remediation (3 hours)**

Students will learn to diagnose problems in reading and explore remedial strategies. The class will review the fundamentals of the reading process and introduce the nature of corrective reading; describe lyric teaching and the analytic process; present foundations of language diversity; discuss reading related factors such as physical, psychological, and environmental correlates; and describe ways to assess and evaluate literacy performance. Specific information will also be provided on instructional techniques for the major literacy domains of oral and written language, word recognition, reading comprehension, meaning vocabulary, strategic reading for narrative text, strategic reading for expository text, and study skills.

### **EDRE 510 - Composition: Process and Application (3 hours)**

The course helps students understand the principles of composition, with special emphasis on modal organization, argumentation, and literary analysis, focusing on how best to help K-12 students improve their writing skills. We discuss theories of composition, including the processes of writing, such as heuristic devices, writing, and editing. Students learn to recognize and mark common errors in grammar and usage. Students will also improve their own writing skills by writing mode-based essays (including literary analysis), poems, and a short story.

### **EDRE 515 - Advanced Children's Literature (3 hours)**

Students will examine current philosophy and research supporting literature-based reading instruction. The class will review four different models for preparing students for literature circles, using response logs, Post-it notes, and role sheets; address structures for primary, intermediate, middle, and high school grades; present alternative scheduling patterns for group meetings and reading time; develop mini-lessons for training, problem solving, and book sharing; examine tools and materials for assessing and grading literature circles; discuss ideas for using literature circles with nonfiction texts across the curriculum; and address common management problems and solutions.

### **EDRE 520 - Language: Grammar and History (3 hours)**

Students will examine how the history of the English language applies to its modern usage and grammar, particularly in the development of the parts of speech and sentence syntax. In addition, the class focuses on language issues in the current classroom: non-standard usage, ESL differences, and techniques for teaching grammar. Students will produce a graduate research paper as well as a detailed analysis of representative sentences.

### **EDRE 525 - Advanced Reading Methods (3 hours)**

Students will examine current philosophy and research supporting methods of teaching reading. The class will address each of the components of a reading curriculum: independent reading, guided reading, book talks, phonics and word study, reading aloud, strategy mini-lessons, conferencing, leveled readers, reading assessment, and supporting struggling readers. Students will learn to organize and run reading workshops for different age groups. Students will examine some components of good reading, such as comprehension strategies, narrative and information text strategies, and writing about reading.

### **EDRE 550 - Literacy Practicum (3 hours)**

Students will observe reading classes and instruct those classes, under supervision, on the elementary and secondary levels. Each student will arrange for the assessment of one elementary, middle school, or secondary student thought to have potential reading and/or writing difficulty and will provide instruction and support. A case study of the elementary or secondary student will be presented which will include daily lesson plans, reflections, anecdotal records, journal, pre-and post-assessment data, and a summary report.



# Administration

## Officers of Administration

Eric Anderson, PhD.....	President
Amy Rosenthal, PhD.....	Vice President for Academic Administration Accreditation Liaison, Graduate Dean
Larry W. Garrett, BS.....	Vice President for Financial Administration

## Administrative Services

Sandie Adams, AS.....	Assistant Financial Aid Director
Enga Almeida, BS.....	Vice President for Enrollment
Tina Bottsford, BS.....	Director for Enrollment
Kip Bowser, BS.....	Director of Client Servicest
Thomas G. Bunch, EdD.....	Special Assistant to the President and Director of Planning
Diem Dennis, MEd.....	Associate Director, Admissions & Records
Robert Gardner, PhD.....	Registrar, Admissions & Records
Keith Gray, MDiv.....	Special Assistant to the President
Jason Kowarsch, MA.....	Assistant Director, Admissions & Records
Russell Laughlin, MDiv.....	Vice President for Spiritual Development
Charles Lewis, BA.....	Director of Information Technology Services
Eder Marski, MBA.....	Systems Administrator
Beverly Mendenhall, BS.....	Alumni Relations Director
Patricia Norwood, BS.....	Assistant Vice President for Student Financial Services
Jerry Potter, MBA.....	Assistant Student Accounts Director
Marsha Rasmussen, AMLS.....	Technical Services Librarian
Elaine Temple, AS.....	Human Resources Director
Gary Temple, MA.....	Vice President for University Advancement
James The, MEd.....	Vice President for Student Services
Robert Thompson, BS.....	Network Administrator
Cristina Thomsen, MA, MS.....	Librarian
Duane Valencia, MBA.....	Student Accounts Advisor
Alfredo Vergel, MLS.....	Associate Librarian, Public Services
Sharon Wicker, BBA.....	Accountant
Greg Wicklund, BS.....	Assistant Vice President for Financial Administration
Edna Yanez-Perez, MBA.....	Cashier

## Administration

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### Campus Services

Sean Amos, BS.....	Director for Campus Services
Dorie Cruz, BS.....	Director of Students with Disabilities
Dale Hainey.....	Director for Physical Plant
Donna Morrison.....	Director for Custodial Services
James The, MEd.....	Dean of Men
Darla Sullivan.....	Assistant Director for Food Service
Greg Sullivan, BS.....	Executive Chef/Director for Food Service
Janelle Williams, MEd.....	Dean of Women
Marcela Wall, MSA.....	Director for Bookstore



# Faculty of Graduate Studies

## Teaching Faculty

**R. Mark Aldridge, Ph.D.** Associate Professor of Psychology, 2002  
*B.S., Southwestern Adventist University, 1992; M.A., Andrews University, 1995; Ph.D., Andrews University, 2005.*

**Donna Berkner, Ph.D.** Associate Professor of Education, 2012  
*B.S., Southwestern Adventist University, 1992; M.Ed., Tarleton State University, 1996; Ph.D., University of Phoenix, 2012*

**Renard K. Doneskey, Ph.D.** Professor of English, 1999  
*B.A., Southwestern Adventist College, 1981; M.A., Andrews University, 1983; Ph.D., University of California, 1987.*

**Michael G. England, Ed.D.** Professor of Education, 1996  
*B.S., Andrews University, 1977; M.A., Western Carolina University, 1980; M.Ed., Walla Walla College, 1986; Ed.D., Andrews University, 1997.*

**Fred Harder, Ph.D.** Professor of Business, 1997  
*B.S., Andrews University, 1959; M.A., Andrews University, 1963; Ph.D., University of California @ Los Angeles, 1980.*

**Judy Myers Laue, Ph.D.** Professor of English, 2000  
*B.A., Andrews University, 1976; M.A., Andrews University, 1977; Ph.D., University of Southern California, 1988.*

**Marcel Sargeant, Ph.D.** Professor of Education, 2002  
*B.S., University of Guyana, 1987; M.A., Andrews University, 1995; Ph.D., Andrews University, 2003.*

**Daryl D. Thomas, Ph.D.** Professor of Computer Science, 1995  
*B.S., Louisiana State University, 1976; Ph.D., Louisiana State University, 1994.*

**Andrew P. Woolley III, Ph.D.** Professor of English, 1978  
*B.A., Southern Missionary College, 1973; M.A., Andrews University, 1974; Ph.D., University of Tennessee, 1978.*

### Adjunct Faculty

Carol Campbell, Ph.D.

Elvin Gabriel, Ed.D.

Randy Gilliam, Ed.D.

Jimmy Kijai, Ph.D.

Radhames Lizardo, Ph.D.

James Windgardner, JD

# Graduate Council

Amy Rosenthal, Diem Dennis, Renard Doneskey, Michael England, Robert Gardner, Fred Harder, Jason Kowarsch, Marcel Sargeant, Cristina Thomsen.

