

**ADULT DEGREE
COMPLETION
SCHOOL YEAR 2026-2027**

Academic Catalog



SOUTHERN
ADVENTIST UNIVERSITY

Power for Mind & Soul

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This is Southern

THIS IS SOUTHERN

SOUTHERN OFFERS

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

THE MISSION

Transforming lives for eternity.

THE VISION

Southern Adventist University's vision is to:

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

CORE VALUES

As Southern Adventist University employees, we:

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

EDUCATIONAL PHILOSOPHY

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

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

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

INSTITUTIONAL GOALS

Southern Adventist University will

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

STUDENT LEARNING GOALS

Students of Southern Adventist University will

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

- issues, ideas, and values of historical and contemporary civilization.
- **Individual and Social Development**
develop socio-emotional maturity that enables them to be effective leaders and contributing members of their churches, families, groups, and communities in a global society.
- **Physical Development**
take responsibility for their own well-being through a healthy lifestyle.

HISTORY

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

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

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

SETTING

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

ACCREDITATION AND MEMBERSHIPS

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

It is also accredited by the Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, 12501 Old Columbia Pike Silver Spring, Maryland 20904 ((301) 680-6000, adventistaccreditingassociation.org). Additional information regarding the University may be obtained by contacting the State Board of Independent Colleges and Universities, Department of Education, Tallahassee, FL 32399 ((850) 488-8695).

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

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

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

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

ACADEMIC PROGRAM

Southern Adventist University offers 2 doctoral programs (a doctor of education and a doctor of nursing practice with 8 emphases), 10 master’s degree programs with 33 emphases, 59 baccalaureate degree majors, 19 associate degree majors, 63 minors, and 1 one-year certificate. Additional preprofessional and terminal curricula are available to students seeking admission to professional schools. (See Degrees and Curricula). Eleven departments/schools offer secondary teaching certification.

ONLINE LEARNING

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

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

STUDENTS

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

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

FACILITIES

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

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

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

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

SOMETHING TO KEEP IN MIND -

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

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

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

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

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

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

Academic Calendar

School Year

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

Summer Session 2026

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

SmartStart 2026

July 19	Early Check-In for Science Classes, and JumpStart. Orientation 9:00-11:0am, Dining Hall Enrollment Activities 11:00am – 2:00pm, Wright Hall
July 20	SmartStart Sciences & JumpStart Classes Begin (BIOL-101; CHEM-120; NOND-103)
July 26	New Student Check-In Iles PE Center – MAIN EVENT 9:00am – 2:00pm
July 27	SmartStart Classes Begin
Aug 11	Fee charged for adding and dropping SmartStart and “W” show on Transcript
August 17	New Student Check-In Iles PE Center – MAIN EVENT 9:00am – 2:00pm
August 21	SmartStart Classes End
August 25	All Summer 2026 Grades Due by 5:00pm

1st Semester

Aug 3-9	University Colloquium
Aug 17-21	Freshman/Transfer Orientation
Aug 23	Wright Hall open for enrollment activities for new students from 11:00am – 2:00pm
Aug 24	Fall 2026 classes begin
Aug 26	All Summer 2026 grades are due by 5:00pm
Sept 1	Fee goes into effect for adding/dropping classes (16-week classes)
Sept 1	“W” in place for dropped courses on transcript (16-week classes)
Sept 7	Last day to add a class (16-week classes) / Census date
Sept 25	Graduation contracts due to Records & Advisement office for December & May undergraduate graduating seniors
Sept 25	Graduation applications due for graduating Graduate students for December
Oct 15-18	Mid-semester break
Oct 20	Mid-term grades are due by 5:00pm
Oct 22-25	Alumni Homecoming
Oct 29	Last day to drop a class (16-week classes)

Nov 1	December senior deadline for correspondence/transients/incompletes
Nov 2	Graduate students and Southern Scholars pre-registration, 9:00pm
Nov 2	Progress grades due for December graduating students
Nov 3	Senior pre-registration (94 earned hours), 9:00pm
Nov 5	Junior pre-registration (55 earned hours), 9:00pm
Nov 9	Sophomore pre-registration (24 earned hours), 9:00pm
Nov 11	Freshman pre-registration (23 earned hours), 9:00pm
Nov 16	Online registration for W27 is open for new/transfer students
Nov 16	Last day to order regalia for December graduation
Nov 21-29	Thanksgiving Vacation
Dec 7	All incomplete grades for W26/S26 due
Dec 14-17	Semester exams
Dec 17	Commencement
Dec 18 - Jan 10	Christmas Vacation
Dec 21	Fall 2026 semester grades are due by 5:00pm
Dec 23 - Jan 2	Wright Hall closed

2nd Semester

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

POLICIES

1. Admissions

Admission of Adult Degree Completion Students

For priority processing, applications of adult degree completion students should be submitted at least four weeks before class begins in the entering module. Applications will be accepted year round.

Regular Acceptance

To be admitted to the adult degree completion program, an individual must meet the following requirements:

- Must be age 25 or older. Non-traditional students under 25 years old may petition for an exception based on their unique circumstances.
- Must provide transcripts from one or more officially accredited colleges or universities with evidence of a college GPA of 2.00 unless otherwise specified for the major.
- Must have earned at least 24 hours of undergraduate academic credit from one or more officially accredited colleges and universities. Official transcripts from colleges or universities previously attended must be submitted before transfer credit can be awarded

NOTE: This program is not designed for international students in the US on an F-1 visa. I-20 forms can not be issued by the university for students in the adult degree completion program.

Probationary Acceptance

Applicants who do not meet the requirements for regular acceptance can be considered for admission on academic probation. Academic probation continues for the entire first semester and allows a maximum enrollment of 13 credit hours for the semester.

Students will be reviewed by the Academic Review Committee at the end of the semester at which time they will either be placed on regular standing, remain on probation, or be academically dismissed.

Admission of International Students

This program is not designed for international students in the US on an F-1 visa. I-20 forms can not be issued by the university for students in the adult degree completion program. International students may apply for online adult degree completion programs following the standard application and admission process. However, coursework will have to be completed in international students' home country.

Application Procedure for Admission

Southern Adventist University welcomes applications from students who seek a university career that unites spirituality and academic integrity and who commit themselves to an educational program designed according to Christian principles as taught by the Seventh-day Adventist Church. The University does not discriminate in admissions on the basis of age, gender, race, color, ethnic or national origin, religion, or handicap.

- Prospective students should apply on the Internet at apply.southern.edu.
- The online application fee of \$25 must be paid through the application portal.
- It is the student's responsibility to request any former colleges or universities to forward official transcripts to the university in support of the application. These will become the property of the University.
- Upon receipt and evaluation of the application, transcripts of credits and test scores, the Graduate and Professional Studies Office will notify the applicant of the admission decision.

Transfer Credits

Southern accepts credits from approved accredited institutions and verifiable credit from international and non-accredited institutions. Credit by examination taken at other colleges will be accepted according to Southern Adventist University standards (see "University Credit by Examination" in the Academic Policies section of the Catalog). Background deficiencies revealed by transcripts and entrance examinations will be given individual attention.

The criteria for evaluating transfer work from an accredited school is based on guidelines given in Transfer Credit Practices AACRAO 2015 guide. The ACE recommendation guide is used for evaluating transcripts for the veterans of the armed forces and credit from unaccredited sources. Credit may be considered for courses taken at institutions which are not accredited only after the student has completed at least 12 semester hours at Southern Adventist University with a 2.00 or better average GPA. Transfer courses that are comparable to Southern Adventist University courses may be recorded with an earned grade of "C-" or higher. All college transfer work from Tennessee will be recorded to meet the requirements of the HOPE scholarship. Transfer credit from international foreign schools must be evaluated by a credentialed foreign evaluator. As a general rule, accredited international institution credit is usually issued with pass/fail grades.

A student who has been dismissed from another institution because of poor scholarship or citizenship, or who is on probation from that institution should address this on the application at the time of applying for admission.

Adult degree completion students must submit official college transcripts from previously attended institutions documenting at least 24 credit hours of previously earned college credit before being allowed to continue registering for classes.

2. Academic Policies

Absences

Class. Attendance at class and laboratory appointments is expected. Professors prepare an absence policy for each class, which includes an explanation of penalties, if any, for absences, and the procedure for making up work, if such is allowed. It is the responsibility of professors to publish their policies for each class at the beginning of each semester, but it is the students' responsibility to familiarize themselves with the practices of each professor from whom they are taking classes. Generally speaking, professors will not excuse absences for reasons other than illness, authorized school trips, or emergencies beyond the students' control.

Students are not penalized if they incur absences while participating in school-authorized activities, but they are held responsible for work they miss. It is their responsibility to initiate arrangements to make up their assignments. One and one-half absences are given for missing a 75-minute class, two for missing a 100-minute class, etc.

Students who are on conditional standing are not eligible to participate in extra-curricular trips if the trip would require them to miss more than one day of classes per semester.

Examination. Because of problems concerning time, expense and fairness, final examinations will be taken as scheduled. In the case of illness verified by University Health Center or a physician, death in the immediate family, three examinations scheduled consecutively in one day, or four or more examinations scheduled in one day, a final exam may be rescheduled upon approval by the professor and the Associate Vice President for Academic Administration. The rescheduled examination will be given at a time convenient to the professor.

When examinations are rescheduled because of three scheduled consecutively in one day or four in one day, the last examination of the day will normally be the one rescheduled. Examinations rescheduled for any reason other than those listed above, may require a fee of \$100 per examination. All rescheduling requests will be made on a form available at the office of the Vice President for Academic Administration.

Convocation. Convocations are held each Thursday at 11:00 a.m. During weeks of prayer, convocations are held on Monday through Friday as well. Occasionally, convocation will be held in the evening or may begin at 10:30 a.m. on Thursday. All students are required to attend 14 convocations each semester. Failure to meet this convocation requirement may result in suspension of registration. Exceptions to the convocation attendance requirement are made by the Office of Student Development only for legitimate direct work conflicts with scheduled convocations. Any excuses for absences from convocation must be approved by the Vice President for Student Development. A special series of orientation convocations is scheduled during the SmartStart summer session.

Academic Forgiveness

The University maintains an adult degree completion academic forgiveness policy for courses taken at any institution, including Southern Adventist University. The policy allows for the removal of previous coursework from the calculation of the student's grade point averages and from consideration for fulfillment of all University requirements. Academic forgiveness does not remove the record of these courses from the student's transcript.

Eligibility:

1. A student must be admitted to an undergraduate adult degree completion program at Southern Adventist University.
2. Students must not have earned an undergraduate degree.
3. Students cannot have attended Southern Adventist University for a minimum of three (3) consecutive years immediately prior to the most recent admission into the adult degree completion program.

Policy:

1. Any undergraduate course with a grade below a C- included on the student's Southern Adventist University transcript taken anywhere by the student prior to his or her most recent admission into the adult degree completion program is eligible for forgiveness.
2. Students may request and be granted academic forgiveness only once over their academic lifetime at Southern Adventist University.
3. Upon requesting academic forgiveness, students may select up to 32 credit hours of eligible courses to receive forgiveness.
4. Once approved, the forgiven courses will no longer impact a student's cumulative and university GPAs, which are used for academic determinations including, but not limited to, academic standing, graduation requirements, and honors.
5. Academic forgiveness is not retroactive and will have no effect on prior actions or academic determinations.
6. A record of forgiven coursework and the grades earned will remain on the transcript, but the quality point values will be removed from the cumulative quality point average. A notation on the transcript will indicate which courses have been forgiven.
7. Once approved, academic forgiveness is irrevocable. It is very important that students seek academic and financial aid advisement prior to requesting academic forgiveness.

This policy is independent of financial aid regulations. All coursework will still count in the financial aid satisfactory academic progress (SAP) calculation. Financial aid requirements at the time of application will apply. Therefore, students should check with their student finance counselor for guidance prior to requesting academic forgiveness. Approval of academic forgiveness at Southern Adventist University does not guarantee that other institutions will recognize this action.

Academic Integrity

ACADEMIC INTEGRITY

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

FACULTY RESPONSIBILITIES:

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

STUDENT RESPONSIBILITIES:

1. Tools such as artificial intelligence, translation software, and online resources may be used only as permitted by course instructors and should never be used to supplant the cognitive processing necessary for creativity and learning.

- 2. Representing the output of generative AI as one's own work is always considered a violation of this policy.
- 3. Students assume responsibility to avoid plagiarism by acting with integrity and learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might misrepresent others' material as their own.
- 4. Students unfamiliar with procedures for citing sources should confer with their professors.
- 5. Students are to assume that all coursework is "no collaboration" unless stated otherwise by the professor.
- 6. Many professors will require students to submit papers through **Turnitin**, an originality-checking application, and may use generative AI detection tools.

SCHOOLS/DEPARTMENTAL POLICIES:

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

PROCEDURES FOR HANDLING ACADEMIC DISHONESTY:

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

Advisement

Southern Adventist University is committed to assisting every student in the area of academic advisement. Adult degree completion students are assigned an academic adviser and are recommended to consult with their advisers before registering for classes.

The responsibility of meeting graduation requirements belongs to the individual student. In planning their schedules all students should consult their degree audit in the university's online Student Planning portal. In addition, students should carefully follow the instructions in the *Catalog* and the recommendations of their adviser(s). In the event of a discrepancy between an adviser's word and the *Catalog*, final interpretation of graduation requirements rests with the Records and Advisement Office.

Seniors must file a senior contract in the Records and Advisement Office to graduate. Previous to their senior year students should check periodically with the Records and Advisement office to determine whether they are meeting all curriculum requirements satisfactorily.

Apostille Service and Document Authentication Process

Southern Adventist University offers apostille and document authentication of transcripts and diplomas. As per the Hague Convention of 1962, there is a list of countries which require a document to go through the apostille process prior to being presented. For countries which are not a signatory party to the Hague Convention of 1961, the documents are required to go through the authentication process certifying the authenticity of the document before being presented. The student needs to check the country to see which process is required. The apostille and authentication process of transcripts and diplomas require:

- The student must request the apostille/authentication process for the diploma/transcript.
- The student must request his/her official transcript on line: southern.edu/records and request a replacement diploma from the Records and Advisement Office. The student must receive financial clearance. (See official transcript charges at the Records and Advisement Office website.)
- The charge for the apostille/authentication process is \$100 to be paid to the cashier (phone number: 423.236.2826) at Southern Adventist University. This charge covers the costs for notary fees, validation of the notary at the Hamilton County Courthouse, Clerk's Office; priority mailing of the documents to the Tennessee Secretary of State for apostille or authentication process; priority mail envelope back to the Records and Advisement Office. The Records and Advisement Office will then mail the document(s) via priority mail to the specified address. Fees listed do not cover the cost of the replacement diploma.
- The process will take a minimum of 15 business days before mailing to the person/place indicated.

Class Standing

Standing	Hours
Freshmen	0-23 semester hours
Sophomores	24-54 semester hours
Juniors	55-93 semester hours
Seniors	94 semester hours

Eligibility for class office requires a grade point average of 2.25 and a good citizenship record.

Cognate Courses

Required courses related to the major which are not a part of the major are called cognate courses [e.g., students majoring in Nursing are required to take Microbiology as a cognate course].

Conditional Standing and Dismissal

Any student whose GPA does not meet the criteria for graduation is on conditional standing. The following are four categories of students who are on conditional standing:

1. Students whose Southern Adventist University or cumulative GPA falls below 2.00. They are not eligible to hold office in any student organization.
2. Students in baccalaureate programs completing their sophomore year with a GPA in their major field less than the level required for graduation. For most degrees the institutional graduation requirement is 2.25, but some programs may designate a higher GPA.
3. Students on conditional standing may enroll in a maximum of 13 hours and are required to sign a contract agreeing to fulfill additional requirements designed to assist the student with improving their academic performance.

Candidates for a baccalaureate degree must achieve a minimum GPA of 2.00 after 24 semester hours have been attempted. Candidates for an associate or certificate program must have a GPA of 2.00 before beginning their final semester. Veterans enrolled for baccalaureate degrees, associate degrees, or certificate programs must maintain a cumulative grade point average of 2.00, or they will not be certified for veterans benefits. Veterans may be certified for repeat of "F" grades or for a major that requires a specific minimum grade and the grade received was lower than specified.

Government regulations require all financial aid recipients to maintain satisfactory academic progress towards a degree as measured both qualitatively and quantitatively in order to receive financial aid. This requirement applies to the entire enrollment at Southern Adventist University-even periods during which a student does not receive financial aid. Failure to comply with this requirement may result in a student becoming ineligible for financial aid.

This policy defines the minimum standards for eligibility for state and/or federal financial aid.

Students are subject to academic dismissal for any of the following categories:

1. If they are on conditional standing for two consecutive semesters without demonstrating improvement;
2. If their Southern Adventist University or cumulative GPA does not reach the levels indicated in the preceding paragraph or the levels in the following table:

Credit Hours	Attempted Cumulative Grade Point Average
0-23	1.50 or above
23-54	1.75 or above
55 or above	2.00 or above

At the end of each semester the Academic Review Committee reviews the records of students who are subject to dismissal and the Associate Vice President for Academic Administration will notify students in writing whether or not they may continue. A student academically dismissed may be readmitted only after demonstrating maturity and motivation for a university career. The dismissed student may be required to complete successfully at least one term of college-level courses at another institution prior to readmission at Southern Adventist University.

Students receiving financial aid must also meet an academic progress policy set by the federal government. For further explanation see, "Academic Progress Requirements."

Course Numbers

Each course number consists of three figures as follows:

HIST 354. Latin America (C-1), (W) 3 hours

The first numeral indicates class year status as follows:

- 0-Developmental (no credit)
- 1-freshman level (lower division)
- 2-sophomore level (lower division)
- 3-junior level (upper division)
- 4-senior level (upper division)

Within a given 100 sequence there is no significance in one course number being higher than another. For instance, 265 does not necessarily mean that the course is on a higher level than 235.

Course numbers separated by a hyphen are two-semester courses in which credit for the first course is a prerequisite to the second [e.g., ENGL 101-ENGL 102. Critical Thinking in Academic Reading and Writing]. However, credit is given for the first semester when taken alone.

Course numbers that stand alone represent courses of one semester which are complete units. Course numbers separated by a comma [e.g., HIST 154, HIST 155. American History and Institutions] represent complete units, either one of which is counted for graduation without reference to sequence.

Designation in brackets following course titles, [e.g., MATH 215 - Statistics (IN-4)] indicates the General Education area and sub-area that the class fulfills. Classes designated with a "(W)" are writing classes for General Education credit.

Students may earn credit for a cross-listed course from only one department/school [e.g. HIST 356 and SOCI 356].

Credit Hours and Course Load

University courses are expressed in semester hours. A semester hour is consistent with the Carnegie Unit of one hour of faculty directed instruction and a minimum of two hours of academic student work for undergraduate (UG) or three hours of academic work for graduate (G) level courses. Student academic work contributes to established intended learning outcomes and is verified by evidence of student achievement. For courses that meet for fewer than 16 weeks, weekly hour expectations are adjusted proportionally.

An equivalent amount of work is required for lectures, labs, internships, summer courses, online courses, directed (UG) study, independent study (G), or other course types leading to the award of credit hours. Schools and departments may determine contact time over the minimum requirements as needed. Physical Education activity courses meet two fifty minute periods for one credit hour. A laboratory period of two and one-half to three hours is equal to one class period. Except by permission of the office of the Vice President for Academic Administration, a student may not register for 18 or more semester hours.

Student Status. An undergraduate student must be currently enrolled for a minimum of 12 semester hours to be considered full-time. Part-time status is maintained when a student is enrolled in 6-11 semester hours. Non-degree status is given to the student enrolled in 5 or fewer hours.

Study-Work Program. It is important that the student adjust the course load to achieve a reasonable balance in study and work. During registration the student should confer with the adult degree completion adviser in planning the proper course load.

Degree Requirements

Planning a Course of Study

When planning their course work, students should acquaint themselves with their chosen program of study and graduation requirements outlined in this Catalog. Students who have not decided their course of study before entering the University may take a general program exploring several fields.

Students may consult an adult degree completion adviser, prior to registering for courses each term.

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

General Degree Requirements: Baccalaureate Degree

The general degree requirements for a baccalaureate degree are as follows:

- Satisfactory make-up of admissions deficiencies.
- A minimum of 124 semester hours with both a resident and cumulative grade point average (GPA) of 2.00 (C) or above.*
- A minimum of 40 hours of upper division credit, to include at least 18 upper division hours in the major.
- Writing classes requirement (for BIS degree only).
- Completion of a major with a cumulative GPA of 2.25 in the major,* completion of the General Education requirements, and electives to satisfy the total credit requirements for graduation. Courses completed with grades lower than a "C-" will not be applied toward a major or minor.
- More than one major may be earned provided all courses required for each major and its cognates are completed. Each major must include a minimum of 20 semester hours that do not overlap with any other major or minor.
- More than one minor may be earned provided all courses required for each minor are completed.
- Completion of an exit examination as required by the department or school.
- Students wishing to obtain a second degree will need to complete, beyond the 124 minimum hours required, a minimum of 30 hours, including 16 hours upper division, and a new major.

**Some schools, departments, or majors require a higher standard. The student should consult the respective Catalog section for specific GPA or grade requirements for the desired program.*

Degrees and Curricula

The Bachelor of Arts degree consists of four years of course work that places a student's major field of study in the context of a liberal arts education. To encourage a wide range of studies, a minor is required. A foreign language component is required.

The Bachelor of Science degree consists of four years of course work that places the student's major field of study in the context of a liberal arts education. The degree permits greater concentration in the field of study. No minor or foreign language study is required except as specified for certain majors.

The Bachelor of Integrative Studies degree consists of four years of multi-disciplinary course work that gives the student flexibility to pursue a customized field of study in the context of a liberal arts education. No minor or foreign language study is required.

Grading System

Course grades are an expression of the student's mastery of the objectives for a particular course. Course objectives, in turn, focus exclusively on discipline-related and content-based knowledge and competencies which the student is expected to achieve as a result of participating in the particular course. Thus, a grade is a permanent record for other institutions of higher education, potential employers, and others, of the student's fluency in the subject matter.

The student's grade may be calculated on a normal curve or as a percentage of mastery of the course objectives, or some combination of the two. In any case, a grade should clearly indicate the level of achievement which the student has reached relative to course objectives. Grades are usually based on both formative (i.e. quizzes, homework, group work) and summative (i.e. exams, papers, major projects) activities, although proportions will vary.

Letter grades are generally defined as follows:

- | | |
|-----------|--|
| A | Superior; the student demonstrates exceptional capability in handling course material |
| B | Above average; the student's demonstrated capability in handling course material exceeds the expectation of the professor |
| C | Average; the student demonstrates a satisfactory grasp of course material which the professor intends students to learn in the class |
| D | Below average; the student's demonstrated ability to deal with the course material is less than the professor intends students to learn |
| F | Failing; the student does not demonstrate sufficient capability with the course material to merit a passing grade |
| W | Withdrew from the class; is not calculated in the GPA |
| AU | Audit; no credit |
| I | Incomplete; is not calculated in the GPA |
| IP | In Progress; a temporary passing grade for interrupted course work still in progress; is not calculated in the GPA |
| P | Pass; is not calculated in the GPA |
| NR | Not Reported; the professor did not issue a grade; is not calculated in the GPA |

The Pass/Fail option is available only in Physical Education activity classes (ADAC and PEAC) with the exception of PEAC 125 and PEAC 425. **Students enrolling in these classes must make a decision either to receive a grade of Pass/Fail or a conventional grade before the final grades are submitted. The decision will be final.**

A student may receive an "I" (Incomplete) because of illness or other unavoidable delay. Any incomplete which is not removed by the end of the following term (Fall, Winter) will automatically become an "F". A student may petition for an incomplete grade to extend up to one year. After a year a grade must be issued. A professor may assign a temporary "IP" (in progress) when an unavoidable problem prevents the issuance of a grade. Grade changes for a course are accepted up to one year. After one year, the student should enroll the second time and repeat the course.

A course may be repeated before the student takes a more advanced course in the same field. Only the last grade will be counted on repeated courses.

Mid-semester and semester grade reports are available online for the student to access. Only semester grades are recorded on the student's permanent record. The following system of grading and grade point values is used:

Grade	Grade Points Per Hour
A	4.00 grade points per hour

A-	3.70 grade points per hour
B+	3.30 grade points per hour
B	3.00 grade points per hour
B-	2.70 grade points per hour
C+	2.30 grade points per hour
C	2.00 grade points per hour
C-	1.70 grade points per hour
D+	1.30 grade points per hour
D	1.00 grade points per hour
D-	0.70 grade points per hour
F	0.00 grade points per hour

The grade point average is calculated by dividing the total number of grade points earned by the credit hours attempted.

Graduation with Academic Honors

Students graduating with a cumulative GPA of 3.50 or above will have the degree conferred as follows:

- 3.50-3.74, cum laude;
- 3.75-3.89, magna cum laude;
- 3.90-4.00, summa cum laude.

The appropriate designations will appear on the diploma.

Honor Roll/Dean's List

At the conclusion of each semester of the school year, students who have carried a minimum of 12 semester hours and who have attained the following grade point averages will be included in the honors group indicated:

GPA	Honors
3.50-3.74	Honor Roll
3.75-3.89	Dean's List
3.90-4.00	Distinguished Dean's List

Limitations on Class Attendance

Classes at Southern Adventist University are open to registered students only. The learning experiences, class discussions, and the information disseminated in the classroom, or other places of learning, are services which the University provides to its students. The relationship of trust that is required for honest inquiry and open interaction between students and faculty is protected by asking visitors not to attend or participate in classes without prior permission of the professor.

Professors and the institution reserve the right to remove students or visitors from classes if their speech or behavior threatens the purposes of the class by exceeding the bounds of normal academic freedom.

Professors conducting extension classes from other institutions on the Southern Adventist University campus share the rights spelled out by this policy.

Major and Minor Requirements

Each major consists of 30 hours or more in the chosen field of specialization of which 18 hours must be upper division credit. The total semester hours required for each major varies for each degree and major.

All minors consist of at least eighteen semester hours. Six hours of a minor must be upper division credit. Each minor must include a minimum of 12 semester hours that do not overlap with any other major or minor.

The specific requirements for majors and minors are given under the respective disciplines section.

Nontraditional College Credit

In addition to credit earned in the traditional classroom setting, Southern Adventist University accepts credit earned by two other means-challenge examinations, College Level Examination Program (CLEP), and credit for life/prior/experiential learning. Note that credits earned through CLEP and life/prior/experiential learning do not count towards the university's residency requirements.

Southern recognizes the International Baccalaureate as nontraditional credit and will record up to 12 hours of credit of courses taken on the Highest level (HL).

University Credit by Examination. Although the university recognizes several types of examination for credit, some policies apply to all types.

- No CLEP or challenge exam may be attempted for a course in which the student has been enrolled beyond the second week of a semester.
- Grades are recorded for departmental challenge examinations and scaled scores are recorded for nationally formed examinations.
- Students may earn a maximum of 12 hours of credit by examination in courses that do not appear in the University Catalog if the evaluating tests are approved by Undergraduate Council.
- Credit for challenge and/or validation examinations will not be placed on a student's permanent record and is, therefore, not transferable until that student has successfully completed 12 semester hours in residence at Southern Adventist University.
- Fees charged for challenge examination and credit are listed under "Other Charges and Fees" in the financial section of this Catalog.
- Additional information concerning challenge examinations may be obtained from the Records and Advisement Office or the Counseling and Testing Center.

There are specific policies for different types of credit by examination.

- Challenge examinations demonstrating competence equivalent to a regular course and prepared by a department/school. The following policies apply:

- Challenge examinations must be passed at "B" level or above.
- Since not all classes listed in the *Catalog* are open to challenge examinations, students must obtain permission from both the department chair or school dean and the Vice President for Academic Administration before petitioning to challenge a course.
- Students must also furnish evidence of adequate preparation to challenge a class before the department chair or school dean assigns a professor to prepare a challenge examination.
- A student may challenge a given course only once.
- A challenge test may not be taken if the student has audited the class.
- College Level Examination Program (CLEP) subject examinations
 - CLEP subject examinations must be passed at the score of 50 or higher to receive credit.
- Advanced Placement Examinations
 - In general, AP examinations must be passed with a score of 3, but some departments have additional restrictions.
 - AP history exams, if passed with a 4 or higher, qualify for elective credits. They do not fulfill the general education requirement for history. Three hours of AP/CLEP credit can, however, count towards a history major or minor.
 - The biology and chemistry AP requirement is 5. Students may be exempt from taking BIOL 152 if they have an Advanced Placement grade of 5 and a grade of "B" or better in BIOL 151. A student receiving a score of 5 on the chemistry AP examination will be given credit for CHEM 151. Credit for CHEM 152 requires a 5 on the AP exam and years of H.S. Chemistry and laboratory work that is equivalent to our university chemistry lab. A student receiving a score of 4 or higher on the AP Chemistry exam will receive credit for CHEM 119. (A student may not receive credit for both CHEM 119 and CHEM 151.)
 - A score of 3 or higher on the AP English Language and Composition exam or on the AP English Literature and Composition exam earns credit for ENGL 101. Credit for ENGL 102 may not be earned through Advanced Placement.
- Modern language offers students the opportunity to earn up to six intermediate language credits in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, and Spanish through the STAMP 4S test. Details are available from the Modern Languages Department.

Practicum and Internships

Suggested departmental/school guidelines for practicum and internships.

Practicum

- A minimum of 50 clock hours per one credit hour.
- The process of learning a job on a part-time basis.
- The work may be done at various job sites.

Internships

- A minimum of 100 clock hours per one credit hour.
- The application of learning the skills of a job on a full-time basis.
- The work must be supervised on one job site.

Outcomes Assessment

In an ongoing attempt to improve its educational quality, the University administers a comprehensive assessment program. This involves periodic measurement of student academic achievement, student satisfaction, and personal, professional, and career development. Although participation in these assessment activities is expected of all students, not every student will be selected for every assessment; but during the course of enrollment, students are likely to be involved in at least one assessment activity.

Prerequisite for Taking Upper Division Classes

Students must complete 24 semester hours of 100- and 200-level courses (lower division) before enrolling in a 300- or 400-level course (upper division). In addition, students must earn credit for **ENGL 101 before they can enroll in upper division classes.**

Registration

Students are expected to register during the scheduled registration periods designated in the school calendar. New students are encouraged to contact their adult degree completion adviser for assistance with registering for courses. New students are required to participate in the adult degree completion orientation activities.

Late Registration. Permission to register late must be obtained from the Director of Records and Advisement. The course load of a late registrant may be reduced according to the amount of class work missed. A student registering after the first three business days of the term must obtain permission from the instructor and their adviser before enrolling in a class. No student may register after one week of the term has elapsed.*

** Timelines may vary depending on the length of the course.*

Changes in Registration. To avoid changes in registration, students should carefully consider the program of courses necessary to meet their objectives. To avoid subsequent adjustments, a balance should be maintained between the course load, work program, and extracurricular activities.

To make changes in registration, students must complete the online change of registration form (Add/Drop) available on the Records and Advisement Office webpage (<https://www.southern.edu/records/>). Course changes and complete withdrawals from the school become effective on the date the online form is submitted by the student. A fee will be assessed for each change in program after the first three days of the term.

A student may not change from one section to another of the same course without the approval of the professor.

When a student drops a class during the first three days of the term, the class is deleted from the student's record. A grade of "W" is issued when a student drops the class after the first three days of the term. A student may withdraw from a class up to the date published on the course schedule to receive a "W". No withdrawals will be permitted after the published date.

Canceled Classes. The Dean of Graduate and Professional Studies or a department/school may cancel a class for which fewer than six tuition paying students enroll. This policy applies to ordinary classes but not to directed study courses, private lessons, and other special classes such as special methods of secondary teaching. Students enrolled in canceled classes should confer with their adult degree completion adviser to determine alternate means to complete their schedules.

Withdrawal Procedure for Students Called to Active Military Duty. The Southern Adventist University community recognizes the sacrifices that those in the armed forces make while serving our country. We are proud of these individuals and have, therefore, adopted the following policy to deal with currently enrolled Southern Adventist University students who are called to active military duty.

- Upon presentation of official military orders, the student will be automatically withdrawn from all of his/her

courses for the given semester and a grade of "W" with notice of reason for withdrawal will be recorded on his/her academic record.

- In addition, the student is eligible for a full-tuition refund or can choose to have the monies held on account to be used at a later date.
- In the case of a resident student, room and board charges will be prorated based on the period in the semester when the student is required to leave; and the remaining charges will be refunded or held on account based on the student's request.
- If the veteran has left to perform military service, the veteran is to be readmitted with the same academic status he or she had when last in attendance at Southern. In most cases, the length of the absence from Southern cannot exceed five years.

Residence Requirements

Baccalaureate Degree: Twenty-five percent of the total semester hours required for the baccalaureate degree must be taken in residence, including at least 30 of the last 36 hours completed preceding the conferment of the degree. The total hours taken in residence must include at least 15 in upper division, 9 of which must be in the major (per major) and 3 in the minor (per minor), if one or more minors are taken.

Associate Degree: Twenty-five percent of the total semester hours required for the associate degree must be taken in residency including at least 31 of the last 36 hours completed preceding the conferment of the degree. The total hours taken in residence must include at least 15 in the major (per major) and 3 in the minor (per minor) if one or more minors are taken.

Certificate Programs: Eighteen semester hours of credit must be completed in residence immediately preceding the conferment of a one-year certificate.

Transfer Credit: A form and an approval process must be followed with the Records and Advisement Office prior to taking courses for transfer credit at another college or university during any session the student is simultaneously enrolled at Southern Adventist University and during any summer after initial enrollment. See department/school sections of the *Catalog* for classes which must be taken in residence.

Sequence of Courses

A student may not receive credit for a course which is a prerequisite to a course for which s/he has already received credit.

Student Identity

Identity Verification

All students including those who enroll in a distance education course at Southern Adventist University for the first time are required to authenticate their identity at the time of initial registration in their first semester at Southern. The student may accomplish this using one of the following options: 1) Authenticate in person at Southern Adventist University or 2) Authenticate online with a secure identity verification partner, chosen by Southern Adventist University. Fees for this authentication are the responsibility of the student.

Exam Proctor

Students in online classes may also be required to take online examinations using Southern's designated paid proctoring service. Fees for proctoring are the responsibility of the student.

Student Records

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

With the permission of the student, parents of students termed "dependent" for income tax purposes are entitled to access to the student's educational records. The law also provides for the release of information to university personnel who demonstrate a legitimate educational interest, other institutions engaged in research (provided information is not revealed to any other parties), and certain federal and state government officials.

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

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

Student Rights

Right of Petition

Students who believe there is a valid reason for requesting variance from or exception to an academic policy stated in the *Catalog* may make a petition to the Director of Records and Advisement for consideration of their case after obtaining the advice and signature of the department chair or school dean of their major. The petition must contain a statement of the request and supporting reasons. Highly unusual requests will be referred to the Vice President for Academic Administration. Students will be notified in writing by the Director of Records and Advisement of the action on petitions. Petition forms are available from the Records and Advisement Office or online at southern.edu/records.

Academic Grievance Procedure

Students who believe that their academic rights have been infringed upon or that they have been treated unjustly with respect to their academic program are entitled to a fair and impartial consideration of their cases. They should do the following to effect a solution:

1. Present the case to the professor or professors concerned.
2. If necessary, discuss the problem with the department chair or school dean.
3. If agreement is not reached at this level, submit the matter to the Vice President for Academic Administration.

4. Finally, ask for a review of the case by the Academic Grievance Committee, chaired by the Vice President for Academic Administration or his designee and including three other faculty members and two students selected by the Undergraduate Council. Both the student and the professor involved in the case are entitled to appear before the committee or to present a written statement of the case. The decision of the committee shall be presented in writing to the individuals involved within three days of the committee meeting unless a later time is agreed upon by both parties. The decision of the committee is binding and will be implemented by the professor involved or the Vice President for Academic Administration.

Transcripts

Students may obtain official transcripts of their academic record through the National Student Clearinghouse website at studentclearinghouse.org or by clicking on "My Access" at southern.edu. Official transcripts sent directly to a student will be enclosed in a sealed envelope with the registrar's signature across the back.

The National Student Clearinghouse charges the student credit or debit card \$2.50 for each transcript destination. Electronic transcripts are available for an additional charge.

A student may receive an unofficial transcript for evaluative purposes by applying in person or by faxing the form to 423.236.1899. The form is available at southern.edu/records/transcripts.

Transient Student

A Southern Adventist University student acquires transient student status when s/he is granted permission through the Southern Adventist University Records and Advisement Office to enroll for automatically transferable credit at another accredited institution. The credit that students may transfer must meet Southern Adventist University criteria for transfer credit and residence requirements.

To receive transient status, a student must:

1. have completed a minimum of 12 hours in residence at Southern Adventist University and
2. be enrolled simultaneously at Southern Adventist University for a minimum of three hours of class credit. (This condition does not apply to summer classes.)

Students may not receive transient status for more than one semester during which the amount of transferable credit exceeds the amount of simultaneous credit earned at Southern Adventist University.

Southern Adventist University does not accept credit from the following sources: StraighterLine, Sophia Learning, Coursera and Study.com. Transient approval will not be granted for any courses coming from these sources.

Waiver Examinations

Upon the approval of the department chair or school dean and the Vice President for Academic Administration, students may obtain a waiver of curricular requirements by successfully completing a comprehensive examination-written, oral, manipulative, or otherwise, as determined by the department/school involved. A fee of \$50 per examination is charged. Course or credit hour waivers will not be applied to courses taken as a transient student.

3. Financing Your Education

Federal Loans, Grants & Work-Study

Federal Direct Loans

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

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

Direct Subsidized Loans

Loans available to undergraduate students with financial need/financial status according to the FAFSA. The U.S. Department of Education pays the interest on the loan as long as the student is enrolled in school at least half-time. The student must sign a master promissory note (MPN), complete entrance counseling online at StudentAid.gov before the loan is released to the student account. Repayment of the loan generally begins six months after the student graduates, leaves school or drops below half-time enrollment. For additional information, please visit studentaid.gov/sub-unsub.

Direct Unsubsidized Loans

Loans available to students, regardless of need/financial status according to the FAFSA. The student is responsible for paying the interest, which accrues while enrolled in school at least half-time. The student must sign a master promissory note (MPN), complete entrance counseling online at StudentAid.gov before the loan is released to the student account. Repayment of the loan generally begins six months after the student graduates, leaves school or drops below half-time enrollment. For additional information, please visit studentaid.gov/sub-unsub.

Direct PLUS Loans (Parent PLUS)

Loans made available to **parents of dependent undergraduate** students who are enrolled in school at least half-time. Parents must sign a master promissory note (MPN) online at StudentAid.gov before the loan is released to the student's account. The yearly loan limit is the cost of education minus any estimated financial aid that the student is eligible to receive. For additional information on Parent PLUS loans, please visit studentaid.gov/plus.

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

Federal Nursing Loan

Low-interest federal student loans, made by Southern Adventist University, available to undergraduate students, who are pursuing a course of study leading to a BS Nursing degree. Funds are dependent on student's financial need and the availability of funds. A borrower must repay this loan. Students must sign a promissory note and complete entrance counseling online each academic year before the loan is released to the student account. Repayment of loans begins nine months after student graduates, leaves school, drops below half-time enrollment or is no longer pursuing a BS Nursing degree.

Federal Grants

Grants are similar to scholarships in that they are financial awards that do not have to be repaid. However, unlike scholarships, they are typically awarded based on financial need rather than on demonstrated academic achievement.

Federal Pell Grant

The Federal Pell Grant Program is offered to undergraduates and is designed to assist students from low-income households. A Federal Pell Grant, unlike a loan, does not have to be repaid, except under certain circumstances. To qualify for a Pell Grant, a student must demonstrate exceptional financial need, as determined by the FAFSA and have not earned a bachelor's degree. For additional information regarding eligibility and grant amounts, please visit studentaid.gov/grants.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is a grant funded by the federal government for undergraduate, degree-seeking students with exceptional financial need. FSEOG grant does not have to be repaid. The amount of FSEOG funds is limited. Priority is given to students who receive maximum Federal Pell Grants, and submit the FAFSA by the priority deadline. There is no guarantee that every eligible student will be able to receive a FSEOG award. For more information about the FSEOG, please visit studentaid.gov/grants.

Federal Work-Study (FWS)

This program is available to undergraduate students with demonstrated financial need. Under the Federal Work-Study program, the employer pays a small part of the student's wages, and the government pays the remainder. The Federal Work-Study Program is a method of payment. It is not additional funding on top of the student's earnings. Most work-study positions are on campus. Students are responsible for acquiring their own jobs. Students can work maximum of 24 hours per week during the fall and winter semesters, including vacation periods. They can work a maximum of 38 hours a week during the summer. The basic pay rate is no less than the current minimum wage. The rate varies depending on the skill and experience needed for the job. Students who receive Federal Work-Study earnings will receive 100% of their earnings unless they give written permission for their earnings to be applied to their student account or their account is flagged as past due. Further information is available from the Student Finance Office.

4. Student Life and Services

Campus Safety

The Campus Safety Department serves and protects the people and property of Southern Adventist University. The department monitors and responds to life safety incidents, medical emergencies, and fire alarms. Additionally, Campus Safety sends emergency notifications, investigates and reports incidents, including crimes. Services provided include jump starts, air in tire, fuel assistance, emergency door access, safety escorts, and vehicle registration. The Department is staffed 24/7 by unarmed licensed patrol officers and student dispatchers and can be reached at 423.236.2100 or at 5061 Colcord Drive.

Career Services

Career development is an integral part of a student's higher education. Career services facilitate lifelong career development through self-awareness, career exploration, career decision-making, and the implementation of career choices. A career counselor is available to help students clarify their interests, work values, abilities and personality type; choose an academic major; explore potential careers; and prepare for employment by creating a resume, writing a cover letter and practicing for interviews.

Meet the Firms and Graduate Schools is a twice-a-year event that provides students with opportunities to network with employers and investigate curricular and career opportunities. Career Services is part of the Student Success Center on the third floor of Lynn Wood Hall.

Chamber Music Series

Ackerman Auditorium in J. Mabel Wood Hall is the setting for the Chamber Music Series. Each semester two or three artists and/or ensembles provide a variety of listening experiences for students, faculty, and the community. Artists are chosen in such a fashion that over a four-year period a student can become acquainted with solo and ensemble music of many style periods. Master classes are often scheduled in conjunction with a concert.

Concert-Lecture Series

Each year a concert-lecture series featuring significant artists and lecturers is provided for students, generally in connection with the weekly convocation program. The cost of admission for students is included in the tuition.

Counseling and Testing Services

Students who wish to seek assistance from a professional counselor should contact the counseling office (Suite 3800) in Student Support Services located on the third floor of the Bietz Center for Student Life (423.236.2782). A wide variety of resources to assist students adjust to university life are available. Personal and career counseling, consultation, testing, and referral services are provided in a confidential caring environment.

Southern Adventist University is an established non-Saturday National Test Center for the administration of entrance examinations for students applying to graduate and professional schools. Contact the testing office (Suite 3800) in Student Support Services in the Bietz Center for Student Life for test information.

Dining

For the promotion of student health and enjoyment, Southern Adventist University provides a complete vegetarian cafeteria service, organized to serve student needs. The spacious dining hall is an inviting center of social and cultural life at the University, and service by the cafeteria staff is available for the many student and faculty social functions. Auxiliary dining rooms are available for meetings of various student or faculty organizations. The Food Service Department also operates three vegetarian fast-food shops on the campus. K.R.'s Place is conveniently located in the Student Center, the Deli at the Village Market, and the Kayak is in the Hulsey Wellness Center. The Kayak offers all fruit smoothies and more healthy choices of sandwiches and snacks.

Disabilities - Rehabilitation Act (1973) Section 504: Services for Students with Disabilities

Students with disabilities that could impact their learning experiences at Southern should contact Disability Support Services (DSS) by phone at 423.236.2544, by email at DSS@southern.edu, or in person at Suite 3900 in Student Support Services on the third floor of the Bietz Center for Student Life to schedule an appointment regarding accommodations. Students are encouraged to reach out as soon as possible, as the process of certifying eligibility and arranging for reasonable accommodations could take some time.

Southern is in compliance with Section 504 of the Rehabilitation Act (1973) and is dedicated to the elimination of architectural and prejudicial barriers that prevent any qualified person from attending. Southern has established DSS to provide academic disability services according to the provisions of applicable disability law.

The University does not assume responsibility for identifying students who qualify for accommodations or services. Students must 1) voluntarily identify to the Disability Services Coordinator as having a qualifying disability and 2) provide appropriate documentation to support requests for accommodations.

Details about services as well as the requirements and processes involved in requesting accommodations at Southern can be found at southern.edu/disabilitysupport.

Discipline

Discipline refer to any action taken by Southern Adventist University relative to a student's social standing. All student disciplinary procedures are under the direction of the Dean of Students, who works in consultation with the Vice President for Student Development in situations that may involve dismissal. The Dean of Students may separate a student from the school, suspend a student, deny readmission, or place a student on citizenship probation. For further details, please consult the *Student Handbook*.

E. A. Anderson Lecture Series

The E. A. Anderson Lecture Series is an annual feature of the business curriculum. The series is made possible by the generosity of E. A. Anderson of Atlanta, Georgia, for the purpose of giving the student a broader understanding of the business world. The public is invited to attend the lectures free of charge and continuing education credit is available. Lectures are presented at 7 p.m. on Monday evenings during the second semester, in the E. A. Anderson Business Seminar Room, Brock Hall, Room 3205. For more details visit <http://southern.edu/events>.

E. O. Grundset Lecture Series

The E. O. Grundset Lecture Series is jointly sponsored by the Southern Adventist University Chapter (Kappa Phi) of the Beta Beta Beta National Biological Honor Society and the Biology Department. Five or more lectures are presented each semester by guest speakers. The general public is invited.

The lectures are divided into two categories. The Technical Research Seminars are designed to update students, faculty, and the community on current biological research as well as to illustrate to students how biological knowledge is acquired through research. The Natural History Lectures are less technical and provide a general understanding of organismic and ecological biology, either by a description of the plants or animals in a certain region or an account of the behavior, habits, or ecology of certain species.

Eugene A. Anderson Organ Concert Series

The Eugene A. Anderson Organ Concert Series was initiated in 1986 to provide world-class organ concerts on the campus of Southern Adventist University. The foremost organists from throughout the world present these concerts. Select performances are broadcast internationally on the American Public Radio Program, "Pipe Dreams." The series is made possible through the generosity of Eugene A. Anderson of Atlanta, Georgia, for the education and enjoyment of the students and the general public.

The Anton Heiller Memorial Organ, a 70-stop 108-rank tracker organ, was dedicated in the Collegedale Seventh-day Adventist Church in April, 1986, and is the largest of its kind in North America. A second instrument, a Renaissance mean-tone organ with two manuals and 13 stops, is housed in the music building's Ackerman Auditorium. Both were built by John Brombaugh and Associates of Eugene, Oregon.

Gerhard F. Hasel Lectureship on Biblical Scholarship

The Gerhard F. Hasel Lectureship on Biblical Scholarship serves to promote biblical scholarship, particularly by inviting recognized non-Seventh-day Adventist scholars to lecture on the campus of Southern Adventist University each winter semester. The lectureship also serves to maintain a mutually helpful interchange between Adventist and non-Adventist biblical scholars, and to expose students and faculty to varied research and views in order to challenge and fortify reasons for biblical faith.

Institute of Archaeology

The Institute of Archaeology, under the auspices of the School of Religion, coordinates archaeological programs through course offerings, the Lynn H. Wood Archaeological Museum, laboratories, the William G. Dever Research Library, excavations, and publications.

Institute of Evangelism and World Missions

The Robert H. Pierson Institute of Evangelism and World Missions, under the auspices of the School of Religion, provides coordination and funding for students and faculty to engage in direct evangelistic and missionary opportunities, as well as research and resources through the Evangelistic Resource Center.

Libraries

To provide outstanding assistance for both residential and distance education students, McKee Library provides a wide range of resources and services through its web page and on site.

The southern.edu/library page provides access to an array of full-text databases, streaming media, indexes, e-books, peer-reviewed journals, serials, and digitized materials. Patrons utilize the library website to find books, articles, and media, submit interlibrary loan requests, schedule consultations with librarians, reserve study rooms, renew loans, view tutorials, access e-reserve items, and make use of the Ask-a-Librarian feature to get research advice.

When visiting the library, students can have a group study session in one of the study rooms, attend an information literacy session, meet with a librarian for one-on-one help with research, get help at the Writing Center or Tutoring Center, view special collection exhibits, study, read newspapers and journals, or enjoy an art display.

While on campus, users can also visit the Teaching Materials Center-an educational curriculum collection in Summerour Hall-to explore elementary and secondary curriculum materials and teaching guides and make use of Ellison dies, laminators, and other resources. In addition, users can visit the William G. Dever Research Library, Southern Adventist University's new archaeology library that houses a premier collection of archaeological resources, and the music collection, located in the School of Music.

Lynn H. Wood Archaeological Museum

The Lynn H. Wood Archaeological Museum in Hackman Hall provides the basis for a stunning visual display of more than two hundred objects from Egypt, Babylonia, Persia, Syria-Palestine, Greece, Cyprus, and Anatolia. Illustrated through hundreds of photographs, drawings, and original art, the exhibit is designed to introduce artifacts in their ancient life-setting. Highlights include an ancient Babylonian brick stamped with Nebuchadnezzar's name, a complete series of lamps from the Chalcolithic to the early Arabic periods, a rare Syrian clay model of a chariot complete with wheels, handwritten cuneiform tablets from ancient Ur in Mesopotamia, and a series of Syrian toggle pins from the Middle Bronze Age. Through teaching, exhibition, conservation, and the annual Museum Lecture Series, the museum provides educational opportunities for university students and the community at large.

Mission of Southern's Convocation Calendar

Southern accentuates its liberal arts curriculum with its weekly convocation series. Meeting at 11:00 am every Thursday of the academic year, it is an hour when the entire academic community assembles to celebrate God's good gifts of intellect. Convocation provides a unique opportunity to celebrate persons whose scholarship, art or public service embodies the ideals of a Christian, liberal arts university. The mission of the convocation program is to enhance the academic program of Southern by celebrating and honoring academic achievement and presenting programs that enrich the classroom experience (or the formal curriculum). Speakers bring a variety of perspectives on topics and issues drawn from across the spectrum of liberal arts disciplines in the arts, sciences and humanities. This Southern program is intended to promote broad discussion and active response from the academic community, extending beyond the convocation setting to classrooms and residence halls. The goal is to broaden and deepen our

appreciation of creation and culture and to equip us to become discerning agents of redemption. Consistent with Southern's mission, the ultimate goal of convocation is to foster the development and application of a Christian worldview, though individual speakers need not endorse this goal. Other purposes of convocation include:

1. To present programs that will reinforce and/or challenge perspectives expressed elsewhere in the academic program;
2. To encourage students to listen respectfully and learn graciously both from those with whom we agree and disagree;
3. To have the opportunity to meet and understand those outside the community and to provide them opportunity to meet and understand us (i.e., the purposes of the program extend beyond just the period of formal presentation);

Office of Ministry and Missions

The Office of Ministry and Missions seeks to ignite every student to be a missional leader by providing an exceptional spiritual environment that empowers each student to:

1. Find identity and value in Jesus
2. Belong in a faith community
3. Embrace a vocational calling
4. Go wherever He leads

Find Identity and Value in Jesus

Through Campus Ministries, Afterglow, LifeGroups (small groups) and Student Week of Prayer, students are enriched by finding their identity and value in an authentic, growing relationship with Jesus Christ.

- Campus Ministries hires and trains student leaders to develop and facilitate ministry and spiritual growth.
- Afterglow is held every Friday at 8:30 pm after the Vespers service. Afterglow provides spaces for students to build meaningful friendships, ask questions, share testimonies and engage in music.
- LifeGroups are available to our campus community based on a variety of topics, including prayer, Bible study, reading through a Christian book, discussing questions on faith and experiencing spiritual activities together. Every student is invited to be part of a LifeGroup as part of their Southern experience.
- Student Week of Prayer is held every Spring semester in the Collegedale Seventh-day Adventist Church. This week is run for the students and by the students through Campus Ministries.

Belong in a Faith Community

Partnering with student-focused Adventist churches and facilitating a connection between the local faith community and our students during their time at Southern and beyond. We desire our students to experience a vibrant faith through intergenerational faith communities and meaningful relationships. Students are invited to participate in

- Vespers is held every Friday night at 7:30 pm in the Collegedale Seventh-day Adventist Church. Various speakers powerfully share the Gospel each week with student-led music and prayer.
- Renewal Worship Service is Collegedale Seventh-day Adventist Church's student-led service. Renewal is held every Sabbath morning at 11:45 in the Sanctuary.
- Merge Worship is a gospel style, multicultural, student-led worship service. Merge is held every Sabbath morning at 11:30 in the Lynn Wood Hall Chapel.

Embrace a Vocational Calling

We desire to empower students by identifying their unique talents and gifts to further God's calling in their lives. At Southern students can take advantage of distinct resources made available to them, including:

- PathwayU, is a program offered by Career Services that guides students toward discovering purpose and meaning while exploring majors and occupations that align with their interests, personality, values, and workplace preferences.
- Clifton Strengths is available to students through The Center for Teaching Excellence and Biblical Foundations of Faith and Learning (CTE-BFFL). It helps students discover and develop their greatest God-given talents.

Go Wherever He Leads

Southern encourages students to live a countercultural faith through serving others. There are opportunities for students to serve others through:

- uQuest: Students are equipped to create, co-lead, or participate in short-term mission trips globally. uQuest trips primarily travel during spring break and early in the summer and are part of Campus Ministries at Southern Adventist University.
- Student Missions: The Student Missions program began in 1967 and since then, more than 2,000 students have taken a school year or summer to follow the calling God and serve around the nation and the world.
- ERC Summer Trips: The Evangelist Resource Center program sends student evangelists all across the globe to share the good news of salvation through an evangelistic series.
- Christian Service: The Christian Service program is an academic Service-Learning opportunity where credits are earned through classes taken here at Southern or through opportunities such as mission trips and approved student initiated projects.
- Outreach: Students enjoy ministering to people where they live in the communities near campus. Student-led organizations provide food for the homeless, cheer for the elderly and disheartened, and a witness to the wandering.

The Chaplain of Southern Adventist University oversees the spiritual life of the campus and also is available for spiritual counseling, Bible studies, preparation for baptism, prayer and premarital counseling for all students, faculty, and staff.

Personal Effects Liability

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

Photo Release

By enrolling at Southern Adventist University, students authorize the use and reproduction by the University, or anyone authorized by the University, of any images taken while enrolled at the University, whether video or photo, film or digital, whether distributed by print medium, video cassette, CD, DVD, Internet, television, or any other mode or medium, whether now existing or subsequently developed. All such images, however stored, shall constitute Southern Adventist University property solely and completely. Students will not be entitled to compensation for the use of the image

Robert H. Pierson Lecture Series

The Robert H. Pierson Lectureship is sponsored in November of every year by the School of Religion under the auspices of the Robert H. Pierson Institute of Evangelism and World Mission. The lectures are meant to facilitate the training of ministers and other religion majors in Biblical Studies, Theology, History, Adventist Studies, Homiletics, Church Leadership, and in other areas of preparation.

Sanctions

Sanctions refer to any action taken by Southern Adventist University relative to a student's social standing. All student disciplinary procedures are under the direction of the Dean of Students. The Dean of Students may separate a student from the school, suspend a student, deny re-admission, or place a student on citizenship probation. For further details, please consult the Student Handbook.

Social Activities and Organizations

The Director of Student Life and Activities plans social activities in consultation with the Student Activities Committee.

Standards of Conduct

In harmony with the objectives of the University, high standards of behavior are maintained to encourage the development of genuine Christian character. Mature Christian students of sound spiritual and social integrity appreciate standards that elevate and ennoble. Admission to Southern Adventist University is a privilege that requires the acceptance of and compliance with published and announced regulations. Only those whose principles and interests are in harmony with the ideals of the University and who willingly subscribe to the social program as ordered are welcomed. It therefore follows that since students at Southern Adventist University receive an education subsidized by the Seventh-day Adventist Church, those who engage in activities determined to be detrimental to the church on or off campus will not be knowingly accepted or retained.

A student who is out of harmony with the social policies of the University, who is uncooperative, and whose attitude gives evidence of an unresponsive nature may be advised to withdraw without specific charge.

Each student is expected to become acquainted with the standards of conduct published in the Southern Adventist University Student Handbook. The handbook includes levels of social discipline and the appeal route. A copy may be obtained from the office of the Vice-President for Student Development. Interim announcements of policies adopted by the administration are of equal force with those listed in official publications.

Student Employment

Southern Adventist University encourages every student to balance work and study. If a student wants to work, is physically and emotionally able to work, and has arranged his/her class schedule to accommodate a reasonable work schedule, he/she may be able to obtain employment on campus. Students seeking employment should contact the Human Resources Office for information; however, students are responsible for securing their own employment. Students are encouraged to visit the Student Employment webpage: <http://www.southern.edu/administration/hr/forstudents/index.html> to learn about current openings, required documents prior to starting work, and other helpful resources.

Student Labor International Regulations

International students on non-immigrant visas are required by law to secure permission before accepting any off-campus employment. Foreign students with student visas are allowed to work on campus up to 20 hours a week. Spouses may work only if they have student visas of their own or have immigrant visas.

Student Labor Regulations

Although Southern Adventist University cannot guarantee a student employment, there are multiple work opportunities available in departments/schools and industries operated by the Southern Adventist University and at local private businesses. Students seeking employment should contact the Human Resources Office or visit www.southern.edu/hr for a listing of available positions or to complete an employment application. Students are urged to arrange class schedules that allow blocks of time for work.

All hiring formalities are completed in the Human Resources Office. Students must bring documents, such as their Social Security card, passport, driver's license, or original birth certificate, in order to legally complete the hiring process. Students who are not American citizens must produce an unexpired employment authorization document such as a valid I-20 or other legal document before employment can be arranged.

Students are expected to maintain satisfactory job performance and meet all work appointments, including those during examination week. Work superintendents reserve the right to dismiss students if their service and work records are unsatisfactory. Should a student find it necessary to be absent from work, s/he must make arrangements with the work supervisor and, if ill, with the University Health Center.

A student accepting employment is expected to retain it for the entire semester except in cases where changes are recommended by the University Health Center or the Human Resources Office. Should a student receive opportunities for more favorable employment at another department on campus during the semester, the transfer must be made through the Human Resources Office and the two employing departments.

Students can work a maximum of 24 hours per week during the fall and winter semesters, including vacation periods. They can work a maximum of 38 hours per week during the summer sessions. The basic pay rate is no less than the current minimum wage. The rate varies depending on the skill and experience needed for the job.

Students who work more than 20 hours per individual week or who are enrolled for less than 12 credit hours may have Social Security taxes (FICA) withheld from their earnings.

Student Life and Services

A university is not only classroom instruction, but also a mode of association. The effectiveness of the University program is enhanced if students develop their interests and meet their needs through participation in the nonacademic activities provided. Students are encouraged to take advantage of the facilities and opportunities planned for their cultural, social, and spiritual growth.

Student Workers' Compensation Insurance

As provided by the laws of the State of Tennessee, Southern Adventist University carries workers' compensation insurance to protect all employees in case of work-related accidents.

Tutoring Center

McKee Library, 3rd floor, 423.236.2578, southern.edu/tutoring

The Tutoring Center offers free peer tutoring sessions to Southern students for multiple courses on campus including nursing, biology, chemistry, and math. In addition, we provide academic coaching and support for ACT test preparation. Schedule an appointment at southern.mywconline.com.

University Health Center

The University Health Center strives to provide high quality health care for the students of Southern Adventist University. Services are provided by a mid-level practitioner under the supervision of a physician. The Health Center is open during regular university working hours.

The Health Center is available to all students. We can also see student dependents if they are covered on the school insurance (United Health Care).

All charges incurred at the UHC will be charged to the student's account. The UHC will submit claims for students using the United Healthcare plan through Southern. The insurance reimbursement is posted to the student's account when it is received. The UHC is unable to process claims for students with private insurance, so students should plan to file their own insurance. A walk-out statement summarizing fees for services provided is available upon request. For further details, consult the *Student Handbook*.

William G. Dever Research Library

The William G. Dever Research Library located adjacent to the Lynn H. Wood Archaeological Museum in Hackman Hall contains three major collections that comprise nearly 3,000 volumes and 20 different journal titles in the areas of archaeology, biblical studies, ancient Near Eastern languages, and Egyptology. The collections are fully integrated with the university library system for searching and research.

Writing Center

McKee Library, main floor, 423.236.2014, southern.edu/writingcenter

The Writing Center is your writing resource on campus. We offer free one-to-one, individualized tutoring sessions for Southern students. Wherever you are in the writing process, regardless of the paper, course, or discipline, we can help. Schedule an appointment at southern.mywconline.com.

WSMC FM90.5

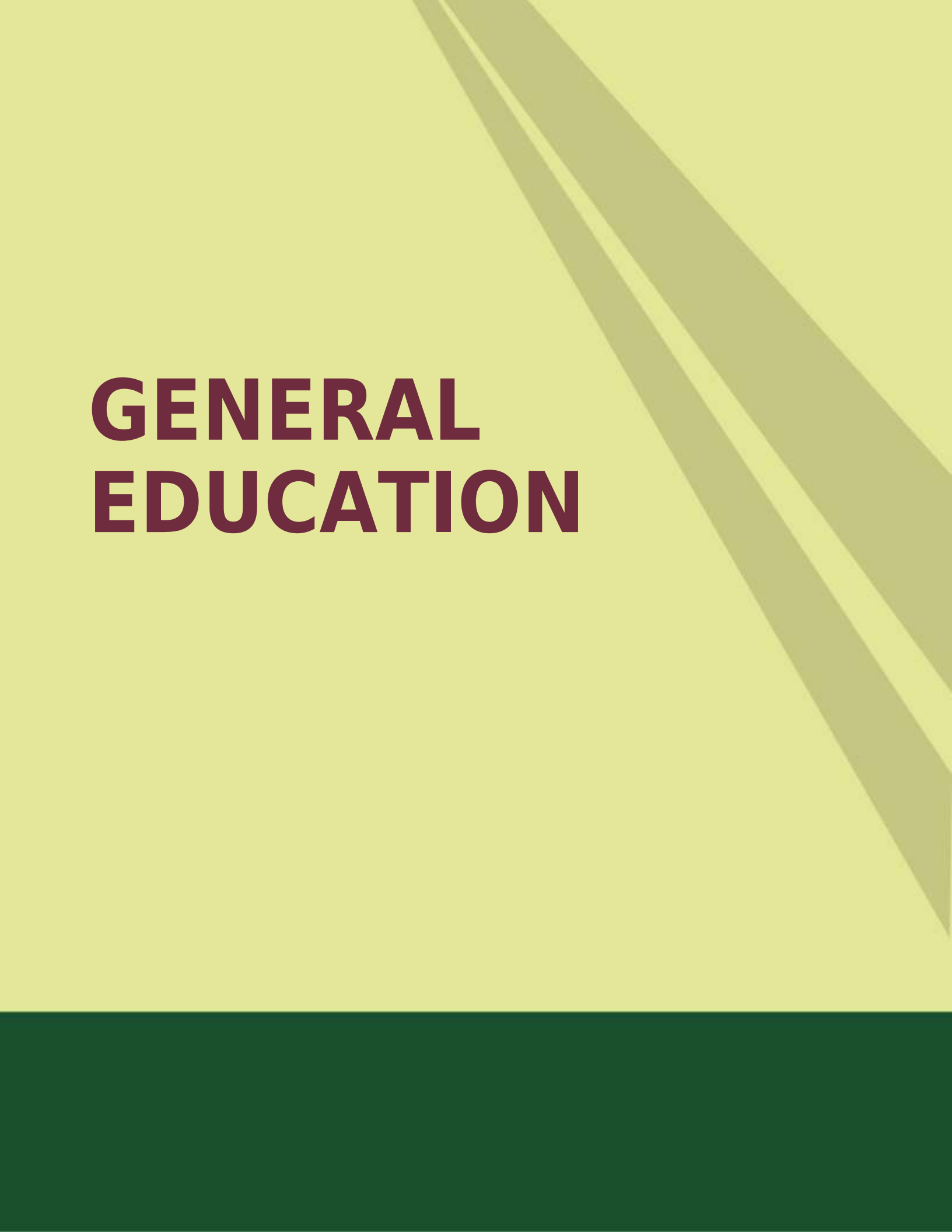
Classical 90.5 WSMC is a 100,000 watt, noncommercial, radio station licensed to Southern Adventist University.

WSMC provides training for students in the field of broadcasting, marketing, and community engagement. The station regularly hires students as on-air announcers, producers, and public relations assistants. The station is an excellent way for the student to receive hands-on experience in the field of broadcasting and public radio/development.

WSMC represents the University to the Greater Chattanooga community, with a coverage area including a 94-mile radius of Chattanooga. Founded in 1961, it is the oldest noncommercial fine arts station in southeastern Tennessee. WSMC was the first radio station in a seven-state region to receive satellite capability. The station also exists as an outreach of the University-striving to enhance the quality of life in the community.

The station produces high-quality fine arts, informational, educational, and inspirational programs. WSMC broadcasts programs from NPR and American Public Media.

WSMC's broadcast studios are located on Colcord Drive across from Brock Hall. The facility includes a production room, music library, on-air studio, and is part of the School of Journalism and Communication.

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GENERAL EDUCATION

General Education (ADC)

About The Mission

Southern Adventist University nurtures Christ-likeness, traditional Seventh-day Adventist values, academic excellence, and a life-long pursuit of truth, wholeness, and service.

Statement of Purpose

The general education program develops scholarship from a variety of perspectives to prepare students for leadership in their churches, families, and in society. In developing the whole person, it challenges students to achieve physical fitness, to model Christ-likeness, to reflect on beauty, and to value truth.

General education is key to achieving Southern Adventist University's mission since that part of the curriculum is common to the student body as a whole. Hence, it is designed to help all students develop those traits that mark a Southern Adventist University graduate. The Student Learning Goals articulated below are specific dimensions arising from the institution's mission, and vision. Southern Adventist University students will demonstrate competency in each of the student learning goals by completing the associated requirements.

Student Learning Goals

For each area the minimum number of credit hours are listed for bachelor's and associate degrees respectively. E.G. In area R, bachelor's degree candidates must complete 12 hours, while associate degree candidates must complete 6. Some courses may include more hours than required, but in every requirement there are options that meet the minimum number of hours.

	Bachelor
R. Spiritual Development Student Learning Goal: Students will grow in a vibrant relationship with the Lord Jesus Christ while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist church. Rationale: A graduate of Southern Adventist University has a knowledge of the Bible and a sense of Christian community based on the teachings, beliefs, and history of the Seventh-day Adventist Church. A correct understanding of the human condition results from a knowledge of the Bible as God's word, a commitment that springs from that truth, and a system of values derived from such knowledge and insight. Requirements: Bachelor's degree students must take a minimum of 12 hours of Religion courses, at least 3 hours of which must be upper division. These hours must be distributed as follows. Adult degree completion students must take 3 hours at an accredited Seventh-day Adventist college or university for each year or part thereof in attendance at an SDA college or university, with a minimum of 6 hours. - Students entering Southern with at least 48 semester credit hours are required to take only 6 credits in Religion at Southern. One course must be taken from Area R-2 and the remaining Religion course from Area R-1, R-3, or R-4. - Students entering Southern with at least 24 semester credit hours are required to take only 9 credits or fewer in Religion at Southern. One course must be taken from Area R-2 and the remaining Religion courses from Area R-1, R-3, or R-4, but may not take more than one class from any single sub-area.	12
1) Spiritual Development Students will 1. assess their personal spiritual experience and evaluate areas of growth 2. demonstrate that they know how to carefully study the Bible in a way that brings out the truth of the text and meaningfully applies it to their lives 3. demonstrate what it means to have a personal devotional experience and to live out their faith 4. show an understanding of Christ likeness and be able to reflect on practical ways in which they can make positive changes in their personal lives Complete: RELB 125 or RELT 177 0-3 2) Seventh-day Adventist Teachings Students will demonstrate an understanding of the Seventh-day Adventist theological identity while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist Church. Complete: RELT 138, RELT 225, or RELT 255 3 3) Biblical Studies Students will grow in a vibrant relationship with the Lord Jesus Christ, while integrating into their lives Bible-based beliefs and values as understood by the Seventh-day Adventist Church. Complete: Any Biblical studies class (RELB) except RELB 125, RELB 255, RELB 455, and RELB 497 0-3 4) Required Elective: Students are required to complete one additional religion elective from the following options: - RELB classes - RELT classes - RELP 240/RELP 340, RELP 251, RELP 252, RELP 264, RELP 363, RELP 405, or RELP 467 0-3	

Associate degree students are required to take 6 credits, 3 of which must come from Area R-1 above and the other 3 credits which must come from either Area R-2 or Area R-3 above.

Transfer students must take 3 hours at an accredited Seventh-day Adventist college or university for each year or part thereof in attendance at an SDA college or university, with a minimum of 6 hours. Transfer students who are required to take only 9 credits or fewer in Religion at Southern may take their remaining Religion courses from either Area R-1, R-2, or R-3, but may not take more than one class from any single sub-area.

	Bachelor
IN. Intellectual Development Student Learning Goal: Students will demonstrate the cognitive skills of critical reasoning, independent thinking, reflective judgment, communication; and the socio-emotional maturity to confront issues, ideas, and	29

values of contemporary and historical civilization; and to become effective leaders and contributing members of their churches, families, groups and communities.

Rationale: The ability to appreciate and understand problems, people, and circumstances using a variety of skills and perspectives from a breadth of disciplines is an attribute of both leadership and effective work in churches, families, groups, and communities. Christian leaders integrate their knowledge in service to God and to humanity. Southern Adventist University graduates will gain balanced perspectives, knowledge, and skills through intellectual study in the following areas: humanities/fine arts, social/behavioral science, science/mathematics.

The *humanities/fine arts* required in IN-2, IN-3, IN-6 and IN-10 develop communication skills, critical reasoning, independent thinking, and reflective judgment across English composition, oral communication, historical perspectives and aesthetic analysis.

The *social/behavioral sciences* required in IN-1, IN-5, IN-8 and IN-9 develop understanding and encourage reflection on human and emotional development, and societal issues including the inter-relationship of humans with technological, political and/or economic systems.

The *science/mathematics* required in IN-4 and IN-7 develop knowledge and understanding of the scientific perspective and the ability to understand and use statistical concepts.

Requirements: Bachelor's degree students must complete all requirements in area IN. Associate degree students must complete IN-1 to IN-8.

2)	Written Communication Skills Students will demonstrate critical, independent thinking, clearly communicate their ideas in written form, and demonstrate the ability to select appropriate evidence from quality sources. Complete: ENGL 101; ENGL 102 or ENGL 103 (Required for Southern Scholars). Students with an ACT English score < 18 must register for ENGL 100 and achieve an ACT score of 18 or higher before entering ENGL 101. Candidates for the Bachelor of Integrative Studies degree must complete three writing-emphasis classes. These classes are identified by a "(W)" following the course name, (e.g., History of the South (W)) in the departmental listings. once such class must be in the student's major field and one must be outside the major field. The third may be chosen from any area. The writing done as a part of the program overseas completed by students majoring in International Studies, Spanish, or French will be accepted in place of a specially designated "W" course in the major.	6
3)	Oral Communication Skills Students will demonstrate critical, independent thinking, clearly communicate their ideas in oral form, and demonstrate the ability to select appropriate evidence from quality sources. Complete: COMM 135 or COMM 145 (Required for Southern Scholars).	3
4)	Statistical Skills Students will understand basic statistics, correctly analyze statistical data, and interpret statistical conclusions on a substantial data set in a project. Complete: MATH 215 or a major or minor from the department of Mathematics. Students with an ACT Mathematics score of 15 or below must complete MATH 081 with a grade of C or better before the student registers for any other mathematics course. Nursing majors with a MATH ACT score of 22 or higher, see the nursing program for additional information on Mathematics requirements. *AS degree seeking students may take either a math or a science to fulfill their general education	3
5)	Computing Concepts Students will demonstrate an understanding of computer concepts related to the effective, safe, and responsible use of computing technology and demonstrate skill in evaluating technology and information. Complete: CPT 100 or a Major from the School of Computing. Students that have not completed a course covering word processing and spreadsheets must complete CPT 105 and CPT 106.	1
6)	Historical Perspectives Students will 1. recognize and articulate the interrelations between political, social, economic, religious, and/or intellectual developments within a particular historical era or across a range of historical periods 2. demonstrate their ability to think critically when they analyze the arguments of primary and secondary texts while considering the historical and/or cultural assumptions of these arguments Complete 3 hours from: HIST 130, HIST 140, HIST 154, HIST 155, HIST 174, HIST 175, HIST 250, HIST 260, HIST 280, HIST 345, HIST 351, HIST 352, HIST 353, HIST 356, HIST 357, HIST 363, HIST 364, HIST 365, HIST 366, HIST 374, HIST 375, HIST 380, HIST 386, HIST 387, or HIST 388.	3
7)	Natural Science Students will be able to apply the scientific process correctly and demonstrate an understanding of the concepts and limitations of natural science in classroom and laboratory experiences within a Seventh-day Adventist world view. Complete 3 hours from: BIOL 101, BIOL 103, BIOL 151, CHEM 107, CHEM 119, CHEM 151, ERSC 105, PHYS 137, PHYS 155, PHYS 211 and PHYS 213, or PHYS 221 and PHYS 223. *AS degree seeking students may take either a math or a science to fulfill their general education	3
8)	Human Development Students will understand and reflect on a range of cognitive, emotional, social, and societal issues and developmental concepts across the human lifespan from a Seventh-day Adventist worldview. Complete: PSYC 101, PSYC 128, PSYC 234, or SOCI 125.	3
10)	Aesthetic Analysis Apply critical thinking and reflective judgment to creative works of literature, music, or art from a Seventh-day Adventist world view. Bachelor's degree candidates must complete 3 hours from: ARTH 218, ARTH 225, ARTH 235, ARTH 245, ARTH 318, ARTH 335, ARTH 325, ARTH 345, COMM 326, ELIT 175, ELIT 214, ELIT 215, ELIT 216, ELIT 323, ELIT 332, ELIT 333, ELIT 335, ELIT 337, ELIT 338, ELIT 340, ELIT 342, ELIT 346, ELIT 417, ELIT 425, ELIT 444, ELIT 445, ELIT 468, ENGL 220, HMNT 205, MUCH 216, MUHL 115, MUHL 120, or MUHL 218.	3

P. Physical Development

Bachelor4

Student Learning Goal: Students will take responsibility for their own well-being through participating in physical activities that promote a healthy lifestyle and prepare for a healthy life in their career.

Rationale: Physical fitness impacts success in all areas of life. Hence, optimal success in life rests on a foundation of a balanced life that includes fitness. Southern Adventist University students participate in fitness as part of the whole-person education that comes from the Seventh-day Adventist philosophy of education.

Requirements: Bachelor's degree students must complete all requirements in area P. Associate degree students must complete P-1a and a single course from P-1b.

1-a)	Fitness for Collegiate Life Students will demonstrate responsibility for the psycho motor component of their well-being by participating in appropriate health-promoting physical activities appropriate for college students. Must be completed before admission to any subsequent PEAC/ADAC courses. Complete: PEAC 125.	1
1-b)	Physical Activity Students will participate in courses that introduce them to physical activities that promote healthy living for the present and future. PEAC 125 is a prerequisite for all PEAC and ADAC courses. Bachelor's degree candidates must complete 2 hours from: ADAC 141, ADAC 142, ADAC 145, ADAC 146, ADAC 148, ADAC 151, ADAC 152, ADAC 155, ADAC 156, ADAC 160, ADAC 161, ADAC 162, ADAC 200, ADAC 212, ADAC 214, ADAC 215, ADAC 248, ADAC 262; PEAC 121, PEAC 123, PEAC 130, PEAC 131, PEAC 133, PEAC 134, PEAC 136, PEAC 137, PEAC 140, PEAC 143, PEAC 153, PEAC 215, PEAC 223, PEAC 230, PEAC 231, PEAC 232, PEAC 235, PEAC 241, PEAC 243, PEAC 247, PEAC 257, PEAC 261, PEAC 254/RECR 254, PEAC 325.	1

General Electives

The number of general electives depends on the degree and program of choice. All students must meet the minimum number of hour requirement for their degree. Those hours remaining after fulfilling the requirements of their major/minor program(s) and general education are general elective hours and may be taken from any courses offered at the undergraduate level at Southern Adventist University.

Summary of General Education Hours	Bachelor's
Area R - Spiritual Development	6-9
Area IN - Intellectual Development	25
Area P- Physical Development	2
Totals	33-36

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ACADEMIC PROGRAMS

BIS Integrative Studies

Requirements

REQUIRED COURSES (30 Total Credits)

- Select 12 credits from the following types of courses: Area of Study and Supporting Area
- Select 18 credits from the following types of courses: Upper-division courses in Area of Study and Supporting Area

WRITING-EMPHASIS COURSES (0 Total Credits)

- Select 3 courses of the following types: Writing-Emphasis Courses. These classes are identified by a "(W)" following the course name, (e.g., History of the South (W)) in the departmental listings.

GENERAL EDUCATION (33 - 36 Total Credits)

- General Education (ADC) requirements
- Complete at least 33-36 credits in this area

ELECTIVES TO = 124 (61 - 58 Total Credits)

- Complete at least 61-58 credits in this area

Grand Total Credits: 124

BS Business Management

Requirements

REQUIRED COURSES (39 Total Credits)

- Course(s):
 - BUFN351 - Accounting Fundamentals (3)
 - BUFN352 - Business Analytics Fundamentals (3)
 - BUFN353 - Business Ethics and Law (3)
 - BUFN354 - Economics Fundamentals (3)
 - BUFN355 - Business Finance Fundamentals (3)
 - BUFN356 - Management Fundamentals (3)
 - BUFN357 - Marketing Fundamentals (3)
 - BUFN480 - Strategic Decision-making (3)
 - BUFN490 - Missional Business (3)
 - BMMG451 - Human Resource Management (3)
 - BMMG452 - Multi-Cultural Management (3)
 - BMMG453 - Operations Management (3)
 - BMMG454 - Organizational Behavior (3)
 - BUFN200 - Orientation to Business (0)

REQUIRED COGNATES (2 Total Credits)

- Course(s):
 - CPTE105 - Introduction to Word Processing (1)
 - CPTE106 - Introduction to Spreadsheets (1)

GENERAL EDUCATION (33 - 36 Total Credits)

- Complete at least 33-36 credits in this area
- General Education (ADC) requirements

ELECTIVES TO = 124 (50 - 47 Total Credits)

- Complete at least 50-47 credits in this area

Grand Total Credits: 124

BS Communication

Requirements

REQUIRED COURSES (39 Total Credits)

- Select 1 course(s):
 - COMM240 - Communication Theory (3)
 - PREL235 - Public Relations Principles and Theory (3)
- Course(s):
 - COMM312 - Professional Communication and Leadership (3)
 - COMM330 - Intercultural Communication (W) (3)
 - COMM397 - Communication Research (W) (3)
 - COMM427 - Mass Media Law and Ethics (3)
 - COMM488 - Mass Communication and Society (W) (3)
 - JOUR105 - Writing for the Media (3)
 - PREL310 - Social Media Strategies (3)
- Select 15 credit(s):
 - BRDC127 - Introduction to Digital Storytelling (3)
 - BRDC201 - Introduction to Digital Media (3)
 - BRDC417 - Media Management and Ministry (3)
 - COMM242 - Introduction to Web Design (3)
 - COMM336 - Interpersonal Communication (3)

- COMM406 - Persuasion and Propaganda (W) (3)
- COMM420 - Professional and Technical Writing (3)
- JOUR205 - News Reporting (3)
- JOUR316 - Magazine and Feature Article Writing (W) (3)
- PHTO320 - Digital Photography (3)
- PREL235 - Public Relations Principles and Theory (3)
- PREL355 - Advertising Copywriting (3)
- PREL325 - Public Relations Techniques (3)
- PREL366 - Public Relations Strategies and Management (3)

GENERAL EDUCATION (33 - 36 Total Credits)

- General Education (ADC) requirements
- Complete at least 33-36 credits in this area

ELECTIVES TO = 124 (52 - 49 Total Credits)

- Complete at least 52-49 credits in this area

Grand Total Credits: 124

BS General Psychology

Requirements

REQUIRED COURSES (38 Total Credits)

- Course(s):
 - PSYA121 - Introduction to Psychology (1)
 - PSYA122 - General Psychology (3)
 - PSYA128 - Developmental Psychology (IN-8) (3)
 - PSYA224 - Social Psychology (3)
 - PSYA227 - Cognitive Psychology (3)
 - PSYA315 - Abnormal Psychology (3)
 - PSYA320 - Statistics for the Social Sciences (3)
 - PSYA346 - Introduction to Personality Theories (3)
 - PSYA357 - Psychological Testing (3)
 - PSYA390 - Health Psychology (3)
 - PSYA418 - History and Systems of Psychology (3)
 - PSYA420 - Research Methods in the Social Sciences (3)
 - PSYA426 - Issues in Psychology and Religion (3)
- Select 1 credit(s): PSYA480 - Senior Seminar in Psychology (1 - 2)

GENERAL EDUCATION (30 Total Credits)

- Minimum 30 credits
- General Education (ADC) requirements

ELECTIVES TO = 124 (56 Total Credits)

- Minimum 56 credits

Grand Total Credits: 124

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COURSE DESCRIPTIONS

BMMG — Business Management (ADC)

BMMG 451 Human Resource Management — 3 hours

An introduction to the organization, training, motivation, and direction of employees with a view to maintaining their productivity and morale at high levels. Among topics covered are selection, training, compensation and financial incentives, work standards, techniques of supervision and leadership.

Prerequisites

- Course(s):
 - BUFN353 - Business Ethics and Law (3)
 - BUFN356 - Management Fundamentals (3)

BMMG 452 Multi-Cultural Management — 3 hours

Develops an understanding of the role and impact of cultural diversity in the workplace. The course focuses on how multiculturalism influences the local and international environments within which organizations operate, including economic, legal, and political aspects; markets and business customs; dealing with foreign governments and nationals; formulating, implementing, and evaluating cross-functional and cross-cultural decision processes that enable an organization to achieve its objectives.

Prerequisites

- Completed or concurrently enrolled in: BUFN356 - Management Fundamentals (3)

BMMG 453 Operations Management — 3 hours

This course covers the conceptual models, decision making tools, and information systems used by managers and strategists to integrate operations, supply chain, and information systems toward increased productivity and competitive advantage.

Prerequisites

- Completed or concurrently enrolled in:
 - BUFN356 - Management Fundamentals (3)
 - MATH215 - Statistics (IN-4) (3)

BMMG 454 Organizational Behavior — 3 hours

Investigates the impact that individuals and groups have on values, attitudes, job satisfaction, motivation, and how the resultant organizational structure and culture are affected. The purpose of the course is the application of this knowledge toward improving an organization's effectiveness. Students learn the dynamics of leadership and management as they influence organizational behavior.

Prerequisites

- Course(s): BUFN356 - Management Fundamentals (3)

BRDC — Broadcasting

BRDC 127 Introduction to Digital Storytelling — 3 hours

Presents the fundamentals of shooting and editing video and still photographs, as well as recording audio. Students will learn basic principles and aesthetics of using digital cameras and sound equipment purposefully to tell stories that inform, promote, or inspire, laying a foundation for later coursework refining and applying these skills. Students supply their own digital SLR camera with HD video shooting capabilities and a tripod with a pan fluid head. A limited supply of digital SLRs and tripods is available for \$150 rental fee. Lab Fee 12 (\$300). FALL | WINTER

BRDC 417 Media Management and Ministry — 3 hours

An analysis of the challenges and management practices involved in planning and operating a media organization. Special emphasis is given to media ministry, content production, business ethics, community relations, sales, FCC policies, promotion and content distribution. Students interact with media managers from different platforms, visit network stations, and develop a project proposal for a specific media market. Lab Fee 06 (\$90). WINTER ODD YEARS

Prerequisites

- Course(s): BRDC201 - Introduction to Digital Media (3)

BUFN — Business (ADC)

BUFN 200 Orientation to Business — 0 hours

This course provides an orientation to the school of business; business concepts and terminology; and business and learning technology. Ideally this course should be completed prior to beginning any courses offered by the school of business; however, with permission of instructor may be completed during the first eight-week session of business courses. This course is Pass/Fail. ALL SEMESTERS

BUFN 351 Accounting Fundamentals — 3 hours

An introduction to financial accounting. Emphasis is on uses of information contained in financial statements. Students are also introduced to the principles of managerial accounting. For students pursuing a MBA, an additional three hours of accounting will be required.

Prerequisites

- Completed or concurrently enrolled in:
 - BUFN200 - Orientation to Business (0)
 - CPT105 - Introduction to Word Processing (1)
- Course(s): CPT106 - Introduction to Spreadsheets (1)

BUFN 352 Business Analytics Fundamentals — 3 hours

The course is an introduction to exploring and modeling large amounts of data to uncover previously unknown patterns. It includes the process of formulating, developing, analyzing and interpreting models for the purpose of visualizing and communicating information for problem-solving and decision making in areas such as finance, operations, marketing, retail, health care, insurance, supply chain networks, etc. Topics include: regression scenario analysis; project management; and others. Lab Fee 06 (\$90).

Prerequisites

- Completed or concurrently enrolled in:
 - BUFN200 - Orientation to Business (0)
 - CPT105 - Introduction to Word Processing (1)
- Course(s):
 - MATH215 - Statistics (IN-4) (3)
 - CPT106 - Introduction to Spreadsheets (1)

BUFN 353 Business Ethics and Law — 3 hours

A study of how business should operate within the ethical, social, legal, and political environment, and how individuals in leadership should relate to various social and ethical problems.

Prerequisites

- Completed or concurrently enrolled in: BUFN200 - Orientation to Business (0)

BUFN 354 Economics Fundamentals — 3 hours

An introductory study of macroeconomics and microeconomics. Macroeconomic topics include total employment, output and income, inflation and recession, and the variables that influence these conditions. Microeconomic topics include scarcity and choice, individual goods and markets, and the price mechanism showing how it automatically directs the society's resources into the most desirable uses.

Prerequisites

- Completed or concurrently enrolled in:
 - BUFN200 - Orientation to Business (0)
 - CPT105 - Introduction to Word Processing (1)
- Course(s): CPT106 - Introduction to Spreadsheets (1)

BUFN 355 Business Finance Fundamentals — 3 hours

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

Prerequisites

- Completed or concurrently enrolled in:
 - BUFN351 - Accounting Fundamentals (3)
 - BUFN200 - Orientation to Business (0)

BUFN 356 Management Fundamentals — 3 hours

A study of basic business management including an analysis of business policies viewed from the standpoint of the functional characteristics of the management process and current ethics.

Prerequisites

- Completed or concurrently enrolled in: BUFN200 - Orientation to Business (0)

BUFN 357 Marketing Fundamentals — 3 hours

A study of customer relationship management and the functions of marketing, including product, price, place, and promotion as they relate to consumers.

Prerequisites

- Completed or concurrently enrolled in: BUFN200 - Orientation to Business (0)

BUFN 480 Strategic Decision-making — 3 hours

This course integrates the functional business areas. It is designed to give the student experience in strategic analysis and decision-making. Attention is given to matching organizational resources to the external environment to achieve a strategic competitive advantage.

Prerequisites

- Course(s):
 - BUFN351 - Accounting Fundamentals (3)
 - BUFN352 - Business Analytics Fundamentals (3)
 - BUFN353 - Business Ethics and Law (3)
 - BUFN354 - Economics Fundamentals (3)
 - BUFN355 - Business Finance Fundamentals (3)
 - BUFN356 - Management Fundamentals (3)
 - BUFN357 - Marketing Fundamentals (3)

BUFN 490 Missional Business — 3 hours

A study and integration of the biblical foundations of calling and vocation in business professions. The concepts of individual and community reconciliation and transformation along the four dimensions of economic, environmental, social, and spiritual are explored within an organizational and professional context.

Prerequisites

- Course(s):
 - BUFN351 - Accounting Fundamentals (3)
 - BUFN352 - Business Analytics Fundamentals (3)
 - BUFN353 - Business Ethics and Law (3)
 - BUFN354 - Economics Fundamentals (3)
 - BUFN355 - Business Finance Fundamentals (3)
 - BUFN356 - Management Fundamentals (3)
 - BUFN357 - Marketing Fundamentals (3)

COMM — Communication

COMM 240 Communication Theory — 3 hours

This course offers the conceptual foundation for studying human communication. It offers a survey of the major theories of communication and rhetoric. FALL

COMM 242 Introduction to Web Design — 3 hours

This course introduces the student to Web design and content creation in both theory and technique. Students will learn how to use this medium effectively as well as learn how it differs from other, more traditional media. Working with a variety of industries, students will learn the importance of website elements for different types of websites as well as gain knowledge on best practices for making them accessible. Students will also experience what it is like to work with a client and create a final portfolio website for their work. Lab Fee 08 (\$150). FALL

Prerequisites

- Completed at least 1 of the following:
 - ARTG115 - Introduction to Graphic Design (3)
 - CPTR108 - #EssenceOfComputing (3)

COMM 312 Professional Communication and Leadership — 3 hours

This course develops proficiency in written and oral communication that creates clear understanding in professional contexts with attention to developing and delivering strong presentations; the theory and practice of group dynamics and processes and effective leadership skills. This course is cross-listed with BUAD 312. A student may receive credit for this course from only one program. FALL | WINTER

Prerequisites

- Course(s):

- COMM135 - Communication and Public Speaking (IN-3) (3)
- ENGL102 - Critical Thinking in Academic Reading and Writing II (IN-2) (3)

COMM 326 Film Evaluation (IN-10) (W) — 3 hours

The primary goal of this class is to help each student develop a set of criteria for critically evaluating films. Besides regular assigned reading, class activities include discussion of the contributions films make to our culture, studying how films are made, and how to write about films. Films are screened as a part of the class and weekly evaluation papers based on the screened film are expected. ALL SEMESTERS

COMM 330 Intercultural Communication (W) — 3 hours

This course deals with communication and culture as they relate to perception and values, language, nonverbal communication, ethics, intercultural relationships, as well as sociocultural, psychocultural, and environmental influences on the processes of communication. FALL | WINTER

COMM 336 Interpersonal Communication — 3 hours

Introduces students to the theory, research, and practice of communication in personal relationships. Topics include listening, verbal and nonverbal communication, emotions, conflict management, and the development and maintenance of effective personal relationships. This course utilizes readings and out-of-class activities to help students understand and apply interpersonal communication principles. WINTER

COMM 397 Communication Research (W) — 3 hours

Introduces students to scientific inquiry and the basic research techniques of advertising, communication, journalism, and public relations. Uses interdisciplinary approach to explain quantitative and qualitative research methodology and to evaluate different research designs. Emphasizes the importance of the development and exchange of scholarly information as students conduct primary research. This class should be completed before taking 400 level classes in the School of Journalism and Communication. This course is cross-listed with BUAD 497. A student may receive credit for this course from only one program. FALL

COMM 406 Persuasion and Propaganda (W) — 3 hours

This course focuses on the historical origin and contemporary uses of persuasion and propaganda, the concept of public opinion, motivational tools and techniques to achieve public response, characteristics of publics, and how publics are influenced. We will examine artifacts of popular culture, politics, advertising, and mass media through the lens of persuasion and propaganda theories. WINTER

COMM 420 Professional and Technical Writing — 3 hours

This course teaches students to design and produce documents that communicate professional and technical information effectively and efficiently. The course emphasizes the clarity, accuracy, and precision demanded by writing in various workplace genres. Students write documentation like memos, reports, definitions, procedures, and explanations. Students learn to analyze audience needs and modify their communications accordingly. Lab Fee 04 (\$30). FALL

COMM 427 Mass Media Law and Ethics — 3 hours

This course provides an overview of the U.S. legal system, the press as The Fourth Estate, and The First Amendment's role in American law. The class focuses on issues, both legal and ethical, currently faced by communication professionals. Topics studied in the class include freedom of the press, the American legal system, defamation, invasion of privacy, information gathering, records and open meetings, free press and fair trial, obscenity, copyright, advertising and media regulation. The class will discuss issues affecting Seventh-day Adventists, such as intellectual property, church identity, and the church's stance on Separation of Church and State. Students present legal cases, write legal briefs, and conduct legal research, culminating in a final paper and presentation at the end of the class. WINTER

COMM 488 Mass Communication and Society (W) — 3 hours

This course provides for informed student participation in the examination of the role and function of the mass media system in the United States. Among the topics considered are: the concept of social responsibility as a constraint upon the media; and ethical, social, economic and political issues involved in the function of newspapers, magazines, radio, television, new media advertising, and public relations. Emphasis on reading, writing media critiques, and on analysis of concepts and ideas. WINTER

ELIT — English Literature

ELIT 330 Global Literature (IN-10) (W) — 3 hours

Global Literature is a thematic introduction to selected literary texts that have greatly influenced culture around the world. This critical exploration of world literature emphasizes how literature is constructed, how it describes the human experience, how cultural movements (historical, intellectual, religious, political, etc.) influence and are influenced by the works studied, and how we talk about literature's interrelationships with time, place, culture, and other contexts. Texts will be selected from a diverse group of authors, traditions, and periods with an emphasis on gaining insights into the foundations of our contemporary global civilization. VARIABLE

JOUR — Journalism

JOUR 105 Writing for the Media — 3 hours

Basic writing skills for newspaper, magazines, advertising, public relations, online and broadcasting, with emphasis on learning the Associated Press Stylebook. FALL | WINTER

Prerequisites

- Complete 1 of the following:
 - Completed with a minimum grade of C or higher: ENGL101 - Critical Thinking in Academic Reading and Writing I (IN-2) (3)
 - ACT English minimum score of 18, SAT score of 430, or R-SAT score of 25

JOUR 205 News Reporting — 3 hours

News gathering and research techniques; development of news writing skills and style. Emphasis on clarity of writing, accuracy, balance and fairness, and on meeting deadlines. Students are required to contribute bi-weekly stories to the University's newspaper, The Southern Accent. Oral communication emphasis: Interviewing. FALL | WINTER

Prerequisites

- Course(s): JOUR105 - Writing for the Media (3)

JOUR 316 Magazine and Feature Article Writing (W) — 3 hours

The study and practice of researching, writing, and marketing non-fiction feature stories for magazines, newspapers, and other periodicals. Discusses the writing process from idea development and story focus through final revision and marketing of articles via query letters to editors. FALL

Prerequisites

- Course(s): JOUR205 - News Reporting (3)

PHTO — Photography

PHTO 320 Digital Photography — 3 hours

Students will learn image-capture processing and outputting of digitized photographic images utilizing Adobe Photoshop and Lightroom. Emphasis is on studio, wedding, and event photography. Topics include environmental and group portraits, illustrative techniques, industrial and commercial photography. Students supply their own digital SLR cameras. A limited supply of digital cameras are available for a rental fee. Lab Fee 12 (\$300). FALL

PREL — Public Relations

PREL 235 Public Relations Principles and Theory — 3 hours

Basic public relations principles, philosophy, and theory as they relate to the historical development and contemporary practice of public relations; analysis of the role of public relations in business, industry, and nonprofit organizations, and of the functions and responsibilities of the public relations practitioner. WINTER

PREL 325 Public Relations Techniques — 3 hours

Communication techniques used in public relations to identify and reach specified audiences through mass media channels and through controlled media. Preparation of press releases, brochures, newsletters, reports, audio-visuals, speeches, and media campaigns; planning and conducting special events. FALL

PREL 355 Advertising Copywriting — 3 hours

Principles and practices in writing and preparing advertising messages for the mass media. Analysis of successful advertising copy as well as opportunity for students to develop their own copywriting skills are part of the course. Social responsibility and ethics of the advertiser and copywriter are an integral part of instruction. FALL EVEN YEARS

PREL 366 Public Relations Strategies and Management — 3 hours

This course analyzes the changing public relations environment from a managerial perspective. Topics include the growing need for strategic planning, measurement of return on investment, credibility management, crisis communication, and management of social media. Senior communication professionals will be invited to present "real life" challenges they have confronted. Through case review, discussion of reputation issues in the news, and class presentations, students will focus on strategic thinking and creative approaches to management responsibilities in public relations. WINTER

PSYA — Psychology (ADC)

PSYA 121 Introduction to Psychology — 1 hours

An introductory course to the study of psychology as a science and a profession. This course provides basic instruction on how the scientific method is employed in the study of behavior and mental processes and how psychologists utilize this science in service to others. Required as a corequisite for all courses in the B.S. in General Psychology. Any new student who has completed PSYA 122-General Psychology, or its equivalent, within the previous five years before being admitted to the B.S. in General Psychology degree program will not be required to take PSYA 121-Introduction to Psychology. ALL SEMESTERS

PSYA 122 General Psychology — 3 hours

A beginning course in the basic principles and concepts of psychology. This course provides an exposure to a wide variety of human behaviors, which may include but are not limited to: sensation, perception, learning, memory, thinking, development motivation and personality. Hours of active learning are included in this course. FALL, MODULE 1

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 128 Developmental Psychology (IN-8) — 3 hours

This general education course is a study of human development from a lifespan perspective. Emphasis is placed on the scientific study of growth and change in the areas of physical, cognitive, socioemotional, and spiritual development of the individual. FALL, MODULE 2

PSYA 224 Social Psychology — 3 hours

A study of human behavior as affected in the context of the social world. Dynamics of groups, social roles, communication, and mass behavior are focuses of consideration. WINTER, MODULE 1

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 227 Cognitive Psychology — 3 hours

This course is an introduction to the area of psychology which deals with how human beings process information about the world. The course focuses on how individuals attend to and obtain information about the world, how the brain stores and processes that information, and how individuals think, solve problems and use language. Specific topics such as attention, perception, memory and problem solving are addressed. WINTER, MODULE 2

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 315 Abnormal Psychology — 3 hours

A study of the etiology of pathological behavior and the factors relating to good adjustment and mental health. Attention is paid to several continuing or recent controversial issues in the field of psychopathology. FALL, MODULE 1

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 320 Statistics for the Social Sciences — 3 hours

This course presents an introduction to statistical concepts and tools for understanding and analyzing data from studies in the social and behavioral sciences. Topics include measures of central tendency and variability, probability theory, sampling, frequency distributions, significance testing and statistical inference. SUMMER

Prerequisites

- Completed with a minimum grade of C or higher: ENGL102 - Critical Thinking in Academic Reading and Writing II (IN-2) (3)
- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 346 Introduction to Personality Theories — 3 hours

This course is an exploration of the major paradigms of personality theory from a Christian perspective. Psychoanalysis, behaviorism, humanism, existentialism, and others will be covered. It will focus on the modern theorists, including White, Rogers, Skinner, May, Bandura, Mischel, Wilson, and Barash. A study of human motivation and an exploration of individual personality perspective will provide useful personal information. FALL, MODULE 2

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 357 Psychological Testing — 3 hours

This course is designed to introduce the student to the principles of testing, particularly as it relates to the practice of psychology. Specifically, the course examines the purpose of individual assessment of ability, aptitude, achievement, interest, and personality. Theory and basic concepts underlying the individually administered and group tests will be evaluated. Non-standardized tests and other techniques for psychological assessment will also be addressed. WINTER, MODULE 1

Prerequisites

- Course(s): MATH215 - Statistics (IN-4) (3)
- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 390 Health Psychology — 3 hours

A study of the principles of human behavior in understanding how the mind and body interact in health and disease. The course examines topics such as alcohol, other drugs and behavior, health promotion, psychosomatic illness, stress and coping, pain management, and health damaging behaviors. WINTER, MODULE 2

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 418 History and Systems of Psychology — 3 hours

The course examines the beginnings of modern psychology from its origins in theology, philosophy, and the natural sciences, to its contemporary schools and theoretical systems that comprise psychology today. FALL, MODULE 1

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 420 Research Methods in the Social Sciences — 3 hours

This course presents an introduction to the basic research methods in the social and behavioral sciences. Topics include reviewing the literature, ethical practices, correlational/descriptive and laboratory/experimental design methodology, dependent and independent variables, principles of measurement, and reading and writing scientific research reports. SUMMER

Prerequisites

- Completed with a minimum grade of C or higher: ENGL102 - Critical Thinking in Academic Reading and Writing II (IN-2) (3)
- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 426 Issues in Psychology and Religion — 3 hours

This course will explore issues of importance in the relationship between Psychology and Religion from a Seventh- day Adventist Christian perspective. Cultural and historical factors, models of integration, and critical issues in psychology are examined in light of Scripture, inspired writings, and modern thinkers in Christian psychology. FALL, MODULE 2

Prerequisites

- Completed or concurrently enrolled in: PSYA121 - Introduction to Psychology (1)

PSYA 480 Senior Seminar in Psychology — 1 - 2 hours

This is the capstone course of the B.S. General Psychology program and is to be taken during the student's final term. This course comprises a study of psychology that integrates knowledge gained through previous coursework and experiences. The aim is to build on the psychology department's conceptual framework through case studies and reflective essays. This course is offered for one credit with an option for two credits. The additional credit will consist of the completion of a senior thesis. FALL/WINTER/SUMMER. ALL SEMESTERS



UNIVERSITY REGISTRY

University Registry: Board of Trustees

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Bill McGhinnis

Ken DeFoor

University Registry: University Administration

PRESIDENT

Ken Shaw, Ed.D. (2021)

President

INFORMATION SYSTEMS

Gary Sewell, B.S. (2012)

Herdy Moniyung, M.S. (1999)

Derek Sherbondy, B.S. (2007)

Brandon Familia, (2023)

Randi Buhl, A.A. (2001)

Eli Courey, B.S. (2004)

Paul Irwin, B.S. (2011)

Johan Jaeger, B.S. (2025)

Ron Miller, B.S. (1995)

Miguel Rivas, M.S. (2012)

Tim Cwodzinski, M.B.A. (2007)

Ivan Vakal, B.A. (2025)

Michelle Younkin, M.B.A. (2016)

Associate Vice President, Information Technology

Director, Integration and Development

Associate Director, Infrastructure

Workstation Support Manager, Workstation Support

Network Analyst

Network Analyst

Software Developer

Software Developer

Systems Administrator

Software Developer

Network Analyst

Network Analyst

Systems Analyst

INSTITUTIONAL RESEARCH AND PLANNING

Chris Hansen, Ph.D. (1996)

Michele McFarlane, M.S.I.S. (2011)

Executive Director, Institutional Research and Planning

Business Intelligence Analyst

ACADEMIC ADMINISTRATION

Robert Young, Ph.D. (2007)

Dionne Felix, Ph.D. (2018)

Cheri Durst, M.S. (2013)

Cheryl Craven, M.S. (2010)

Senior Vice President, Academic Administration

Associate Vice President, Academic Administration and Dean of Student Success and Retention

Retention Services Coordinator

Director, Christian Services

CENTER OF TEACHING EXCELLENCE AND THE INTEGRATION OF FAITH AND LEARNING

Robert Overstreet, Ph.D. (2019)

Director, Center for Teaching Excellence and Biblical Foundations of Faith and Learning

GRADUATE AND PROFESSIONAL STUDIES

Corjena Cheung, Ph.D. (2024)

Rosa Mayr, M.B.A (2022)

Jordan Sayavongsa, M.B.A. (204)

Associate Vice President, Academic Administration and Dean of Graduate Studies and Professional Studies

Director, Graduate Marketing

Director, Graduate Admissions and Academic Progress

LIBRARY

Deyse Bravo, M.L.S. (2011)

Sonja Fordham, Ph.D. (2014)

Stanley Cottrell II, M.L.S. (2004)

Bethany Howard, M.S. (2021)

Donald Martin, M.S.L.S. (2014)

Micaela Myers, B.S. (2022)

Jessica Spears, M.Ed. (2013)

Director, Library

Director, Writing/Tutorial Center

Technical Services Librarian

Public Services Librarian

Digital Resources Librarian

Periodicals Librarian

Research Services Librarian

ONLINE CAMPUS

Gus Martin, Ph.D. (2019)

Greg Merchant, B.S. (2012)

Deanna Walker, M.S. (2020)

Jonathan Stover, B.S. (2023)

Director, Academic Technology and Online Learning

Technology Manager

Course Development/Online Coach Manager

Teaching Technology Specialist

RECORDS AND ADVISEMENT

Karon Powell, J.D. (2015)

Sharon Rogers, M.Ed. (1977)

Tami Wery, A.S. (2009)

Lisa Hess, B.S. (2010)

Omar Mendez (2017)

Director, Records and Advisement

Assistant Director, Records and Advisement

Assistant Director, Records and Advisement

Manager, Transcripts

Data Analyst

ADVANCEMENT

Ellen Hostetler, M.S. (2021)	Vice President, Advancement
Robert Bovell, B.S. (2013)	Director, Advancement
Sandra James, M.A. (2017)	Associate Director, Community Events and Guest Lodging
Kathryn Stiles, B.S. (2025)	Philanthropy Officer
Lucas Patterson, M.S. (2011)	Associate Director, Strategic Partnerships
Sandra Delgado, B.S. (2019)	Annual Giving Manager

ALUMNI RELATIONS

Cheryl Torres, B.A. (2022)	Director, Alumni Relations
John Boone, B.S. (2022)	Assistant Director, Alumni Relations

PLANNED GIVING

Kimberly Bobenhausen, B.A. (2017)	Director, Planned Giving
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WSMC FM90.5

Jeremy Francisco, M.S. (2023)	Director, WSMC
Robby Raney, B.Mus. (2023)	Program Manager

FINANCIAL ADMINISTRATION

Tom Verrill, M.S. (2008)	Senior Vice President, Financial Administration
Steven Miller, M.B.A. (2023)	Associate Vice President, Budgeting and Financial Analysis
Vincent Schober, B.A. (2025)	Associate Vice President, Financial Administration
Justin Brooks, B.A. (2006)	Director, Purchasing, QuickPrint and Mail Services
Justin Moore, B.S. (2022)	Associate Vice President, Risk Management
Kimberly Mendoza, (2023)	Assistant Director for Risk Management & Hiring Process

ACCOUNTING AND FINANCIAL SERVICES

David Huisman, B.S., C.P.A. (1993)	Controller
Angela Teague, B.A. (2009)	Senior Accountant

CAMPUS SAFETY

Kevin Penrod, B.S. (2007)	Director, Campus Safety
Shawn Haas, B.S. (2013)	Associate Director, Campus Safety

HUMAN RESOURCES

Amy Steele, A.S. (2005)	Director, Human Resources
Aimee Montes de Oca, B.S. (2023)	Payroll Manager
Sarah Shelburne, A.S. (2012)	Projects and Benefits Manager
Allison Maitland, A.S. (2017)	Senior H.R. Generalist, Human Resources

MARKETING AND UNIVERSITY RELATIONS

Ingrid Skantz, M.S.A. (1990)	Vice President, Marketing and University Relations
Janell Hullquist, B.S. (2016)	Director, Marketing and University Relations
Becky Brooks, B.A. (2023)	Editorial Manager
Simon Sierra, B.S. (2025)	Manager, Website Development
Emily Harding, B.A. (2022)	Manager, Graphic Design
Kroania Huskins, B.S. (2021)	Manager, Website Development
Joseph Hyde, B.S. (2023)	Manager, Digital Engagement
Tina Smith, B.A. (2011)	Manager, Communications

SERVICES

Mark Antone, A.S. (1984)	Director, Landscape Services
Barry Becker (1993)	Director, Transportation Services
Dennis Clifford, B.S.EE (2016)	Director, Building Systems Plant Services
Bill Cruttenden (2011)	Director, Plant Maintenance and Construction
Laurie Worth, B.S. (2023)	Director, Food Services
Donnie Lighthall, B.S. (2000)	Director, Service
Olga Salnikova, B.Tech.Arch. (2026)	Corporate Architect

ENROLLMENT MANAGEMENT

Jason Merryman, M.A. (2020)	Vice President, Enrollment Management
-----------------------------	---------------------------------------

Ryan Harrell, M.S. (2012)
Ryan Herman, B.S. (2003)
Caleb Whitman, B.S. (2025)

Manager, Website and Analytics
Director, Enrollment Technology
Systems Specialist

ADMISSIONS

Stahl Comete, M.A. (2018)
Kayla Diaz, M.B.A. (2019)
Brittany Underwood, M.B.A. (2024)
Leticia Chaparro, M.A. (2022)
Marco Swaisgood, B.S. (2024)
Emily Carvajal, B.S. (2023)
Lesieli Savelio, B.S. (2026)
Daniela Wright, B.S. (2024)
Jessica Williams, M.A. (2018)
Brenda Garcia, M.S. (2024)

Director, Admissions
Associate Director, Admissions
Transfer Admissions Counselor
Senior Admissions Counselor/Ministry Coordinator
Campus Experience Manager
Senior Admissions Counselor
International Student Services Coordinator
Admissions Counselor
Senior Admissions Counselor
Admissions Counselor

STUDENT FINANCE

Paula Walters, B.S. (2005)
Michael Rumsey, B.S. (2013)
Xenia Figueroa, B.B.A. (2015)
Jana Dietsche, B.B.A. (2001)
Ginger Cheney, B.S. (2004)
Elizabeth Helton, M.S.W. (2021)
Daniel Johns, A.S. (2017)
Elias Martinez, B.S. (2017)
Fred McClanahan, B.A./B.S. (2004)
Erika Sanchez, B.S. (2022)
Lillian Loza, M.S. (2026)

Director, Student Finance
Associate Director, Student Finance
Assistant Director, Student Finance
Systems Manager
Collections and Operations Specialist
Senior Finance Counselor
Student Finance Counselor
Senior Finance Counselor
Senior Prospective Student Finance Counselor
Student Finance Counselor
Compliance & Reconciliation Coordinator

STUDENT DEVELOPMENT ADMINISTRATION

Dennis Negron, Ph.D. (1993)
Lisa Hall, M.A. (2004)
Alexis Grentz, B.S. (2023)

Vice President, Student Development and Title IX Coordinator
Dean of Students and Director of Residence Life
Director, Student Life and Activities

OFFICE OF MINISTRY AND MISSIONS

Joseph Khabbaz, Ph.D. (2019)
Byard Parks, MDiv (2025)
Anna Bennett, B.A. (2014)
Manuel Gomez, MDiv (2024)

Vice President, Spiritual Life/Chaplain
Director, Student Missions
Associate Chaplain
Associate Chaplain

RESIDENCE HALLS

Carl Patterson, M.A. (2004)
John Sager, B.A. (2001)
John Willis, B.S. (2012)
Kevin Pride, M.S. (2024)
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Chamra Anthony, M.A. (2007)
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Susan Pennington, B.S. (2012)
Sara Chase, M.Ed., (2026)
Mary Neri, M.A. (2023)
Irene Royo, B.A. (2014)
Lisa Patterson, B.A. (2014)

Associate Dean of Men
Associate Dean of Men
Associate Dean of Men
Associate Dean of Men
Associate Dean of Men
Associate Dean of Women
Associate Dean of Women
Associate Dean of Women
Associate Dean of Women
Associate Dean of Women
Assistant Dean, Non-traditional Housing
Administrative Dean

STUDENT SUCCESS CENTER

Amy Ortiz-Moretta, M.S. (2022)
Renita Moore, M.S. (2003)
Nova Munselle, M.A. (2021)
Daniel Olson, M.S. (2022)
Jahnli Ancheta, B.S. (2021)
Brandon Grentz, M.S. (2021)
Lisa Clouzet, DMin (2024)
Loni Romero, M.S. (2021)

Director, Student Success Center/Testing Services
First Year Experience Coordinator
Career Services Coordinator
Employer Relations & Internship Coordinator
Disability Services Coordinator
Counselor
Counselor
Counselor

CHURCH PASTORS

Ron Halvorsen (2023)

Senior Pastor

Orlando Hernandez, Jr	Group Life
Jay Cole, B.S. (2017)	Church Administrator
Kircio Mota, M.Div. (2019)	Youth Pastor
Carole Verrill, M.A. (2008)	Children's Ministries/Worship Coordinator

FACULTY/STAFF EMERITI

Bruce Ashton, D.M.A., Professor Emeritus of Music
John Beckett, D.B.A., Professor Emeritus of Computing
Robert Benge, Ph.D., Professor Emeritus of Health and Kinesiology
Peggy Bennett, M.S.L.S., Associate Professor Emerita of Library Science
Gordon Bietz, D.Min., President, Emeritus
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Mary Elam, M.A., Associate Vice President Emerita of Academic Administration
Richard Erickson, M.B.A., Professor Emeritus of Business
Loranne Grace, M.S.L.S., Associate Professor Emerita of Library Science
Leona Gulley, Ed.D., Professor Emerita of Psychology
Carole Haynes, Ed.D., Professor Emerita of Education
Shirley Howard, M.S., Associate Professor Emerita of Nursing
Barbara James, D.S.N., Professor Emerita of Nursing
Henry Kuhlman, Ph.D., Professor Emeritus of Physics
Jud Lake, Th.D., Professor Emeritus of Religion
Ed Lamb, M.S.S.W., Professor Emeritus of Social Work and Family Studies
Katie Lamb, Ph.D., Associate Vice President Emerita of Academic Administration
Callie McArthur, M.S.N, Professor Emerita of Nursing
Braam Oberholster, D.B.A., Professor Emeritus of Business
Louesa Peters, B.A., Associate Treasurer Emerita
Art Richert, Ph.D., Professor Emeritus of Mathematics
Philip G. Samaan, D.Min., Professor Emeritus of Religion
Richard Schwarz, M.S., Associate Professor Emeritus of Health and Kinesiology
David Smith, Ph.D., President Emeritus
Shirley Spears, M.S., Associate Professor Emerita of Nursing
Carleton Swafford, Ph.D., Graduate Dean Emeritus
Dale Walters, M.S. Professor Emeritus of Applied Technology
Thelma Wearner, M.A., Associate Professor Emerita of Home Economics
Jon Wentworth, M.Tx., Professor of Emeritus of Business
Bill Wohlers, Ph.D., Vice President Emeritus of Student Development
Joni Zier, M.S.Ed., Director of Records and Advisement Emerita

University Registry: Instructional Faculty

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

Michelle Adams-M.Ed., Assistant Professor of Education

B.S. and M.Ed., Southern Adventist University. (2023)

Joelle Akiki-D.B.A., Professor of Business

B.B.A. and M.B.A., Middle East University; D.B.A., Beirut Arab University. (2022)

Harvey Alférez-Ph.D., Professor of Computing

B.S. Universidad EAFIT; M.S. Assumption University; Ph.D. Universitat Politècnica de València. (2022)

Kerry Allen-M.S.N., Associate Professor of Nursing

B.S. and M.S.N., Southern Adventist University. (2010)

Patricia Anderson-Ph.D., Professor of Mathematics

B.S., Southwestern Adventist University; Ph.D., University of Texas at Arlington. (2007)

Scot Anderson-Ph.D., Dean and Professor of Computing

B.S., Southwestern Adventist University; M.S. and Ph.D., University of Nebraska, Lincoln. (2007)

Vola Andrianarijaona-Ph.D., Professor of Physics & Engineering

B.A., Université Paris XIII; M.A., Université Paris VII, M.A., Université Paris VIII; Ph.D., Université Catholique de Louvain. (2020)

Joyce Azevedo-Ph.D., Professor of Biology

B.S., Union College; M.A. and Ph.D., University of California, Riverside. (1992)

Desirae Bach-M.F.A., Instructor of Visual Art & Design

B.S., Pacific Union College; M.F.A., Liberty University. (2025)

Andrew Baker-B.S., Assistant Professor of Applied Technology

B.S., Andrews University. (2022)

Stephen Bauer-Ph.D., Professor of Religion

B.A., Atlantic Union College; M.Div. and Ph.D., Andrews University. (1999)

Sergio Bellino-M.S., Associate Professor of Business

B.S., Peruvian Union University; M.S. Andrews University. (2024)

Lunelle Bertresse-M.S.W., Associate Professor of Social Work

B.S.W. and M.S.W., Southern Adventist University. (2019)

Randy Bishop-M.P.T., Associate Professor of Biology/Allied Health

B.B.A., Southern Adventist University; M.P.T., Andrews University. (2010)

Isabel Bolanos-D.S.W., Assistant Professor of Social Work

B.A. and M.S.W., University of Illinois, Chicago; D.S.W., University of Kentucky. (2026)

Briceno Bowrey-Ph.D., Assistant Professor of History & Political Studies

B.A., East Carolina University; Ph.D., University of Maryland. (2025)

Mike Boyd-M.S.S., Associate Professor of Health & Kinesiology

B.S., Atlantic Union College; M.S.S., United States Sports Academy. (2007)

Wesley Bradford-M.Mus.ED., Assistant Professor of Music

B.Mus.Ed., Southern Adventist University; M.Mus.ED., VanderCook College of Music. (2026)

Gary Bradley, Jr.-Ph.D., Professor of Education

B.A., Southern Adventist University; M.A.Ed., Western Carolina University; Ph.D., Andrews University. (2018)

Deyse Bravo-M.L.S., Director and Associate Professor of Library Science

B.A., University of California, Berkeley; M.L.S., Queens College. (2011)

Matthew Bronson-M.A., Assistant Professor of Religion

B.A. Southern Adventist University; M.A., Liberty University. (2024)

Kevin Brown-Ph.D., Chair and Professor of Mathematics

B.S., Southern Adventist University; M.S. and Ph.D., University of Central Florida. (1999)

Jill Buchholz-D.N.P., Professor of Nursing

B.S.N. and M.S.N., Indiana University School of Nursing; D.N.P., Indiana Wesleyan University. (2016)

Rod Bussey-Ph.D., Professor of Health & Kinesiology

B.Ed., Union College; M.Ed., Azusa Pacific University; Ph.D., Texas Woman's University. (2013)

Rachel Byrd-Ph.D., Professor of English

B.A., Pacific Union College; M.A., Shippensburg University; Ph.D., University of Maryland. (1998)

Laurie Redmer Cadwallader-M.Mus., Associate Professor of Music

B.Mus.Ed., Atlantic Union College; M.Mus., New England Conservatory of Music. (2000)

Kalicia Clements-M.A., Assistant Professor of Education

B.S. and M.A., Andrews University. (2025)

Dakota Cookenmaster-M.S., Assistant Professor of Computing

B.S. and M.S., Southern Adventist University (2025)

Peter J. Cooper-D.M.A., Dean and Professor of Music

B.Mus. and M.Mus., Conservatory of Music, University of Missouri-Kansas City; D.M.A., University of Michigan. (2006)

Aaron Corbit-Ph.D., Professor of Biology

B.S. and Ph.D., Loma Linda University. (2012)

Stanley Cottrell II-M.L.S., Associate Professor of Library Science

B.S. and M.A., Andrews University; M.L.S., University of Maryland. (2004)

Douglas Crawford-B.S.E.E., Assistant Professor of Applied Technology

B.S.E.E., Walla Walla University. (2025)

Chanda Daggs-Ph.D., Assistant Professor of Education

B.S., Mountain View College, Philippines; M.A., La Sierra University; M.S. and Ph.D., Walden University. (2023)

Judith Dedeker-D.N.P., Professor of Nursing

B.S., M.S.N., and D.N.P., Southern Adventist University. (2006)

Nathan DeWild-B.S., Assistant Professor of Visual Art & Design

B.S., Southern Adventist University. (2022)

Paola Dias-M.D., Professor of Biology & Allied Health

M.D., Faculdade de Ciencias Medicas de Lisboa. (2022)

Lisa Clark Diller-Ph.D., Professor of History & Political Studies

B.A., Southern Adventist University; M.A. and Ph.D., University of Chicago. (2002)

Elani Dodd-M.S.N., Assistant Professor of Nursing

A.S.N., B.S.N., and M.S.N., Southern Adventist University. (2023)

Hyunsok (John) Doh-Ph.D., Professor of Religion

B.A. and M.A., Sahmyook University; Ph.D., Andrews University (2018)

Candy Dolcy-M.S.W., Assistant Professor of Social Work

B.S. and M.S.W., Florida A&M University. (2021)

Matthew P. Duffy-Ph.D., Professor of Chemistry

B.S., La Sierra University; M.S., University of California, Riverside; Ph.D., Nanyang Technological University, Singapore. (2018)

Melissa Dulcich-Ph.D., Associate Professor of Psychology

B.A., Pacific Union College; M.A., California State University, Bakersfield; Ph.D., Loma Linda University. (2024)

Ayanna Eastman-Ph.D., Associate Professor of Journalism & Communication

B.A., University of the West Indies; M.B.A., Andrews University; Ph.D., University of Connecticut. (2021)

Marla Erskine-M.S.N., Associate Professor of Nursing

A.S.N., Cayuga County Community College; M.S.N., Southern Adventist University. (2019)

Leslie Evenson-M.P.H., Assistant Professor of Health & Kinesiology

B.S., Southern Adventist University; M.P.H., Loma Linda University. (2008)

Pablo Fernandez-M.A., Associate Professor of Journalism & Communication

B.S., Facaldad Cásper Líbero; M.A., Andrews University. (2018)

Michael Finch-Ph.D., Associate Professor of Journalism & Communication

B.A., Elim Bible Institute; M.A. and Ph.D. Regent University. (2024)

Tracy Finch-M.A., Assistant Professor of English

B.A., Walla Walla University; M.A., Long Island University; M.A. TESOL, LCC International University, Lithuania. (2026)

Jennifer Fisher-M.S.N., Associate Professor of Nursing

B.S.N., Andrews University; M.S.N. Frontier School of Midwifery and Family Nursing. (2019)

Sonja Fordham-Ph.D., Professor of Library Science

B.S., Southern Adventist University; M.A. University of New England, Australia; M.A. and Ph.D., University of Arizona. (2014)

Holly Gadd-Ph.D., Dean and Professor of Nursing

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

Lisa Gano-M.Acc., Associate Professor of Business

B.B.A., Southern Adventist University; M.Acc., University of Tennessee, Knoxville. (2017)

Judith Glass-M.Mus., Professor of Music

B.Mus. and M.Mus., University of Texas, Austin. (1975)

Crystal Glassford-Ph.D., Assistant Professor of Chemistry

B.S., Peking University; Ph.D., The University of Melbourne. (2022)

Eva Gonzalez-M.S.N.-F.N.P, Assistant Professor of Nursing

B.S.N., Arizona State University; M.S.N.-F.N.P., Grand Canyon University. (2026)

Blake Gorth-M.A., Assistant Professor of English

B.A., Andrews University; M.A. La Sierra University. (2022)

Eliezer A. Graterol-D.Min., Professor of Religion

B.A., Venezuelan Adventist University; M.A., Fuller Theological Seminary; M.Div and D.Min, Andrews University. (2018)

Zachary Gray-M.F.A., Dean and Associate Professor of Visual Art & Design

B.S., Southern Adventist University; M.F.A., Savannah College of Art and Design. (2000)

Nathanael Griesert-M.S.E.C.E., Associate Professor of Engineering & Physics

B.S.E.E., California Polytechnic State University SLO; M.S.E.C.E., University of California, Davis. (2024)

Stephanie Guster-M.S.W.-Associate Professor of Social Work

B.S., Andrews University; M.S.W., Ohio State University. (2016)

Tyson Hall-Ph.D., Dean and Professor of Engineering & Physics and Chair of Applied Technology

B.S.CmpE., M.S.E.C.E., and Ph.D., Georgia Institute of Technology. (2005)

Richard Halterman-Ph.D., Professor of Computing

B.S., Florida Southern College; M.S., Florida Atlantic University; Ph.D., University of Tennessee, Knoxville. (1987)

Mindy Haluska-M.S.N-Ed., Assistant Professor of Nursing

B.S., Southern Adventist University; M.S.N-Ed., Towson University. (2026)

Brent Hamstra-Ph.D., Chair and Professor of Chemistry

B.S., Andrews University; Ph.D., University of Michigan. (1999)

Mike Harris-M.S.Ed., Assistant Professor of Health & Kinesiology

B.A. and M.S.Ed., Southern Adventist University. (2014)

David Hartman-D.Min., Professor of Religion

B.A., Southern Adventist University; M.Div. and D.Min., Andrews University. (2018)

Giselle Hasel-M.A., Associate Professor of Visual Art & Design

B.A., Andrews University; M.A., Southern Adventist University. (2007)

Michael G. Hasel-Ph.D., Professor of Religion, Director, Institute of Archaeology

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

Adam Heck-Ph.D., Professor of Mathematics

B.S., Andrews University; M.S., University of Central Florida, Orlando; **Ph.D., The State University of New York, University at Buffalo.** (2010)

Esteban Hidalgo-Ph.D., Assistant Professor of Religion

B.A., Antillean Adventist University; M.Div., Andrews University; Ph.D., Asbury Theological Seminary. (2024)

Sarah Hillebert-D.N.P., Assistant Professor of Nursing

B.S.N., Chamberlain University; D.N.P., Southern Adventist University. (2026)

LaShawn Horton-Ph.D., Professor of Nursing

B.S.N., Georgia Regents University; M.S.N., California State University; Ph.D., Oregon Health and Science University. (2014)

Bethany Howard-M.S., Assistant Professor of Library Science

B.A. and B.S., Southern Adventist University; M.S. University of Tennessee Knoxville. (2021)

Daniel Howard-Ph.D., Assistant Professor of Engineering & Physics

B.S.M.E., and Ph.D., University of Tennessee Knoxville. (2025)

Jaclynn Huse-Ph.D., Professor of Nursing

B.S.N. and M.S.N., Southern Adventist University; Ph.D., University of Northern Colorado. (2020)

Mark Hyder-J.D., Professor of Business

B.S., Southern Adventist University; M.S., University of Maryland University College; J.D., Emory University. (2013)

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